

SOUTHWEST RIVERSIDE ADULT EDUCATION
MEMORANDUM OF UNDERSTANDING
CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)
**MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT AND
BEAUMONT UNIFIED 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 **Beaumont Unified School District** hereinafter referred to as **Contractor** whose address is 350 West Brookside Avenue, Beaumont, CA 92223.

This Agreement is based on California Adult Education Program (CAEP) funding received by MSJCCD as fiscal agent for the Southwest Riverside County Adult Education (SRAE) 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 24-328-035.

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, 2024**, and will end on **December 31, 2025**.

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 **\$760,879** 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. 03/20/2023), AEP Fiscal Management Guide (Rev. 03/20/2023), Program Fees Policy (Rev. 12/11/2017) and SRCAERC Three Year Plan (2022 – 2025) are attached to this Agreement as a reference.

Exhibits. Exhibit A (SRCAERC FY 24-25 Allocation Schedule); Exhibit B (FY 24-25 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 2023 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, 2027**, 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.

Member Effectiveness. Definition of Member Effectiveness is primarily defined as a Member's ability to consistently meet the Assurances outlined above in Article III, Section 3. A Member is deemed "ineffective" if the Member consistently fails to meet CAEP Assurances per this Section and reasonable

interventions to improve Member Effectiveness have not resulted in improvements. The most critical of the above assurances are:

1. Program Area Reporting of leveraged funds and instructional hours (this certification is due annually on 12/1)
2. Quarterly expenditure reporting (Q1, Q2 (includes close out), Q3, & Q4)
3. Plan Certification – 3-year plan, annual plan, and member work plan
4. CFAD and Governance Certification (currently due May 2nd)
5. Quarterly student data reporting into TOPSPro Enterprise (Q1, Q2, Q3, & Q4)

In addition to timely reporting in regard to the above reporting deadlines, Member Effectiveness will be measured by carryover amounts.

1. By the 2023-24 Program Year, carryover amounts greater than 20% of a Member's total Allocation indicates Member ineffectiveness.
2. In the first year of excessive carryover, the Member must provide a detailed plan as to how the carryover will be spent and the Steering Committee must approve the plan. This is considered Intervention Year 1.
3. If the carryover exists after Intervention Year 1, the Member is deemed ineffective.

Reduction of Member Allocation. The Steering Committee may reduce a Member's Allocation for the following reasons:

1. Members have mutually agreed upon an Amendment to Annual Member Allocation so that one Member can better meet the SRAE Purpose.
2. The Member no longer wishes to provide services consistent with achieving the SRAE Purpose and the SRAE Annual Plan.
3. The Member is not providing educational programs and services consistent with achieving the SRAE Purpose and the SRAE Plans.
4. The Member is not expending CAEP funds in a manner that adheres to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
5. The Member is consistently not meeting the requirements of Member Effectiveness as defined in Section 1 of this Article and is thus deemed "ineffective" in providing services that address the SRAE Purpose. Reasonable interventions to improve Member Effectiveness have not resulted in improvements.

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 the 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.

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Notices. All notifications pertaining to this Agreement must be in writing and will be addressed as follows:

Contractor: Beaumont Unified School District
350 West Brookside Avenue
Beaumont, CA 92223

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: Carmen Ordonez

Title: Director of Fiscal Services

Date: _____

District signature:


Michael Beckham (Aug 12, 2024 09:54 PDT)

Michael Beckham,
Interim Vice President of Business Services
Mt. San Jacinto Community College

Date: Aug 12, 2024

California Adult Education Program (CAEP)
 FY 24-25 FINAL Schedule of Consortium Allocations (Revised as of 7/15/24)
 Award #24-328-035

Updated 7/15/24

District Name	FY 23-24 Budget FINAL as of 7/11/23	FY 24-25 Budget PRELIMINARY Revised 2/22/24	May Revise - TBD	FY 24-25 Budget FINAL as of 7/15/24	% of total budget	MSJC PR Number	MSJC Contract Number	October Payment 20%	December Payment 20%	February Payment 20%	April Payment 20%	June Payment 20%	Total Allocations	Final Allocation Amount
Banning Unified	\$ 155,603.00	\$ 156,785.00	\$ 483.00	\$ 157,268.00	2.62%	A0010858		\$ 31,453.60	\$ 31,453.60	\$ 31,453.60	\$ 31,453.60	\$ 31,453.60	\$ 157,268.00	\$ 157,268.00
Beaumont Unified	\$ 752,823.00	\$ 758,544.00	\$ 2,335.00	\$ 760,879.00	12.68%	A0010859		\$ 152,175.80	\$ 152,175.80	\$ 152,175.80	\$ 152,175.80	\$ 152,175.80	\$ 760,879.00	\$ 760,879.00
Hemet Unified	\$ 862,521.00	\$ 869,075.00	\$ 2,675.00	\$ 871,750.00	14.52%	A0010860		\$ 174,350.00	\$ 174,350.00	\$ 174,350.00	\$ 174,350.00	\$ 174,350.00	\$ 871,750.00	\$ 871,750.00
Lake Elsinore Unified	\$ 790,814.00	\$ 796,824.00	\$ 2,452.00	\$ 799,276.00	13.32%	A0010861		\$ 159,855.20	\$ 159,855.20	\$ 159,855.20	\$ 159,855.20	\$ 159,855.20	\$ 799,276.00	\$ 799,276.00
Mt. San Jacinto CCD - Adult Ed Program	\$ 948,913.00	\$ 956,125.00	\$ 2,943.00	\$ 959,068.00	15.98%	n/a	n/a	\$ 191,813.60	\$ 191,813.60	\$ 191,813.60	\$ 191,813.60	\$ 191,813.60	\$ 959,068.00	\$ 959,068.00
Mt. San Jacinto CCD - Fiscal Lead Admin (5% cap)	\$ 282,821.00	\$ 284,971.00	\$ 877.00	\$ 285,848.00	4.76%	n/a	n/a	\$ 57,169.60	\$ 57,169.60	\$ 57,169.60	\$ 57,169.60	\$ 57,169.60	\$ 285,848.00	\$ 285,848.00
Murrieta Valley Unified	\$ 335,912.00	\$ 338,464.00	\$ 1,042.00	\$ 339,506.00	5.66%	A0010862		\$ 67,901.20	\$ 67,901.20	\$ 67,901.20	\$ 67,901.20	\$ 67,901.20	\$ 339,506.00	\$ 339,506.00
Perris Union High	\$ 241,995.00	\$ 243,834.00	\$ 750.00	\$ 244,584.00	4.07%	A0010863		\$ 48,916.80	\$ 48,916.80	\$ 48,916.80	\$ 48,916.80	\$ 48,916.80	\$ 244,584.00	\$ 244,584.00
Riverside County Office of Education	\$ 684,824.00	\$ 690,028.00	\$ 2,124.00	\$ 692,152.00	11.53%	A0010864		\$ 138,430.40	\$ 138,430.40	\$ 138,430.40	\$ 138,430.40	\$ 138,430.40	\$ 692,152.00	\$ 692,152.00
San Jacinto Unified	\$ 486,052.00	\$ 489,745.00	\$ 1,507.00	\$ 491,252.00	8.18%	A0010865		\$ 98,250.40	\$ 98,250.40	\$ 98,250.40	\$ 98,250.40	\$ 98,250.40	\$ 491,252.00	\$ 491,252.00
Temecula Valley Unified	\$ 238,177.00	\$ 239,987.00	\$ 739.00	\$ 240,726.00	4.01%	A0010866		\$ 48,145.20	\$ 48,145.20	\$ 48,145.20	\$ 48,145.20	\$ 48,145.20	\$ 240,726.00	\$ 240,726.00
Unallocated Funds Available for Special Projects	\$ 158,798.00	\$ 160,007.00	\$ 491.00	\$ 160,498.00	2.67%								\$ 160,498.00	\$ 160,498.00
Total Consortium Dollars	\$ 5,939,253.00	\$ 5,984,389.00	\$ 18,418.00	\$ 6,002,807.00	100.00%			\$ 1,168,461.80	\$ 1,168,461.80	\$ 1,168,461.80	\$ 1,168,461.80	\$ 1,168,461.80	\$ 6,002,807.00	\$ 6,002,807.00

Southwest Riverside County Adult Education Regional Consortium
California Adult Education Program (CAEP) Consortium Member
FY 2024-25 Declaration of Funds for Contract #24-328-035

MEMBER NAME: _____

SECTION A: DECLARATION OF UNUSED FY 2024-25 CAEP FUNDS

This certifies that the above named school district has \$ _____ of unused 2024-25 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 2024-25 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 2024-25 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, 2026.

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



Program Guidance

California Adult Education Program

Funding source: AB104, Section 39, Article 9

Updated: September 23, 2019
AB 1491, AB 2098 and CTE (#6, 9, 11) March 20, 2023

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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. 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)
Matching Funds	No match required

Number of Awards:	71 (regional consortia funding allocations based upon formula – with two regions combining).
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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, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, 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 consistently ineffective in providing services that address the needs identified in the adult education plan, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, 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, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.

A consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member’s allocation by no more than the amount of the member’s carryover. There is no excessive member carryover percentage threshold mandated unless determined by the individual consortium. (Note: a finding made by a consortium shall require a majority vote of its membership).

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 requires 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

Every 3 years **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
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.

Course Approval for CTE courses (EC 84906):

Before establishing a career technical education training program, each member of a local adult education consortium, or the consortium as a whole, shall conduct a job market study of the labor market area in which it proposes to establish the career technical education training program or rely upon the most recent job market study of the labor market area conducted by the local workforce development board. The study shall use local labor market information and consider a supply analysis of existing career technical education training programs for adults maintained by high schools, community colleges, and other postsecondary educational institutions in the geographic area to ensure that the anticipated employment demand for adults enrolled in the proposed training program justifies the establishment of the proposed courses of instruction.

(B) After completing the job market study and before establishing the career technical education training program, the governing body of a member of a local adult education consortium, or the consortium as a whole, as applicable, shall determine if the job market study justifies the proposed career technical education program.

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.

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 **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, with input from the Statewide Director of Immigrant Integration and adult education program providers, as applicable, shall identify, no later than July 1, 2019, the measures for assessing the effectiveness of consortia that will be used in the report that is required pursuant to Section 84917. These measures shall include, but not necessarily be limited to, all of the following, as applicable:

- (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) Immigrant integration in the areas consistent with, but not limited to, those already identified for English literacy and civics under Title II of the federal Workforce Innovation and Opportunity Act (Public Law 113-128), including increased participation in civic and community life.
 - (C) Completion of high school diplomas or their recognized equivalents.
 - (D) Completion of postsecondary certificates, degrees, or training programs.
 - (E) Placement into jobs.
 - (F) Improved wages.
 - (G) 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.

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
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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
XX June 12, 2021
AB 1491 (#7) March 20, 2023

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. 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://caladulthood.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.

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 (CDE and the Chancellor's Office) works 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.
- 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) Immigrant integration in the areas consistent with, but not limited to, those already identified for English literacy and civics under Title II of the federal Workforce Innovation and Opportunity Act (Public Law 113-128), including increased participation in civic and community life
 - (C) Completion of high school diplomas or their recognized equivalents
 - (D) Completion of postsecondary certificates, degrees, or training programs
 - (E) Placement into jobs
 - (F) Improved wages
 - (G) 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 (EC 84906(b), 84914):

- 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 (EC 84913, 84914):

- CAEP funds are expended within the seven CAEP program areas, and are consistent with each consortium 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 (EC 84905):

- 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 (EC 84905, 84916):

- 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 (EC 84906, 84914, 84916) :

- 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 (EC 84916, 84920):

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

Carryover Funds (EC 84914):

- A consortium with carryover from one or more prior fiscal years exceeding 20 percent shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium's carryover to below 20 percent, to the chancellor and the Superintendent.
- For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.
- Member Reduction: a consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover. The consortium must determine the excessive member carryover percentage threshold.

Note: For more detailed guidance on the items above, please see the CAEP website.

Planning & Evaluation: [3 Year Plan \(Administrators > Planning\) - California Adult Education Program \(caladulthood.org\)](#)

Funding: [Annual CAEP Allocation \(Administrators > Funding\) - California Adult Education Program \(caladulthood.org\)](#)

Student Data Reporting: [Student Data Collection \(Administrators > Reporting\) - California Adult Education Program \(caladulthood.org\)](#)

Fiscal Reporting: [Fiscal Reporting \(Administrators > Reporting\) - California Adult Education Program \(caladulthood.org\)](#)

Carryover Guidance: [Guidance \(Administrators > Policy\) - California Adult](#)

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.
- Members must adhere to consortium determined carryover thresholds and may have their funding reduced based on a member having excessive carryover for at least two consecutive fiscal years.

In addition to the consortia and member effectiveness above, please check Section 5 of the CAEP Program Guidance for all the CAEP member requirements. Member assurances can also be found in the NOVA fiscal planning & reporting system.

Consortium Responsibilities

- The consortium must monitor member performance related to the CAEP assurances and identify members for non-compliance.
- The consortium 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.
- In addition, a consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover. The consortium must determine the excessive member carryover percentage threshold.
- 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.
- Note: The consortium and its member will decide on the governance structure of the consortium, and whose responsibility is it to follow up on the items listed above.

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).
- In addition, a consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover.

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 – quarterly student data reporting into TOPSPro Enterprise (Q1, Q2, Q3, & Q4), and for community college districts semester student data reporting into the Chancellor’s Office Management Information System (COMIS).

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, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and

each fiscal year thereafter, 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.

(c1) If a consortium determines 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. The consortium 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 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-#4 to the CAEP Office.
 6. If no improvements after steps #1-5, the consortium may proceed in reducing the member's funding.
 7. 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. The consortium will copy the CAEP Office on all correspondence related to member funding reduction.
- (c2) A consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover. The consortium must determine the excessive member carryover percentage threshold.

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 (EC 84909).

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 three-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 inquires 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/fq/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.

EC 84914.1: Program funds received by a participating school district shall be deposited in a separate fund of the school district to be known as the Adult Education Fund. Moneys in an Adult Education Fund shall 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
<p>N/A</p> <p><i>Receipt of payment for sub agreement services:</i> 11-6391-0-7110-0000-8677</p> <p><i>Expenditures for sub agreement services:</i> 11-6391-0-7110-XXXX-XXXX</p>

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 three-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 three-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.

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. Consortium Spending

A consortium with carryover from one or more prior fiscal years exceeding 20 percent shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium's carryover to below 20 percent, to the chancellor and the Superintendent.

For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.

Member Spending

A consortium that makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover. Depending on how each consortium decides on excessive carryover, this may impact targeted spending at the member level. See the [AB1491 guidance](#) for more information.

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).

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

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

11. CAEP Deliverable Schedule

The CAEP deliverable schedule can be found at [AEP Due Dates - California Adult Education Program \(caladulthood.org\)](http://caladulthood.org)

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

<p>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.</p>
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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
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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.

California Adult Education Program Produced: 07/18/2022 01:55 PM PDT Tatyana Dmitriyeva

35 Southwest Riverside County Adult Education Regional Consortium: Certified

Details

Consortium Information

Consortium Name:

35 Southwest Riverside County Adult Education Regional Consortium

Consortium Short Name:

35 Southwest Riverside

Address:

28237 La Piedra Road | Menifee, CA | 92584

Website:

<http://www.adulteducationriversidecounty.com>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$5,488,126

CAEP Funds 2021-22:

\$5,150,266

CAEP Funds 2020-21:

\$4,949,797



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
Banning Unified	Unified School District	Victor Herrera	(951) 663-9109
Beaumont Unified	Unified School District	Debbie Flores	(951) 797-5362
Hemet Unified	Unified School District	Hemet Unified School District Erica Jennings	(951) 765-5100 ext: 5717
Lake Elsinore Unified	Unified School District	Nohora Vazquez	(951) 742-0549
Mt. San Jacinto CCD	District	Joyce Johnson	(951) 639-5350
Murrieta Valley Unified	Unified School District	Matt Bean	(951) 696-1409 ext: 5199
Perris Union High	High School District	Brianna Camarillo	(951) 943-6369 ext: 80221
Riverside Co. Office of Education	County Office of Education (COE)	Julie Carter	(951) 826-6453
San Jacinto Unified	Unified School District	Ken Swanson	(951) 487-7710
Temecula Valley Unified	Unified School District	Tim Dignan	

Executive Summary

Executive Summary *

The Southwest Riverside County Adult Education Consortium (SRCAEC) consists of ten Member districts: Banning USD, Beaumont USD, Lake Elsinore USD, Murrieta USD, Perris USD, San Jacinto USD, Temecula USD, Riverside County Office of Education, and Mt. San Jacinto College. In keeping with the collective impact approach and the high level of collaboration in all decision-making, this Three-Year plan has supported our vision and goals of working together to strengthen the region's adult education programs and services. By aligning our efforts and leveraging resources with community service providers and the Riverside Workforce Development Board, our Consortium continues actively contributing to a comprehensive regional effort to advance the educational and career goals for all the students served throughout the Riverside Southwest region.

The Consortium implementation of services during the 2019-2022 program years was based on regional assessment, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose priority areas to address the most significant gaps in program area offerings to adult students. In the last three years, SRCAEC has been committed to expanding its programs to prepare adults to acquire the skills necessary to prepare for college, career, and the workforce. All members have strengthened core academic skills through contextual learning, integrating career pathways framework into the curriculum, and providing flexible and equitable offerings. Members have increased students' support services (child care, electronic devices, online tutoring, and HSE vouchers) to reduce barriers to participation and support the acceleration of completion and advancement to higher levels of education and employment.

Another priority for SRCAEC was to expand the offerings of CTE courses across the region. The community college has been a vital member and partner that has facilitated the implementation of sustainable career pathways in Child Development, Construction, and Culinary. In addition, counselors specialists were hired to assist each Adult school in transitioning students from academic programs (HSD, HSE, ESL) to regional CTE offerings and college and workforce pathways. The region will work together to continue implementing a Consortium-wide professional development calendar, strengthen the role of our transitional counselors and build additional relationships with more community partners to better leverage existing resources.

For the 2022-2025 period, SRCAEC will primarily address gaps in services and seamless transitions as demonstrated in the selected Metrics of the 2022-2025 Three-Year Plan. Additionally, the Consortium will engage in ongoing analysis of LMI data and alignment with the Riverside WDB to expand consortium-wide career pathways in targeted industries for our region. As we continue to move forward, we will engage in an ongoing analysis of students' data to regularly assess the needs and gaps of our programs and implement appropriate strategies that support students and the completion of their programs and transitional goals. Our consortium members will work together on improving our data collection practices, increasing staff capacity, and aligning the intake processes to increase our level of student persistence and completion.

As we emerged from the COVID-19 global pandemic, our strength remains in our ability to work as a team and continue being student-driven. The SRCAEC steering committee is committed to providing the highest quality adult education programs and services to the adult learners we serve and will continue to contribute to rebuilding the Riverside region's economy.

Assessment

Overview and Preparation *

The Southwest Riverside County Adult Education Regional Consortium initialized the pre-planning process for the 3-Year Plan in fall 2021. All our Consortium members were involved in the evaluation of the Consortium's effectiveness and as well as the assessment of the region's needs, programs, and services. Guidance was provided by the CAPE office in the form of webinars, training, and reports that assisted with strategic planning.

The leadership team held monthly workgroup meetings to determine the guiding questions and data sets needed to evaluate the required sections in the Plan. TOPSpro and Launchboard were used as data sources to establish our baselines, analyze our progress and establish our targets for the upcoming three years.

The SRCAE Consortium members engaged in a series of activities that led to the development of the 2022-2025 Three-Year Plan:

1. Each of the Consortium members utilized the CAEP Program Quality Self-Assessment Tool to identify needs and growth areas. The Self-Assessment tool includes questions in five key areas: Capacity, Connection, Entry, Progress, and Completion/Transition.
2. Surveys were used to gather input from students, teachers, support staff, and counselors in regards to the same 5 areas addressed in the CAEP assessment tool.
3. Virtual Focus groups were conducted to validate the collected survey data and consolidate areas of need and gaps in our region.
4. A community meeting was held to present demographic data gathered from the CAEP 2020 Factsheet. In addition, a consultant from the Riverside Workforce Development presented LMI data that helped us identify industry trends and inform educational program offerings.
5. Facilitated Steering Committee monthly meetings were held to gather input from the Member District administrators and partners and guided the process to define objectives and activities to target in the next three years.

Regional Alignment and Priorities *

The Southwest Riverside Consortium, in partnership with the Riverside County Workforce Development Board (RCWDB) and local providers, has implemented and aligned adult education and literacy activities that accelerate the achievement of diplomas and credentials and assist adult education students in obtaining the knowledge and skills necessary for employment and economic self-sufficiency. The adult education programs in our region play an integral role in the workforce development system by providing access to educational services through the American Job Center (AJCC) delivery system. To achieve the priority of increased access for individuals with barriers to employment, we have leveraged the expert knowledge of our Consortium's members to develop career pathways that foster demand-driven skill attainment with a focus on the sectors specified in the RCWDB plan that include: Construction, Transportation and Warehousing, Healthcare and Social Assistance, Manufacturing and Retail Trade. For example, our Consortium offers free Pre-Apprenticeship Construction, Welding, and business programs that prepare students with specific job-skills sets for a seamless transition into the targeted workforce pathways.

Collaboration has been the key in the efforts to promote continued alignment among services. As an educational partner, our Consortium has actively collaborated with our region's AJCC partners to align services by participating in monthly meetings to ensure that issues impeding co-enrollments are addressed. Some of the processes include implementing a common referral form that has improved the co-enrollment and tracking efforts and cross-trains staff on partners' services and available career pathways. We support the workforce system as all our members offer the administration of the Comprehensive Adult Assessment System (CASAS) testing. In the local workforce planning process, RCWDB developed Goal #3, to continue improving access to services supported by technology. In order to support this goal, the RCWDB and the AJCC partners have launched Connect IE, a free one-stop website that allows all partners to list their programs and services offered in their communities. Connect IE facilitates job seekers' access across the county and provides Inland Empire residents community resources 24/7 such as housing services, job training, food pantries, transportation, and educational programs. Our Consortium has joined this new online platform to facilitate making referrals and tracking co-enrollments, expanding our outreach strategies, and getting analytics about the programs or services people are searching for in our region.

At the request of Adult Education partners in the last local workforce plan modification process, RCWDB has been sharing more information about how partners can qualify as Eligible Training and training about workforce services available to partner organizations who serve ELL. They included eligibility information, referring customers to AJCC services, opportunities for collaboration among partners, and protocols for co-enrollment. Our Consortium is committed to continuously seeking new resources to expand supportive services and has assigned a designated counselor as a liaison with our local Workforce Development Center. The counselor participates in the monthly AJCC MOU meetings, visits the center for cross-training, and facilitates the enrollment of our adult students in workforce activities.

The Southwest Riverside Consortium focused on delivering contextualized EL and Basic skills instruction, High School Diploma, digital literacy, soft skills, and short-term IET classes necessary to support ties to the workforce system. We are committed to joint and continuous planning to strengthen the connection between adult education, postsecondary education, and workforce development and establish a quality-focused, employer-driven, and customer-centered system. The AJCC delivery system has many benefits that support the students served by the Southwest Riverside Consortium. We intend to continue strategically creating new career pathways and services planning to eliminate duplicated services and increase access to the aligned continuum of educational and workforce opportunities. We will continue with active conversations with the local Workforce Center to improve partners' access to systems like Caljobs to facilitate co-enrollment.

Evaluate the Educational Needs of Adults in the Region *

The SRCAERC members undertook a series of activities to understand better the customers, demographics, and educational needs of the adults served by the Consortium.

▪ **Analysis of the regions' demographic data:**

Using the 2021 CAE Fact Sheets, the data reported by the American Community Survey 2020 for our Regional Consortium indicates that:

- The overall adult population of the area is roughly 634,000, with a breakdown of 51% female and 49% male.
- Hispanic residents make up 40% of the residents, with 41% white, 6% African American, 7% Asian, and the remainder comprising American Indian and Pacific Islander.
- 16% percent of the population speak English "less than well," and 27% are Spanish speakers.
- 23% of the population has below high school level education (105,000 people).
- The current unemployment rate is 6%, representing 35,000 residents, with 40% opting out of the labor force.
- The poverty rate shows 114,000 people near or below the poverty line.
- There are approximately 96,000 adults with disabilities in the service area.

▪ **Analysis of the regions' LMI Data:**

- Using the partnership with the Riverside Workforce Development Board, focus meetings were conducted to evaluate unemployment levels, Post-Covid employment recovery, and top industries and employers in the Southwest Riverside region. The following key points were concluded from the workgroup meetings:
- Partners recognize that they must work together to maximize the supportive services available. Co-enrollments are utilized to leverage resources and provide services that meet the needs of their mutual customers and job seekers.
- As of March 2022, the unemployment rate in Riverside County was 4.3% (49,600 of 1,165,800 in the labor force) compared to 8.5 percent in March 2021.
- Hemet (6.7), San Jacinto, and Banning (5.3%), Perris (5.4%) are the cities within the Southwest Riverside Consortium with unemployment rates above the county average level of 4.3%.
- The pandemic significantly impacted the labor market and how work is done. Aligned with RWDB, action steps addressing current region needs include: (1) The need to expand access to childcare, (2) target displaced workers for upskilling, (3) expand access to technology and related skills, and (4) the need to increase career pathways in top growth industries.
- Industries were not impacted equally by the pandemic in our region. While the Transportation and Logistics sectors gained jobs during that period, the Accommodation and Food Services industry suffered the most, accounting for almost 48% of all jobs lost. Retail Trade also lost over 13,000 jobs during that same period. There is a need to support these industries with skilled employees by increasing educational offerings with contextualized courses that improve the transition of adult students to these industries.
- The need to leverage resources with the region WIOA partners to create sustainable career pathways in the industries identified by the RWDB as growth sectors in Riverside County:

Construction ---- 13.1%

Transportation and Warehousing --- 14.5%

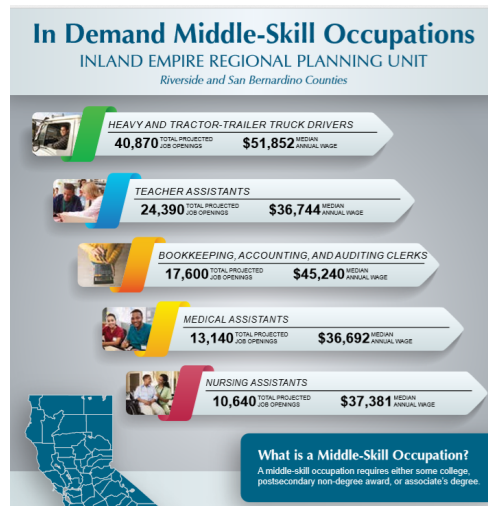
Healthcare and Social Assistance --- 16%

Manufacturing ---2.3%

Retail Trade --- 12%

Leisure and Hospitality --- 12.1%

Growth Projections 2018-2028-source: EDD-<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>



These jobs require English language skills, basic skills, and high school equivalency, meaning that they have a lower barrier to entry, however, their median hourly wage is between ~\$13.00-\$17.00 per hour, which does not provide a self-sufficient income in our region. Therefore, an emphasis on bridging these skills to programs that allow access to Middle Skill Occupations is critical to supporting economic mobility. These programs can only be accessed by accelerating students beyond ESL and ASE skills programs as these occupations require some post-secondary programming, CTE certificates, and on-the-job training.

Closing the gap can be achieved by offering short-term CTE in relevant industries based on the opportunities available in our Region. Alignment of Programs to ensure smooth transitions between ESL and ASE and CTE. Creation of relevant Career Pathways- aligns with industry skills, includes counseling, offers concurrent workforce preparation.

Contributions by Entities *

The Southwest Riverside Steering committee held monthly meetings open to all members and community partners to inform and gather input from all stakeholders about the 3-year plan planning process.

The members who contributed to the plan included administrators from the 10 consortium agencies, fiscal leads, support staff, instructors, counselors, students, and representatives of community partners such as California Family Life Center, Riverside American Job Center, and Workforce Development Board, and the County Library, and regional employers.

Entry and Exit Surveys developed by WestEd have been used annually to gather input from students. In addition, the Consortium Leds created another survey to gather input from instructors, support staff, and counselors in order to evaluate regional needs and gaps and consortium effectiveness in the areas of Capacity, Connection, Entry, Progress, and Completion/Transition

Facilitated focus groups helped the Steering Committee to validate the data collected from the surveys and allowed Consortium members to provide input on areas of focus and activities that foster collaboration and increase the leverage of resources.

In May 2022, the Southwest Consortium Steering committee held its annual Community Forum to inform all stakeholders from our region of the Consortium's progress and success in serving students, along with our defined objectives for the next 3 years.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider	Provider Type	Number of Participants in Program Area										Total	
Name													Participants
Total Participants		1488	2808	1783	1108	0	9	606	306		32	8140	

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Term CTE	Workforce Reentry	Pre-Apprenticeship	
					EL Civics		K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Banning Unified	Member Representative	41	74	0	0	0	0	0	0	0	
*Beaumont Unified	Member Representative	209	405	204	0	0	0	198	198	0	
*Hemet Unified	Member Representative	295	333	295	0	0	6	0	0	0	
*Lake Elsinore Unified	Member Representative	104	430	448	557	0	0	0	0	0	
*Mt. San Jacinto CCD	Member Representative	509	509	714	476	0	0	197	59	32	
*Murrieta Valley Unified	Member Representative	116	230	93	75	0	0	0	0	0	
*Perris Union High	Member Representative	0	87	0	0	0	0	22	1	0	
*Riverside Co. Office of Education	Member Representative	56	502	29	0	0	0	188	47	0	
*San Jacinto Unified	Member Representative	158	152	0	0	0	3	1	1	0	
*Temecula Valley Unified	Member Representative	0	86	0	0	0	0	0	0	0	
Total Participants		1488	2808	1783	1108	0	9	606	306	32	8140



* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
AJCC	Workforce Development Board	×	×	×	×	×	×	✓	✓	×
California Family Life Center	Community Organization	✓	✓	×	×	×	×	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

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 have systems in place that foster smooth access of students to all of our programs. Through orientations, flexible scheduling, hybrid modalities, and progress monitoring, each member of our consortium ensure that students advance in their educational and transitional goals. All members used the standardized CASAS assessment to measure progress within our programs.

All consortium members offered ABE and ASE programs. In addition, six members offer a solid ESL program that transitions students through the state-approved functional levels (Beginning to Advanced). Our community College provides ESL classes in the areas that members are not able to offer the program.

Over the last three years, career and workforce training courses have expanded throughout our Consortium. Seven of our ten consortium members are currently offering short-CTE programs. This program area is a primary area of need to continue to grow and formalize into pathways. The college has established a pre-apprenticeship program in Construction supporting all students in our region. The CTE offerings include Construction, Welding, Child Development, Introduction to Business Communications, Digital Media, Introduction to Health Careers, Home Health Aide, and Culinary Arts.

Support services are an important area within our region. Our members leverage resources with community partners to offer services that minimize barriers to participation and employment such as child care, counseling, transitional services, and transportation. Our WIOA Title I partners support our consortium with employment and training offerings, internships, and workforce readiness activities.

Our Consortium continues the commitment to offerings and services that accelerate the completion of educational goals and lead students to their transition to postsecondary and workforce opportunities. Decisions are consistently aligned to the Local Workforce Development Board data.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Banning Unified	100%	100%	63%	92%	97%	98%
Beaumont Unified	100%	100%	34%	88%	90%	90%
Hemet Unified	100%	100%	48%	87%	88%	89%
Lake Elsinore Unified	100%	59%	0%	40%	60%	70%
Mt. San Jacinto CCD	100%	41%	0%	61%	66%	71%
Murrieta Valley Unified	100%	100%	68%	97%	98%	98%
Perris Union High	100%	80%	0%	34%	65%	70%
Riverside Co. Office of Education	100%	100%	65%	99%	90%	90%
San Jacinto Unified	100%	100%	5%	63%	70%	80%
Temecula Valley Unified	100%	100%	16%	55%	65%	75%

Objectives

Address Educational Needs

Description of Objective *

To address the educational needs of the Southwest Riverside Consortium region, the member districts will focus on enrollment recovery, educational attainment, and improved support services.

Enrollment recovery through increased outreach and marketing. The consortium will increase its capacity to effectively market its programs and conduct targeted outreach directed at communities that could benefit from its services. SRCAERC’s partner network of community-based

organizations will be instrumental in messaging the consortium's programs and services to populations that may be hard to reach through traditional communication channels. The SRCAERC Website will be updated to reflect the most recent program information and will be advertised more widely within the consortium and the community at large.

All members will implement an efficient orientation process which will include activities focused on the identification and documentation of student barriers, goal setting, program pathway, and transitional opportunities in order to address our enrollment and retention rates.

Improve Integration of Services & Transitions

Description of Objective *

To address the integration of services and transitions, the Southwest Riverside Consortium will focus on transitional services and the improvement of pathways in the growth industries of our region.

District members will annually assess CTE offerings using the most current LMI data for the region to inform the CTE program offerings.

Develop consortium-wide CTE program maps that support program alignments and student transitions.

Strengthen embedded counseling services throughout our region.

Collaborate with the Workforce Development partners to establish transitional opportunities within our CTE pathways.

Improve the tracking of student transitions to postsecondary and the workforce.

Engage in quarterly reviews of student data from TOPs.

Improve Effectiveness of Services

Description of Objective *

To address the effectiveness of its services, the Southwest Riverside Consortium will improve its serving capacity through the following strategies:

we will continue year one and year two efforts to achieve consistent data collection, reporting, and analysis across SBCAE members, with an eye toward monitoring our enrollment and participation targets data for the next 3 years.

Improve the consortium's capacity to be a data-informed consortium through the monthly Data Team meetings to ensure consistent understanding and collection of CAEP data elements.

The Steering Committee will continue its practice of holding monthly Data Study Sessions where members review and analyze student data, fiscal data, and Annual Plan progress indicators.

Consortium leadership will also continue to monitor CAEP data and accountability guidance, keep members informed of data submission deadlines and provide technical assistance to members as needed.

Activities & Outcomes

Activity Name *

Improve Intake Process

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All consortium district members will establish an effective intake process by improving orientation and goal-setting practices in order to address our recovery enrollment and retention rates.

All consortium district members will consistently identify barriers to participation and employment (childcare, transportation, digital access, etc) by documenting them in the Individual Learning Plan (ILP)

District members will tailor orientation activities to support the educational needs of adults in their subregion. Orientation will provide students with a roadmap toward the attainment of their goals.

Short-Term Outcomes (12 Months) *

By June 2023 the consortium district members will have an improved and aligned intake process that increases students' goal attainment within our region

Intermediate Outcomes (1-3 Years) *

In the next 3 years, all students will have completed an ILP and an identified pathway toward their postsecondary and workforce goals to support retention. This will be measured by a 5% increase in enrollment and educational outcomes when compared to the 2020-21 baseline data.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, our consortium will increase retention, completion, and transition rates when compared to the past 3 years of data.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improve Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The Southwest Riverside Consortium will increase its efforts and activities in targeted marketing and outreach in order to inform the region of available Adult Education programs and services. Some of the activities, the district members will engage in include:

- Hire a dedicated marketing consultant to improve our website for optimum student use and develop and oversee the consortium region's social media presence.
- Utilize the outreach features (email, text) within the aligned registration management system ASAP.
- Each district member will actively contribute to the outreach and marketing plan.
- Leverage resources with partners and community-based organizations (ex. k-12 districts, parenting centers, family engagement networks, libraries) to increase our visibility within the region.
- Assess the effectiveness of the outreach efforts by monitoring and tracking student access to programs. (how did students find us? Where did they learn about us?)

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will develop a comprehensive outreach and marketing plan that will lead us to meet our target enrollment.

Intermediate Outcomes (1-3 Years) *

By June 2024, we will implement the consortium outreach and marketing plan measured by the increase in enrollment across our region.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, the consortium will have increased access channels to all programs and enrollment rates throughout the region.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
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Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improvement of CTE pathways in SRCAERC

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

All consortium district members will engage in activities that support the creation of sustainable CTE pathways and leverage resources to provide students with smooth transition to postsecondary and workforce opportunities. Activities will include:

- Strengthen the use of counseling at each consortium member agency.
- Analysis of data from ILP to inform student interest in existing CTE pathways.
- Develop pathway maps.
- Quarterly analysis of transitional data.
- Evaluate regional LMI data to identify gaps in CTE programming.
- Collaborate with partners to leverage resources that support CTE pathways in our region.

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will have utilized regional LMI to identify CTE gaps across the region and identified CTE pathways relevant to growing industry sectors within the region.

Intermediate Outcomes (1-3 Years) *

In the next three years, the consortium will have developed program maps and implemented a collaborative CTE pathway within each sub-region of our service area. This will be measured by enrollment, transition, and completion rates in CTE.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, the consortium will have increased access and transitions to CTE pathways relevant to high industry sectors within our region.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improvement of Data Collection and Analysis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Improve the collection and analysis of data to accurately report students served, support services received, pretest and post-test learning gains, and the achievement of other reportable outcomes. The activity will be supported by ongoing professional development that is responsive to the needs of the region and staff and contributes to the development of a consistent understanding of Adult Education funding, services, and delivery within the guidelines of CAEP.

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will have developed a PD plan to increase data collection practices and knowledge of program funding and delivery.

Intermediate Outcomes (1-3 Years) *

In the next three years, the consortium will have implemented best practices for data collection through all programming levels. (admin, instructional, support staff). This will be measured by an increase in outcomes reporting and targeted metrics.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, consortium members will have demonstrated accurate data reporting across all members and a consistent professional development plan.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Banning Unified	\$125,360	Certified
Beaumont Unified	\$1,468,276	Certified
Hemet Unified	\$703,675	Certified
Lake Elsinore Unified	\$1,120,380	Certified
Mt. San Jacinto CCD	\$3,138,150	Certified
Murrieta Valley Unified	\$366,249	Certified
Perris Union High	\$326,206	Certified
Riverside Co. Office of Education	\$1,949,145	Certified
San Jacinto Unified	\$347,613	Certified
Temecula Valley Unified	\$335,735	Certified
Totals	\$9,880,789	10/10 Certified

Funds Evaluation *

The SRCAERC Executive and Steering Committee will approve the Three Year Plan in a formal public governance meeting. All funded Members are responsible and accountable for aligning their CAEP allocations with the objectives established in the regional plan. The Steering Committee of SRACERC meets regularly to discuss the allocation of funds, taking into account other funding streams available to some Member Districts such as WIOA and Perkins. Furthermore, following the CAEP Guidance, members will provide regular updates on expenditures, and their alignment with the Three Year Plan, at public Steering Committee meetings. Allocations made explicitly to support consortium-wide needs will be included in the regular budget review cycle. As the region emerges from the COVID-19 pandemic disruption, the Executive and Steering Committee remains committed to adjusting funds and allocation best meet the needs of the communities served by the member Districts. In addition, carry-over funds are expected until all SRCAERC members can resume normal operations. We are confident our current established practices, designed to foster transparency and accountability among members, can facilitate the right conversations about using carry-over funds appropriately, in alignment with the Three Year Plan. We anticipate carry-over funds to be used in innovative ways to enhance services in the post-pandemic adult education context, focusing on enrollment recovery and equitable access to online or hybrid education.

Certification

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05/18/2022 09:20 AM PDT

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05/18/2022 10:13 AM PDT

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05/18/2022 09:13 AM PDT

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05/18/2022 09:11 AM PDT

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05/18/2022 08:55 AM PDT

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05/24/2022 10:41 AM PDT

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05/20/2022 11:24 AM PDT

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Ms. Lucie Gonzalez

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Approved by Julie Carter

05/18/2022 11:09 AM PDT

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05/18/2022 09:12 AM PDT

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Approved by Tim Dignan

05/18/2022 10:07 AM PDT



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