



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Coastal North County Adult Education Consortium (CNCAEC)

General Meeting
Monday, December 17, 2018
12:00 p.m.

San Dieguito Union High School District – Board Room
710 Encinitas Blvd., Encinitas, CA 92024

AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVE MEETING MINUTES
 - A. September 17, 2018 General Meeting Minutes
4. PUBLIC COMMENTS: Members of the audience may address the CNCAEC on any item listed on the agenda during this time. Comments will be limited to three (3) minutes per person for a total of thirty (30) minutes of public comment. Members of the CNCAEC are not required to respond directly to comments made at this time.
5. CHANGES IN AGENDA ORDER
6. PRESENTATIONS
 - A. AEP Updates from the State, Beatriz Aguilar
7. CONSENT ITEMS
 - A. CNCAEC By-Laws
 - B. 2018-19 Budget
8. ACTION ITEMS
 - A. Nomination of Chair and Vice-Chair
 - B. Development of new 3-year plan
 - C. Schedule meetings for first read and approval of 3-year plan
9. ADJOURNMENT

**Coastal North County Adult Education Consortium (CNCAEC)
General Meeting**

Minutes

MiraCosta College, Community Learning Center, Community Room
Monday, September 17, 2018, 12:00 p.m.

	Agenda Topic	Discussion	Outcome
1	Call to Order	Alder called the meeting to order at 12:00 p.m.	
2	Roll Call	Kate Alder, Interim Dean, Continuing Education, MiraCosta College; Manuel Zapata, Director of Accountability and Special Programs, San Dieguito Union High School District	Lisa Tisdale, Admin. Asst. to the Dean, administered roll call; both Consortium members present.
3	Public Comments	No public comments.	
4	Approvals	A. June 18, 2018 General Meeting Minutes B. June 18, 2018 Budget Workshop Minutes	A. Consensus reached B. Consensus reached
5	Accept New Members	Alder introduced Lupe Gonzales, Alliance for Regional Solutions; Vicki Brannock, San Diego Workforce Partnership; and Vicki Gravin, Sr. Director of Academic Excellence and Innovation, Oceanside Unified School District. Gonzales and Brannock present and assumed their place at the dais.	Consensus reached. Three new board members accepted.
6	AEP Manager Update	Aguilar began her presentation with a reminder that all Consortia three-year plan will be due May/June of 2019. Much growth and knowledge has occurred since our initial plans conceived in 2015-16. At that time, some Consortia wrote very ambitious funding plans. During this new funding cycle, the State will require a more conservative approach. Alder requested Aguilar to plan a workshop to bring our new Consortium members up to speed. Gonzales asked that Aguilar send or post PowerPoint presentation. Of note: next plan may be no more than 35 pages maximum. Alder asked Aguilar to add new Board members and communicate with them on how to access NOVA, certify, etc.	
7	Calendar Special Meetings	Call for additional AEP workshop.	
8	Bylaws First Read	In our March meeting, the Consortium called for a group to convene and review current Bylaws. Alder commenced the Bylaws First Read, reviewing each Article and Section aloud. Alder paused at Section 4 under Funding: Prior to this funding year, MiraCosta College (the CNCAEC's Fiscal Agent) nor the Consortium has taken their 5% allowable allocation. The Consortium board was recently notified by the Fiscal Agent that they will be utilizing this 5% and Alder encouraged the board to consider possibly amending the approved budget for the Consortium to take its allowed 5%. Discussion regarding appointing a Chair for the Consortium. If Bylaws accepted and approved, Consortium will choose a Chair and Vice-chair at the last general meeting of the fiscal year. Given current timeline, these elections will need to take place during the next meeting after approval of the Bylaws. For the record, when Bylaws approved, required for each Consortium board member to identify an alternate from their respective organizations. Revisions noted during First Read: Section 4 to Section 5, subsequently, under Article 4; revise San Dieguito Unified High School District to San Dieguito Union High School District.	
9	Adjournment	Alder adjourned the meeting at 12:48 p.m.	

COASTAL NORTH COUNTY ADULT EDUCATION CONSORTIUM (CNCAEC)

Adult Education Program Updates



December 17, 2018

Agenda

- Three-year plan Overview
- Three-year review of Guidance
- Three-year review of the planning template
- Three-year self-assessment Tool
- Community Needs Data
- Planning Resource Tool
- Budget Bill Requirements - Data Request
- Coming Soon!

Overview

- Based on AB104 legislation and education code 84906
- Still using requirements that were part of the last 3 year planning effort – No surprises!
- The State is providing better data tools and more technical assistance
- Plans shall be uploaded and certified by members in NOVA by June 7, in MS Word and PDF formats

Pre-Planning Assessment

- Evaluation of your consortium capacity, identify your key partners and alignment with other regional planning processes

Community Needs and Customers

- Understanding the needs of your community, your current customers, and regional labor market opportunities

Identifying Goals and Strategies

- How and where the consortium will improve programs and services, and the strategies, activities, and expected outputs to get there

Piloting and Implementation

- How you will pilot new strategies, evaluate them, and scale them for full implementation

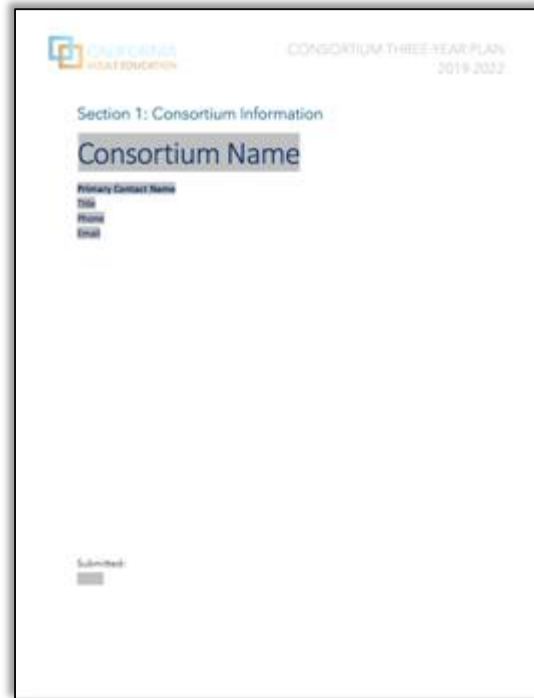
Guidance

- Four main sections plus an Executive Summary
- Three required tables:
 - ✓ Regional Service Providers
 - ✓ Progress Indicators
 - ✓ Sources of Funding
- Plus a Logic Model
- Narrative is limited to 35pp (single-spaced) or 21k words

Planning Template



Three-Year Plan Guidance



Plan Template



Template Tables

Self Assessment Tool

Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.

1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.

- | | | | |
|---------------|--|---|--|
| 1.1.1. | 1
No staff positions are charged with overall consortium management / coordination | 2 3
Part-time staff are charged with overall consortium management / coordination | 4 5
1 or more staff charged with overall consortium management / coordination |
| 1.1.2. | 1
Consortium seldom convenes to discuss progress toward goals | 2 3
Consortium occasionally convenes to discuss progress toward goals | 4 5
Consortium frequently convenes to discuss progress toward goals |
| 1.1.3. | 1
Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | 2 3
Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | 4 5
Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) |

of accountability processes

4 **5**
Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.

5
Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size

Mostly all agencies can be expected to participate fully in consortium activities

provide high levels of

all agencies have models that support wide coordination and collaboration to achieve high student success and outcomes

agencies have access to a number of learning and other learning opportunities for adult

ability to provide and training options and

from communities of

all programs develop recruitment plan(s) or stretch goals for students enrolling in program areas

all programs conduct or early engagement activities to understand students' needs and options and available

it consistently serves data, fees, and / or regional and

member of common program areas or readiness practices

ills and need to rely to region, advice

“wrong door” approach to regional education and

counselors and advisors knowledgeable of programs and services offered

all counselors / advisors are comfortable referring students to programs outside of their home

we have program early delineate and aligned opportunities for students and partners

Most all agencies have program maps that clearly delineate requirements and opportunities across members and partners

4 **5**
Curricula are mostly all organized around common standards for program areas and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

Community Needs Data

Selected Social Characteristics of the California Adult Population

2010 Census Community Data Center

Source: U.S. Census Bureau, 2010 Census

Year 2010
Population: 37,755,319

	Total	Less than High School		HS Grad		Some college or degree		Bachelor's		Masters/Professional		Spoken English less than "very well"	
		Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Age													
18-24	15,820	3,750	24	3,070	19	3,480	18	3,500	18	3,580	22	3,600	21
25-34	8,700	1,700	20	1,500	17	1,500	17	1,500	17	1,500	21	1,500	18
35-44	8,800	1,800	21	1,600	18	1,600	18	1,600	18	1,600	21	1,600	18
45-54	10,700	2,200	21	1,900	18	1,900	18	1,900	18	1,900	21	1,900	18
55-64	10,700	2,200	21	1,900	18	1,900	18	1,900	18	1,900	21	1,900	18
65+	10,700	2,200	21	1,900	18	1,900	18	1,900	18	1,900	21	1,900	18
Sex													
Male	19,800	3,900	20	3,400	17	3,400	17	3,400	17	3,400	21	3,400	17
Female	17,900	3,700	21	3,100	17	3,100	17	3,100	17	3,100	21	3,100	18
Race/Hispanic origin													
White	18,900	3,700	20	3,200	17	3,200	17	3,200	17	3,200	21	3,200	18
Black/African American	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Hispanic	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Asian	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Native Hawaiian/Other Pacific Islander	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Other race	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Hispanic or Latino													
Hispanic	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Not Hispanic	34,700	6,900	20	6,000	17	6,000	17	6,000	17	6,000	21	6,000	18
Spoken English less than "very well"													
Spoken English	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Spoken other language	3,000	600	20	500	17	500	17	500	17	500	21	500	17
Education													
Less than High School	1,800	360	20	300	17	300	17	300	17	300	21	300	17
High School Graduate	1,200	240	20	200	17	200	17	200	17	200	21	200	17
Some College	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Bachelor's Degree	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Master's Degree	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Professional Degree	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Employment													
Employed	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Unemployed	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Disability													
Disability	1,000	200	20	150	15	150	15	150	15	150	21	150	15
Not Disability	1,000	200	20	150	15	150	15	150	15	150	21	150	15

Source: U.S. Census Bureau, 2010 Census Community Data Center

Planning Resource Tool

California Adult Education

Planning Tool

The planning tooling consists of all the resources needed to successfully complete the Adult Education 3-year planning process. Select the planning process or resources type, or view all.

Planning Section ▾ | Resource Type ▾ | Refine Search

30 items | View all

Planning Section ▾

Enrollment Infographic

Planning Section:
2.3

Other

Description:
An infographic created by Hanover Research describing tactics that can be used by colleges to boost enrollment.

How to Use It:
Use this tool to inform your consortium's outreach strategy.

Download Enrollment Infographic

<http://resources.caladulthood.org/>


NEW Special Reporting

Budget Bill Requirements – Data Request

- Hours of instruction by Program Area
- Operational costs by Program Area
- Due by February 15, 2019 via the NOVA system

Coming Soon

- Onboarding Tool Kit
 - A guide and web-based tool for new consortium staff and members
 - All you need to get started with the CA Adult Education Program
 - Web tutorials, to-do lists, essential resource lists and much more
- Data Resource Tool Kit
 - A one-stop shop for all you need for student data, fiscal and economic data
- Webinars
 - <https://www.caadulthoodtraining.org/>



COASTAL NORTH COUNTY ADULT EDUCATION CONSORTIUM (CNCAEC)



CONSORTIUM THREE-YEAR PLANNING GUIDANCE 2019-2022

OVERVIEW

This document provides guidance and establishes the procedures regarding three-year adult education consortium regional plan required by the Adult Education Program (AEP). The three-year planning process is designed to provide consortia and consortium members a chance to collectively assess the impact of services provided over the previous period and to identify new approaches to meeting the educational and workforce needs of adult learners in a diverse and ever-changing economic landscape. In this way, it also provides an opportunity to reexamine commonly held assumptions about the beneficiaries and providers, which taken together, can promote stronger collaboration among agencies and deeper connections to the students and the communities they serve.

The components of the plan are aligned around four phases essential to good planning. The following pages provide a framework for the required elements of consortium three-year plans, as well as guiding prompts, resources, and aligned training opportunities to aid in the planning process. Plans are required to respond to the directions provided under each element of the Plan Guidelines.

Figure 1. AEP Three-Year Planning Framework



TOOLS & RESOURCES

- HCD Training
- Self-Assessment Technical Assistance

- AE Data Unlocked PD
- LaunchBoard, LMI Tools, CASAS Tables

- Effective Pathway Professional Development
- Student Progress Framework
- Planning Support

Formatting and Submission

Plans must be formatted using no smaller than 10-point font, with margins not less than 1" all around. Excluding front matter (cover page, table of contents, etc.) and back matter (appendices, references, etc.), the plan should not exceed 35 pages single-spaced, or 21,000 words. A template has been provided for consortia to use in organizing their plans. Final narratives must be uploaded to NOVA in both PDF and MS Word formats by no later than **June 7, 2019**. Details on the submission process will be released in early 2019.

Following approval, consortium may modify their three-year plans by uploading an amendment through NOVA. Consortia must make information about the development of plan modifications available to the public on a regular basis through electronic means and open meetings, and all amendments must be certified by members prior to submission.

Objectives and Program Areas

California Assembly Bill 104 (AB 104) allocates funds to regional consortia comprised of community college districts, their K-12 counterparts, and other regional providers of adult education programs and services. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide adult learners more robust education and training opportunities, and to expand and improve the quality and reach of adult education as evinced, ultimately, by (A) Improved literacy skills, (B) Completion of high school diplomas or their recognized equivalents, (C) Transition into postsecondary study, (D) Completion of postsecondary certificates, degrees, or training programs, (E) Placement into jobs, and (F) Improved wages. Plans should consider the full range of services required to achieve these outcomes and leverage shared resources and promising practices to hasten student progress toward their academic and professional goals and promote seamless transitions across educational segments and into the workforce.

Based on their assessment of regional need, consortia may develop programs in any of the following allowable areas:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Additional information on the history of AB 104 and requirements may be found here:
<http://aebg.cccco.edu/Administrators>

PLAN GUIDELINES

Section 1: Consortium Information

Directions: Provide a cover sheet containing, at a minimum, your consortium name, consortium primary contact name and email address.

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Directions: Summarize your regional consortium's adult education impact for the previous planning period, and your vision, goals, and key indicators of progress for the next three-year planning cycle relative to the seven program areas allowable under AB 104.

2.2 Pre-Planning Assessment

Directions: In the Pre-Planning Assessment, you will identify:

- **Consortium and member(s) capacity** including evaluation of current levels and types of education and workforce programs and services for adults in the region and funding available to members for Adult Education services.
- **Key Partners** including their current levels and types of education and workforce programs and services for adults, as well as sources of funding available to them for Adult Education services.
- **Alignment of Adult Education services provided by the consortia with other regional plans and planning processes** including those required under the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.

In addition to a narrative for this section, you will include **two tables** with your three-year plan:

- **Table 1.** Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region
- **Table 2.** Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical

or other funding types which may support services or instruction for adult education students

Helpful Planning Conversations, Questions, and Training:

Potential planning conversations include:

- Convenings with stakeholders and partners to better understand each other's programs and services, performance outcomes, gaps in services, and needs.
- Review of and participation in other regional planning being conducted under WIOA, the regional Strong Workforce Program, AB109, or other processes.

Helpful Questions to Ask:

- Who provides education and workforce services to adults in your region? Examples include but are not limited to:
 - Education Providers: K12 Adult Schools, Community Colleges, Charter Schools, Regional Occupational Centers and programs.
 - Workforce Development Boards and American Job Centers of California
 - Library Literacy Programs
 - Community Based Organizations
 - Jail and Re-Entry Programs: Adult jail education programs and AB109 CCP programs
 - Other State/Federally Funded Programs & Services: Vocational Rehab, CalWORKs, State Hospitals, State Development Centers
- What kinds of adult education services do they provide?
- How are those services funded?

Resources & Tools:

- In November 2018, NOVA will require each member to list all funds expended by program area available for Adult Education services for the 17-18 program year (this includes fees and all other fund sources).
- CASAS AEBG Consortia Summary Data for current levels and types of programs and services.
- WIOA I am planning guidance (<https://caladulthood.org/DownloadFile/498>) and planning partner directory.
- Consortium / Member Self-Assessment

Available Training:

- **Human Centered Design Training** – Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.
- **Self-Assessment Training** – Adult Education consortia can complete this self-assessment to evaluate how they are meeting the need in the community and living up to AB104 standards.
- **Planning Consultation** - Adult Education consortia have access to ongoing planning support via webinars, which may include one-on-one consultations with retired Adult Education administrators and / or other experts.

2.3 Community Need and Customers

Directions: In this section you will:

1. **Describe the regional need for Adult Education and workforce services** as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.
2. **Define shared and unique customers**, as well as service priorities and communities of need.
3. **Evaluate the alignment** between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

Helpful Questions to Ask:

- Who are our current customers? Where do they live? What characteristics define the populations engaged in the programs we currently offer?
- What characteristics define the regional community? How do those align with profiles of students currently served by Adult Education programs?
- What industries is the region home to? What kind of skills are they looking for in their employees? What kinds of credentials do they value?
- How well do available programs and services align to the needs and goals of students and area employers?

Resources & Tools:

- Regional demographic data provided by AEP
- [Census Reporter](https://censusreporter.org/) (<https://censusreporter.org/>)
- AEP Webinar on Community Asset Mapping (<https://caladulted.org/DownloadFile/355>)
- LMI Reports, Supply and Demand Tools from the Centers of Excellence
- Data reports from district / agency student information systems (SIS)
- LaunchBoard data tables for consortia outcomes
- CASAS Quarterly and Annual Reports

Available Training:

- **Adult Education Data Unlocked Training** – Adult Education practitioners will understand how to use community, economic, and student data to inform their consortium planning processes. This training will be a mix of tool demonstrations and hands on exploration where practitioners can generate and explore questions about their consortium and regional data and do preliminary exploration of key issues they may want to address in their consortium. Each session will leverage regional assets including the Centers of Excellence directors and other regional training experts.
- **Planning Consultation** - Adult Education consortia have access to ongoing planning support via webinars, which may include one-on-one consultations with retired Adult Education administrators and / or other experts.

2.4 Identifying Goals and Strategies

Directions: In the Goals and Strategies section, you will:

- **Identify activities and measurable goals** to address community needs & improve student outcomes.
- **Describe strategies to improve integration of services** including, but not limited to, alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards.
- **Describe strategies to improve transitions** into postsecondary education and the workforce.

In addition to a narrative for this section, you will provide a **logic model** that identifies the major goals, activities, and outputs for your three-year plan. A logic model template is provided for you to use or adapt as part of the planning toolkit. Please review the guidance for the logic model carefully. You will also identify **3-5 Progress Indicators** you will use to measure progress toward your overarching goals. It is recommended that you review the **Student Progress Framework** to think about how your chosen goals and activities are aligned to student journeys, momentum points, and the AEBG metrics as you make decisions about your activities and outputs for your logic model.

AEBG Student Progress Framework

Connection	Entry	Progress		Completion	
Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
Reportable Individual: 1+ hour or svsl	Participant: 12+ contact hours	Interim Progress Meas's 1. EFL Level Attainment 2. CE21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	ABE/ESL to ASE Transition to Postsecondary	HS Diploma or Equivalent Postsecondary Credential	Employment Wage Increase College Credit Award
<ol style="list-style-type: none"> Expand/improve outreach & marketing to target populations Improve/redesign student intake processes Deeper engagement w students regarding goals and longer term educational opportunity Improve initial student data collection 		<ol style="list-style-type: none"> Increase number of ABE/ASE/ESL courses based on community need/demand Reallocate offerings geographically based on regional demographic shifts Increase course articulation agreements or dual/co-enrollment between K12 & CC Increase offerings & enrollment in IET & pathway programs Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures 		<ol style="list-style-type: none"> Increase offering of postsecondary CTE credential programs Improve alignment of CTE credential programs with labor mkt demand Increase offerings & enrollment in IET & pathway programs Improve information about pathways and career opportunities at intake Increase articulation & dual/co-enrollment between K12 AE/CC Improve collection of emp/wage data Increase student participation in WBL activities connect to pathways 	

Helpful Questions to Ask:

- How will the members ensure access to all adults needing services in the region?
- How will members coordinate programs to eliminate duplication and maximize program potential?
- How will members ensure that adults can transition from program or service to other programs and services?
- How will we concretely identify or quantify our outputs – e.g. which specific occupations or industries we will focus on, how many new training programs do we intend to build, where and how we will increase engagement and outreach to new customers, etc.
- How will data be used to evaluate effectiveness?
- How will members be held accountable for effective services?

Tools & Resources:

- Best Practices Reports from Full Capacity Marketing & Hanover Research
- Co-enrollment Guidance from CDE & the Chancellor's Office
- Student Progress Framework
- Webinars highlighting the current pilots that are showing results around the state
- W.K. Kellogg Logic Model Development Guide (<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>)

Available Training:

- **Career Pathway Training** - training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** - webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) - student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** - webinars highlighting the best practices that are showing results around the state - covering all topics - in small/large and rural/urban consortia.
- **Logic Modeling** - webinars on developing and using logic models for program planning and improvement.

2.5 Piloting and Implementation

Directions: In the Pilots and Implementation section, you will:

1. **Explain how you will prototype new strategies** and
2. **Evaluate the effectiveness of these pilots** using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.

Helpful Questions to Ask:

- What problems most need solving and lend themselves most effectively to a rapid prototyping approach?
- What criteria will you use to assess success or failure of your pilot processes?
- Are your pilot strategies robust enough for objective measurement / evaluation? Are there sufficient resources to do so?

Tools & Resources


- Best Practices Reports from Full Capacity Marketing & Hanover Research
- CLASP Adult Education Evaluation
- Webinars highlighting the current pilots that are showing results around the state

Available Training:

- **Career Pathway Training** - training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** - webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) - student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** - webinars highlighting the best practices that are showing results around the state - covering all topics - in small/large and rural/urban consortia.
- **Human Centered Design Training** - Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.

Instructions:

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

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

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

Section 1: Consortium Information

Consortium Name

Primary Contact Name

Title

Phone

Email

Submitted:

Table of Contents

Section 1: Consortium Information	i
Section 2: Comprehensive Regional Three-Year Plan	1
2.1 Executive Summary.....	1
2.2 Pre-Planning Assessment	2
Table 1. Regional Service Providers	3
Table 2. Funding for Adult Education Programs and Services	4
2.3 Community Need and Customers	5
2.4 Identifying Goals and Strategies.....	6
Figure 1. Logic Model	7
Table 3. Progress Indicators	8
2.5 Piloting and Implementation.....	9

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

2.2 Pre-Planning Assessment

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$0	\$0	\$0
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$0	\$0	\$0
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$0	\$0	\$0

2.3 Community Need and Customers

2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Statement:

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Assumptions			External Factors		

Table 3. Progress Indicators

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

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

1.

2.

3.

4.

5.

2.5 Piloting and Implementation

CONSORTIUM PROGRAM QUALITY SELF-ASSESSMENT

The Consortium Program Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of their collaboration and impact within their communities using a self-directed quality improvement process wherein consortium agencies may work collaboratively to assess their strengths and weakness, and to develop strategies to enhance policies, procedures and practices accordingly.

This tool is appropriate for formative assessment and building teams that will work toward program improvement. This tool is not intended to be used as an external evaluation tool. However, by engaging in honest, open conversations with key stakeholders through meaningful conversations, consortia will be on the path to better manage themselves and serve students more effectively and efficiently. While there are many right ways to use the self-assessment, it is critical that stakeholders have a clear sense of the purpose, process, and intended use of the results before undertaking a large-scale self-assessment process.

This self-assessment tool utilizes and expands upon concepts introduced by Completion by Design's Loss-Momentum Framework and developed under the aegis of the California Adult Education Program Consortium and Member Effectiveness Field Team. Created with input from practitioners and experts in the field of Adult Education, this self-assessment tool was created to help consortia evaluate their effectiveness in the following key areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

On the following pages are a series of prompts that may be used to describe the effectiveness of regional consortia and their members. Within each of the 5 sections, there are various measures and examples of evidence for each indicator of effectiveness. Consortia will be able to pick from a rating of 1-5 (1 being low on effectiveness and 5 being high on effectiveness).

Instructions

Read each of the following items and select the option that best describes your consortium and / or member agency currently. Group discussions of the indicators are encouraged in order to represent far-ranging views of consortia effectiveness. After conducting the self-assessment, interpretations can be made for how effective consortia are in the key areas. If the majority of answers were rated as:

- 1s: There is strong need for improvement and the consortium has an urgent need to address this area.
- 2s: The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes.
- 3s: The consortium is doing well in this area but needs additional work to be addressed.
- 4s: The consortium is doing very well in this area and need only a few improvements in order to be exceptional.
- 5s: The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

Consortia should strive to have a majority 3s, 4s, or 5s for each indicator to demonstrate overall effectiveness. Assistance and support should be so sought for areas scoring mostly in 1s and 2s.

Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.

1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.

1.1.1.	1 No staff positions are charged with overall consortium management / coordination	2 3 Part-time staff are charged with overall consortium management / coordination	4 5 1 or more staff charged with overall consortium management / coordination
1.1.2.	1 Consortium seldom convenes to discuss progress toward goals	2 3 Consortium occasionally convenes to discuss progress toward goals	4 5 Consortium frequently convenes to discuss progress toward goals
1.1.3.	1 Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)	2 3 Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)	4 5 Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)

1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education

1.2.1.	1 Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.	2	3 Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.	4	5 Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.
1.2.2.	1 Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size	2	3 Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size	4	5 Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size
1.2.3.	1 Few agencies can be said to participate fully in consortium activities	2	3 Some agencies can be said to participate fully in consortium activities	4	5 Mostly all agencies can be said to participate fully in consortium activities

1.3. Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need

1.3.1.	1 Few agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes	2	3 Some agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes	4	5 Mostly all agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes
1.3.2.	1 Few agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners	2	3 Some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners	4	5 Most agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners

1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice

1.4.1.	1 New program staff / member representatives are expected to learn about AEBG policies on their own	2	3 Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance	4	5 All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance
1.4.2.	1 Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.	2	3 Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.	4	5 Existing professional development opportunities for staff are clearly aligned to with the consortium's mission and outcome goals.

Quality Indicator #2: Connection

Key Concept: This section asks questions about the consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

2.1. Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas

2.1.1.	1 Few if any programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	2 3 Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	4 5 Mostly all programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas
2.1.2.	1 Few programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	2 3 Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	4 5 Mostly all programs conduct outreach or early engagement with prospective students to help them understand educational options and services available
2.1.3.	1 Data are not used to inform recruitment	2 3 Some census data, labor market data, and / or assessments of regional and community needs are used to inform recruitment	4 5 Recruitment is consistently informed by census data, labor market data, and / or assessments of regional and community needs

2.2. Consortium agencies demonstrate a “no-wrong door” approach to regional education and training

2.2.1.	1 Few counselors and advisors are knowledgeable of programs and services offered by the consortium	2	3 Some counselors and advisors are knowledgeable of programs and services offered by the consortium	4	5 Mostly all counselors and advisors are knowledgeable of programs and services offered by the consortium
2.2.2.	1 Counselors / advisors are not comfortable referring students to programs or agencies outside of their home campuses	2	3 Counselors / advisors are somewhat comfortable referring students to programs or agencies outside of their home campuses	4	5 Counselors / advisors are comfortable referring students to programs or agencies outside of their home campuses
2.2.3.	1 Few if any agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	2	3 Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	4	5 Most all agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners
2.2.4.	1 Curricula are seldom organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce	2	3 Curricula are somewhat organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce	4	5 Curricula are mostly all organized around common standards for program areas college and career readiness, and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

Quality Indicator #3: Entry

Key Concept: This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests

3.1. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence

3.1.1.	1 Few programs provide mandatory orientation for first-time students	2 3 Some programs provide differentiated orientation for first-time students	4 5 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services
3.1.2.	1 Few to no partnerships exist among community providers	2 3 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports	4 5 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.
3.1.3.	1 Few students have meaningful access to high-quality counseling services	2 3 Some students in certain programs have access to high-quality counseling services	4 5 Nearly all students have access to high-quality counseling services from initial contact

3.2. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities

3.2.1.	1 There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans.	2	3 There is some consistency among providers regarding assessment, placement, and use of individual learning plans.	4	5 Providers have adopted common assessments and placement policies, which directly inform students' individual learning plans
---------------	---	---	---	---	--

3.3. Students complete individualized educational plans that reflect an informed understanding of their educational and career options

3.3.1.	1 Few students develop meaningful individual educational plans.	2	3 Some students develop individual educational plans they use to track progress through their programs.	4	5 Individualized educational and support service plans are developed early in the educational experience and updated regularly based on student goals, assessment, and learner outcomes
3.3.2.	1 Career planning occurs at the end of students' programs, if at all.	2	3 Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans.	4	5 Learning plans are shared across agencies and drive academic and career planning. Career planning is integrated throughout students' educational experience.

3.4. Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success

3.4.1.	1 Few agencies assess or promote the full range of wrap-around supports students need.	2	3 Some programs informally assess student needs and make referrals to partners for services.	4	5 Students are provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food / nutrition, child care, books & materials, physical and mental health services.
3.4.2.	1 There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services.	2	3 Dedicated advisors / staff / faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized.	4	5 Early alert systems are integrated into programs and prompt action by advisors / staff / faculty who coordinate to provide academic and non-academic support to students

Quality Indicator #4: Progress

Key Concept: This section asks questions about the consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

4.1. Agencies have aligned and articulated programs

4.1.1.	1 No alignment has occurred	2 3 Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices	4 5 Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence
4.1.2.	1 No alignment / articulation has occurred	2 3 Some programs are monitored for successful alignment and articulation	4 5 Consortia / members actively track performance of aligned programs using established data collection procedures and agreed upon measures of skills attainment

4.2. Agencies offer robust integrated education and training programs

4.2.1.	1 Minimal contextualized ESL is provided at a small number of agencies	2 3 Some concurrent enrollment is available	4 5 Several concurrent enrollment opportunities across a number of disciplines are available
4.2.2.	1 Few to no concurrent enrollment opportunities are available	2 3 Some contextualized ESL or basic skills IET courses are provided	4 5 Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities

4.3. Agencies provide coordinated, ongoing, consistent student support

4.3.1.	1	2	3	4	5
	There is little to no coordination around student support services		Some agencies have processes for tracking student supports needs and acting on data to ensure student success		Members have shared tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members / partners Student satisfaction surveys show high rates of satisfaction (90% or better) across all agencies

Quality Indicator #5: Completion / Transition

Key Concept: This section asks questions about the consortium members' ability to facilitate timely program completion and successful transition into postsecondary education, training, and / or employment.

5.1. Programs demonstrate effectiveness in transitioning students into postsecondary and / or the workforce

5.1.1.	1 There is little to no coordinated case management or formal support for transition into post-secondary or the workforce	2 3 Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies	4 5 Members have shared systems and procedures to support transition process (alignment of standards, collocated transition specialists, warm hand-offs, case/referral management and tracking)
5.1.2.	1 Few programs have formal articulation / dual-enrollment policies or agreements	2 3 Some programs have formal articulation / dual-enrollment policies or agreements	4 5 Nearly all programs have formal articulation / dual-enrollment policies or agreement that enable easy transition into postsecondary training.
5.1.3.	1 The consortium does not set performance targets and only rarely looks at student achievement in a coordinated way	2 3 Some programs may set performance targets and / or there are consortium plans to develop processes to do so	5 Nearly all consortium agencies actively collaborate to set and track performance targets and student achievement

5.2. Partnerships with local workforce and community service providers are integrated into programs of study

5.2.1.	1 Programs have few if any formal relationships with regional partners	2 3 There are some formal agreements with regional partners to provide support services in a select number of programs	4 5 Programs actively collaborate with partners to provide service-learning, job-shadowing, mentoring, internships, apprenticeships, and / or other work-based learning opportunities and / or services to students that aid in the development of employability skills
---------------	---	---	--

5.3. Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders

5.3.1.	1 Relatively little formal evaluation of program effectiveness is conducted	2 3 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)	4 5 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)
5.3.2.	1 Consortium does not conduct meaningful continuous improvement planning. When it does, community partners, staff, faculty, students, and other stakeholders are rarely involved.	2 3 Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved for only some powerful and/or influential agencies or employees.	4 5 Community partners, staff, faculty, students, and other stakeholders are engaged in continuous improvement planning and are involved in evaluating program effectiveness and design



November 2, 2018

To: Adult Education Program Consortium Directors and Members

From: Adult Education Program Office

Subject: Budget Bill Requirements – 17-18 Data Request

This memorandum is to advise Adult Education Program (AEP) members of the 18-19 California Budget Act requirements in the 2018–19 Program Year. This memorandum can also be found on the adult education website at <https://caladulthood.org/Administrators/22>. Failure to comply with any requirements or deliverable deadlines will be cause for withholding Adult Education Program apportionment payments until the requirements are met.

18-19 Budget Act Requirements

AEP members that were active during the 2017-18 program year must submit the required 17-18 program and expenditure data by program area. The CDE and CCCCCO requires all Adult Education Program agencies to use the NOVA systems for data submission in the following areas:

- All AEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total hours of instruction for program year 17-18 provided to students in the seven AEP program areas (adult education/noncredit).
- All AEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total operational cost for program year 17-18 by fund source in the seven AEP program areas (adult education/noncredit). Funds sources also include any fee revenue collected in 17-18.
- The 18-19 Budget Act requirement allows the State AEP Office to have an external entity be involved in drafting a summary report explaining the submitted data, in addition to any caveats or barriers that members may have had in submitting their data.

All data must be submitted by February 15, 2019 via the NOVA system.

Due to the nuances of the K12 and the Community College systems, in order to complete these two exercises, we expect AEP members to enter into NOVA their best estimate given the information/data from their local and state level systems. The AEP Office encourages AEP members to prorate when necessary if funding sources or programs overlap and/or are too difficult to separate.

NOVA Reporting Parameters: The State AEP Office has set up a special reporting section in NOVA for the 17-18 hours of instruction by program area, and operational cost (or labeled leveraged funds) by program area. This is not to be confused with the AEP quarterly expenditure reporting in NOVA. Please see the enclosed process steps for reporting the required 17-18 data in NOVA.

Data Accountability Training

The Adult Education Program Office has contracted with the Sacramento County Office of Education (SCOE) to create the Technical Assistance Project (TAP), which offers online and in-person trainings regarding a variety of topics, including meeting these specific Adult Education Program reporting requirements in the NOVA system. There will be at least two webinars scheduled between November 1, 2018 and January 31, 2019 to review the guidance and understand how to report the required data in NOVA. The initial webinar has been schedule for **Wednesday, November 7, 2018 at 1:30 p.m.** More details regarding training sessions are available on the caladulted website at <https://www.caadultedtraining.org/>

Technical Assistance Contact Information

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

Sincerely,

Neil Kelly
Adult Education Program Office

Enclosure: Background information, Step by Step Instructions in NOVA, and FAQs

AEP Background – Reporting in NOVA 17-18 data

Adult Education Program Area Definitions

The AB104 legislation defines the seven Adult Education program areas as follows:

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

If you operate non-AEP programs that overlap with your AEP programs or AEP courses that are designed for “credit” students, please pro-rate hours to include only courses in the seven AEP program areas that are offered to adult education/noncredit students.

Hours of Instruction by Program Area

The term ‘hours of instruction’ is defined as any reportable individual that has at least one hour of program related services or instruction in our systems.

The time period to report hours of instruction by program area is the 17-18 program year beginning July 1, 2017, and ending June 30, 2018. The amount of hours would be the total for the program year, by each AEP program area.

To calculate an hour of instruction, please follow your agency accounting and fiscal policies that are used to report hours into your attendance system, and the state approved system. For community colleges, this would include the reporting of contact hours of approved curriculum through the official attendance reporting process.

There are several suggested methods for gathering the total hours of instruction provided to students in the seven AEP program areas.

1. Use the TOPSpro® Enterprise AEBG/AEP 17-18 member reports by program area showing hours of instruction. CASAS will be providing the 17-18 hours of instruction by member by program area information as early as November 5, 2018.

2. Use your local attendance system, provided that the system is collecting all student services and instruction, and displays the hours by the seven program areas.
3. Community college districts may wish to use their 17-18 Apportionment Attendance Reports generated from the CCFS-320 Reporting System for noncredit FTES. If your college district files a recalculation to their annual report, then the information will be available after November 1, 2018.

Reports from the CCFS-320 Reporting System generate FTES not instructional hours. You will have to calculate the hours of instruction by multiplying the number of FTES by 525 hours. You will also need to develop a method of dividing the lump sum of hours into the various AEP program areas, as the CCFS-320 Report does not separate data or FTES by program area. You cannot report non-AEP program areas into NOVA. Colleges would need to develop a methodology for separating AEP program data from non-AEP program data.

Operational Costs

The term “operational costs” is defined as the true cost of running AEP programs. This includes space, utilities, custodial, overhead, equipment, as well as the normal day-to-day operational costs (instructional, classified, benefits, supplies, etc.).

Operational costs also includes administrative costs, which would include administrators who oversee all areas of adult education/noncredit programs.

In some districts, some of these costs may be difficult to separate or identify specifically to the adult education/noncredit programs. We encourage districts to prorate these costs and use an allocation methodology that would estimate the true cost of running the adult education/noncredit program.

Leveraged Funds by Program Area

Not only will districts enter the true cost of running AEP programs, they will also enter into NOVA the various fund sources that contributed to these operational costs.

NOVA lists the six fund sources mandated in the AB104 legislation (see below) along with the Adult Education Program funds. If you have additional fund sources like WIOA I, Strong Workforce, other college apportionment, student supports, grants, in-kind, donations, etc., a drop down menu is available in NOVA to include “other” fund sources.

If a district’s fund sources are also spent on non-AEP related program areas, and it is difficult to separate between AEP related and non-AEP related funds, districts can prorate contributions for AEP-related programs. This would also apply if revenue/funds were received for non-AEP students – such as community services, community education, for-credit students, etc.

List of fund sources (Education Code 84916 (a-f)):

1. AEP (formerly known as AEBG) – standard adult education apportionment for K12 districts, county offices of education, Joint Powers Authority, and community college districts.
2. CalWORKs – allocation to adult schools, county offices of education, regional occupational programs, and community colleges to provide education services to CalWORKs recipients.
3. Noncredit apportionment – standard noncredit apportionment to community colleges for serving students in noncredit courses and programs. This would not include noncredit programs outside of the seven AEP program areas.
4. Perkins – federal grant to adult schools, county offices of education, regional occupational programs, and community colleges to improve career technical education programs, serve special populations, and meet gender equity needs for adult/noncredit students.
5. LCFF – local control funding formula (LCFF) is the process by which K12 school districts receive their allocations. K12 districts can incorporate K12 adult education into their local control and accountability plan, and support that with funding or in-kind resources.
6. K12 Adult Ed Jail Funds – the Jail Education Program or Adults in Corrections Program is a K12 adult education program that provides for the education of incarcerated adults at county jails in basic education, high school diploma, and English as a Second Language (ESL).
7. WIOA Title II – the Adult Education and Family Literacy Act under the Workforce Innovation and Opportunity Act, Title II, provides supplemental funds to K12 adult schools, county offices of education, community colleges, community based organizations, health services, corrections, and libraries to assist adults in literacy, secondary, and post-secondary education and training. The programs also assists immigrants and other individuals who are English language learners.

Other fund sources:

Fees – this includes any student fees (parking, health, registration, assessment, etc.), tuition fees, student book fees, and equipment or uniform fees related to adult education/noncredit students receiving services and/or instruction in the seven program areas.

Contracted services – any revenue received from providing contracted services with another agency for the purposes of education services and/or instruction related to the seven program areas.

NOTE: The funds reported as leveraged/expensed cannot exceed the amount of funds available by that fund source in the 17-18 program year.

Example: a K12 adult school operates a CTE program that charges a fee to offset the true cost of running the program. The adult school receive AEP funding, and some WIOA I individual training account funds in addition to the fees to operate the CTE program. See the table below on how to report this in NOVA for the district.

Program Area: Designated as Short Term CTE.

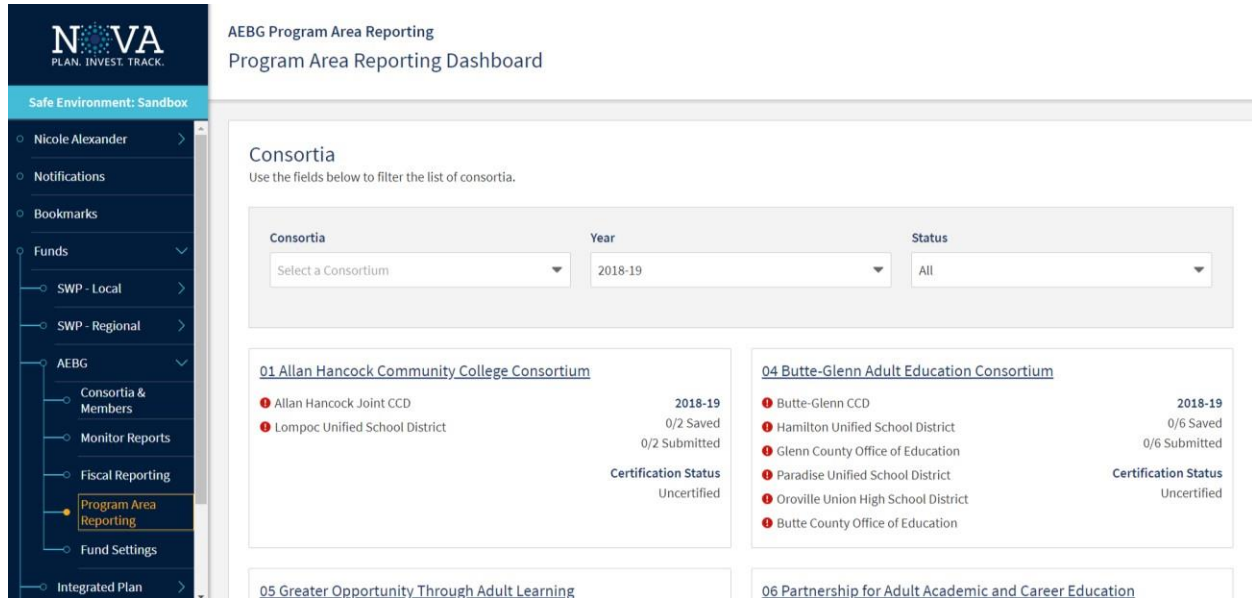
Total Operational Cost to Run the Short Term CTE Program: \$600,000

- \$150,000 is collected in fees
- \$100,00 is received by WIOA I
- \$350,000 is used from AEP funding

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre- Apprenticeship	Totals
AEBG					350000			\$350,000
CalWORKs								\$0
Noncredit								\$0
Perkins								\$0
LCFF								\$0
Fees					150000			\$150,000
K12 Adult Ed Jail Funds								\$0
WIOA II								\$0
Contracted Services								
Other / WIOA I					100000			\$100,000
Totals					600000			600000

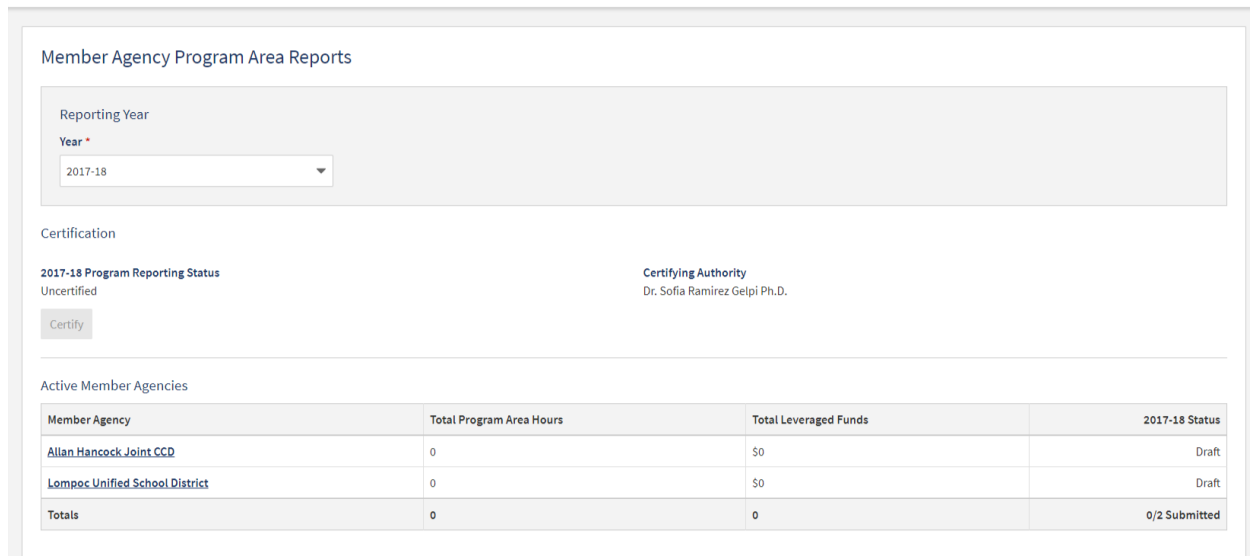
NOVA Program Area Reporting Guide

Step 1: Once you log into NOVA, click on Funds (located on the blue navigation pane on the left hand side), next click on AEBG, and then click on Program Area Reporting. This will direct you to the Program Area Reporting Dashboard, as shown in the screenshot below. You can use the filters located at the top of the screen to locate your consortium.



Step 2: Click on your consortium, which will direct you to the Member Agency Program Area Reports, as shown in the screenshot below. Be sure that you have selected the correct reporting year in the filter located at the top of the screen.

AEBG Program Area Consortium Reporting
[01 Allan Hancock Community College Consortium](#)



Step 3: Find your member agency and click on the link. This will direct you to the workflow steps to complete this report, which includes the Program Area Hours, Leveraged Funds, and Preview section. In the Program Area Hours section, enter the hours of instruction totals for the year for each program area.

AEBG Program Area Reporting: 2017-18 Status: Draft
 Allan Hancock Joint CCD [Next](#)
[01 Allan Hancock Community College Consortium](#)

Workflow

- Program Area Hours Not started
- Leveraged Funds Not started
- Preview

Program Area Hours

Hours of Instruction
 Enter Hour of Instruction totals for the year broken up for each Program Area.

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	<input type="text" value="0"/>
ESL/EI Civics	<input type="text" value="0"/>
AWD	<input type="text" value="0"/>
K12 Success	<input type="text" value="0"/>
Short Term CTE	<input type="text" value="0"/>
Workforce Reentry	<input type="text" value="0"/>
Pre-Apprenticeship	<input type="text" value="0"/>
Total	0 Hours

Step 4: Next click on the Leveraged Funds section and enter expense totals for each fund broken up by program area.

AEBG Program Area Reporting: 2017-18 Status: Draft
 Allan Hancock Joint CCD [Next](#)
[01 Allan Hancock Community College Consortium](#)

Workflow

- Program Area Hours Not started
- Leveraged Funds Not started
- Preview

Leveraged Funds by Program Area

Enter expense totals for each Fund broken up by Program Area.

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
AEBG	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
CalWORKs	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
NonCredit	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
Perkins	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
LCFF	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
Fees	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
K12 Adult Ed Jail Funds	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
WIOA II	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
Contracted Services	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	\$0
Totals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

To add an additional fund not shown on this list, select a new fund from the drop-down list under the 'Add Another Fund' section.

AEBG Program Area Reporting: 2017-18 Status: Draft
 Allan Hancock Joint CCD [Next](#)
[01 Allan Hancock Community College Consortium](#)

Workflow	WIOA II								
Program Area		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Hours		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Leveraged Funds		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Preview		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Add Another Fund
 Select additional fund to display above and report against.

Select new fund

- WIOA I / ITAs
- Donations
- In-kind Contributions
- Strong Workforce Program (K12 or College)

2018 © California Community Colleges
NOVA Site Version: 4.0.19

Step 5: Once you have completed the Program Area Hours and Leveraged Funds sections, click on the Preview section. Review your submission and click on the 'Save Estimates' button when you are ready to submit*.

**When you are ready to submit your district's actual totals, follow the same process as outlined in the steps above, and click on the 'Submit Actuals' button.*

AEBG Program Area Reporting: 2017-18 Status: Draft
 Allan Hancock Joint CCD [Share PDF](#)
[01 Allan Hancock Community College Consortium](#)

Workflow

Program Area
Hours
Completed

Leveraged Funds
Completed

Preview

Preview & Submittal

Submittal

2017-18 Program Area & Leveraged Funds
Draft

[Save Estimates](#)

[Submit Actuals](#)

Member Representatives
 Dr. Sofia Ramirez Gelpi Ph.D.
 Regina Smith
 Margaret Lau
 Marina Washburn

Hours of Instruction

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	100
...	100

Step 6: Consortium Lead Certification

Once all members have submitted their 'Actuals' reports, the consortium primary contact should navigate to the Member Agency Program Area Reports section and click on the Certify button, as shown in the screenshot below.

AEBG Program Area Consortium Reporting
01Allan Hancock Community College Consortium

Member Agency Program Area Reports

Reporting Year

Year ▾

2017-18

Certification

2017-18 Program Reporting Status
Uncertified

Certifying Authority
Dr. Sofia Ramirez Gelpi Ph.D.

Active Member Agencies

Member Agency	Total Program Area Hours	Total Leveraged Funds	2017-18 Status
Allan Hancock Joint CCQ	500	\$60,000	Submitted
Juopoc Unified School District	1350	\$10,000	Submitted
Totals	1850	170000	2/2 Submitted

Coastal North County Adult Education Consortium Bylaws

Table of Contents		
ARTICLE	DESCRIPTION	PAGE
1	Name	1
2	Offices	1
3	Consortium Purposes	1
4	Powers and Responsibilities	1
5	Membership	5
6	Meetings	6
7	Workgroups (Planning Committees)	9
8	Funding	9
9	Miscellaneous	11

ARTICLE 1 Name

Section 1. Name

The name of the consortium shall be the Coastal North County Adult Education Consortium (referred herein as the “CNCAEC” or “the Consortium”).

ARTICLE 2 Offices

Section 1. Principal Location

MiraCosta Community College located at 1831 Mission Avenue, Oceanside, CA 92058 serves as the fiscal agent and provides a primary office for Consortium communication at the Community Learning Center.

Section 2. Other Offices

The Consortium may also have offices or conduct business at such other places within the boundaries of its jurisdiction as its business and activities may require, and as the Consortium members may, from time to time, designate.

ARTICLE 3 Consortium Purposes

Section 1. Purpose

The CNCAEC is a legislatively created consortium under the State of California’s Community College Apportionment Act to implement the provisions of Article 9 governing the Adult Education Program established by Ed. Code § 84900.

Section 2. Specific Objectives and Purposes

The purpose of the Consortium is to expand and improve the provision of adult education and pathways to enable adult populations targeted by Ed Code section 84913 of Article 9 of the Community College Apportionment Act to access better jobs and/or higher education, and to bridge workforce gaps. Specifically, the goal is to accelerate a student’s progress towards his or her academic or career goals, maintain the current capacity of instruction, improve transition and acceleration systems, strengthen regional infrastructure and collaboration, expand capacity, and using research based practices in instruction and instructional delivery.

ARTICLE 4 Powers and Responsibilities

Section 1. Governance

A. Voting members – The “Board”: Consortium decisions and actions shall be determined by votes of the official representatives of each Consortium member and one representative from a local workforce agency, approved per Article 5 (Members) and subject to Article 6 (Meetings) of these bylaws. The official representatives of each Consortium member shall be referred to collectively as the Board. Decisions made in accordance with Ed Code § 84905 and Brown Act shall be final. Board members are

responsible for making sure their current contact information is on file with the Consortium.

B. Workgroups: The Chair may establish advisory workgroups/committees as deemed necessary to assist the Chair in the performance of the Chair's responsibilities. The Chair shall receive and consider reports from workgroups established under Article 7 to help guide decisions, prioritization of funding, reporting and other requirements; however, workgroup recommendations are advisory only and not binding on the Consortium or the Chair.

C. Steering Committee – The Board may invite community stakeholders and partners to participate in a steering committee to provide community input regarding employer and organizational needs, workforce trends and other community input. However, the Steering Committee recommendations are advisory only and not binding on the Consortium.

Section 2. Legislative Responsibilities

The Board shall perform the duties and responsibilities set forth by Article 9 of the California Community College Apportionment Act, the Brown Act (CA Gov't Code section 54950, et seq.), and as directed by the State's AEBG office, including, but not limited to, the following:

- a. approve an adult education plan at least once every three years. The plan shall be updated at least once each year based upon available data. Ed Code § 84906(c);
- b. approve an adult education plan consistent with these Bylaws, especially Article 8 (Funding);
- c. approve a distribution schedule that includes the amount of funding to be distributed to each member of the consortium for each fiscal year and a narrative justifying how the planned allocations are consistent with the adult education plan. Ed Code § 84914(a);
- d. report any funds available to the members for the purposes of education and workforce services for adults and the uses of those funds. Ed Code § 84905(b);
- e. follow the public meeting requirements set forth in Education Code section 84905 and the Brown Act, including, but not limited to, the following:
 - i. participate in any decision made by the Consortium;
 - ii. hold open; publicly noticed meetings at which members of the public may comment;
 - iii. provide the public with adequate notice of a proposed decision before considering a decision at an open, publicly noticed meeting;
 - iv. consider any comments by members of the public, and distribute publicly any comments submitted by members of the public;
 - v. consider any comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults;
 - vi. consider input from pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the districts before making a decision.

Section 3. Other Board Responsibilities

The Board is responsible for all items set forth in section 1 of this Article, all statutory duties not otherwise set forth in these bylaws, and all responsibilities set forth by the State AEBG office. In addition, the Board is responsible for the following:

- a. Creation and updating of the Consortium's Bylaws;
- b. Facilitation of communication among consortium members, partners, interested community members;
- c. Joint and collaborative development of adult education 3-year and annual plans (Plan).
- d. Prioritization of activity objectives of the Plan and outcomes;
- e. Hiring of a Consortium Administrator and other staff to facilitate the implementation of the Consortium's responsibilities;
- f. Designation of duties necessary for hired staff to successfully support the Consortium's purpose;
- g. Convene, develop agendas and conduct meetings of the Consortium;
- h. Provide leadership and accountability within the Consortium to ensure productive and efficient completion of tasks;
- i. Ensure that each consortium member is represented by an official representative;
- j. Conduct an annual budget workshop prior to the adoption of an annual plan that identifies the measures to be taken for each program area identified in its Plan, and the funding to be allocated;
- k. Creation of a 6-month (or more) calendar of regular Consortium meetings;
- l. Election of a Chair and Vice-Chair;
- m. Providing and posting of minutes of all regular and special Consortium meetings;
- n. Providing an update report to the governing boards of member institutions at least once a year.

Section 4. Guiding Principles

The Consortium places the highest value on students achieving their academic and/or vocational goals;

- a. The Consortium strives to help improve the community by providing adults with educational pathways to the workforce and higher education;
- b. Adult education programs will be open to all without discrimination.
- c. The Consortium will make sure that its budgets and allocations are aligned with the measures identified in its Plan;
- d. The Consortium will fairly allocate financial resources to the objectives and activities prioritized in its 3-year Plan;
- e. The Consortium will adhere to a transparent process of open and collegial communication.

Section 5. The Adult Education Plan (Ed Code Section 84906).

The Board shall create a three-year consortium implementation plan known as the "Adult Education Plan (Plan)," or other plan as the State may require, to meet the goals and mission set forth in Article 9, Adult Education Program, of California Education Code Sections 84900-84920. Any plan created to implement Article 9 will address and incorporate the measures identified by the Chancellor of the California Community College and the State Department of Education as needed for the Plan (or other plan as

the State may require), and will include, but not be limited to, the following which may be changed by the Board at any time by resolution in order to remain current with state law, directives and guidelines from the State Adult Education Program office:

- (1) An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 105-220).
- (2) An evaluation of current needs for adult education programs within its region.
- (3) Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.
- (4) Plans to address the gaps identified pursuant to paragraphs (1) and (2).
- (5) Plans 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.
- (6) Plans 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.
- (7) Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

Section 6. Limitations on Activities

The Board shall not take any action or discussion on any item not appearing on a posted agenda, unless a majority of the Consortium members determine that an emergency situation exists (as defined by Brown Act section 54956.5) or the item was continued from a meeting occurring not more than five (5) days prior to the meeting and the matter was continued at the prior meeting. Brown Act § 54954.2.

Section 7. Prohibited Activities

A. The Board shall not hold informal, undisclosed discussions, meetings or workshops, or serial communications in person, in writing, or through electronic communications (e.g. emails, texts, etc.) at which a majority of the Board members attends or in which a majority participates to develop a concurrence among a majority of the Board regarding items within the subject matter jurisdiction of the Consortium.

B. Any use of direct communication, personal intermediaries, or technological devices used by a majority of the Board to develop a collective concurrence as to action to be taken on an item by any member of the Board is prohibited. Brown Act § 54952.2

Section 8. Reporting Requirements

The Consortium will follow all filing and reporting requirements set forth by statute and the state AEP office.

Section 9. Officers

At the last regular meeting for each fiscal year, the Board shall elect a Chair and Vice-chair of the Consortium to serve for a term of two-years. The role of Chair will rotate among member districts.

ARTICLE 5 Membership

Section 1. Consortium Members Generally (Ed. Code § 84916)

Any community college district, school district, county office of education or any joint powers authority consisting of any of these or a combination of these, located within the boundaries of the adult education region that receives funds from any of the below programs or allocations shall be a member of the Consortium:

- 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 by providing instruction in courses in areas listed in subdivision of (a) of Section 84913.
- f. State funds for remedial education and job training services for participants in the CalWORKs program.

Section 2. Consortium Members

Per Section 1 of this Article, the following educational districts are members of the Consortium, although additional parties eligible for membership per Section 1 of this Article and Ed. Code § 84916 may be added to the Consortium per consensus of the Board:

- a. The MiraCosta Community College District;
- b. Carlsbad Unified School District;
- c. Oceanside Unified School District;
- d. San Dieguito Union High School District.

Section 3. Representation of Members - Officials

The Consortium Board will consist of five representative members. Each member of the Consortium may be represented by an official and may have one alternate (proxy). The Consortium Board will also include representatives from local workforce or nongovernmental agencies. The Consortium Board does not receive compensation from the Consortium for their service.

Section 4. Removal of Member Officials

The Board members are required to attend all Board meetings, and workgroup meetings as decided by the Board.

The Board (excluding the vote of the member at issue) may remove a representative official of a Consortium member for failing to attend Consortium and workgroup meetings without good cause or for any other cause a majority of the Board deems appropriate. In the event a member's representative official is removed due to a failure to attend Consortium meetings without cause, the Consortium will notify the member of its representative's failure to attend Consortium meetings within thirty days of the removal, and request an appointment of a new representative.

Section 5. Removal of a Consortium Member

Consortium members may voluntarily leave the Consortium but must provide written notice thirty (30) days prior to vacating membership. Any member that voluntarily chooses to leave the Consortium must return any allocation provided for that year to the fiscal agent within 15 days of the effective date of leaving. The remaining Consortium members shall decide how to allocate any returned funds.

Section 6. New Members

The Consortium may add new members through a majority vote of the Board. Prior to a vote on the addition of a new member, the Consortium must receive written approval from the state AEP office.

Section 7. Non-Voting Members

The Consortium shall have the authority to establish and define non-voting categories of memberships. Other organizations serving adults in the Consortium's region may be invited to participate in the Consortium as non-voting members.

ARTICLE 6 Meetings

Section 1. Meetings

A meeting is defined as a congregation of a majority of the Board members at the same time and location, including teleconference location as permitted, to hear, discuss or deliberate or take action upon any item that is within the subject matter jurisdiction of the Consortium. Brown Act § 54952.2

All Board meetings, including teleconferenced meetings if permitted by these bylaws, shall be governed by the publicly noticed meeting requirements set forth under Ed Code Section 84905 and Brown Act section 54953.

All votes, except for those cast in permissible closed sessions, must be cast in public. The Board shall publicly report any action taken and the vote or abstention on that action of each member present. Brown Act § 54953(2).

Section 2. Quorum.

Each Consortium member is represented by a single official (or the member's alternate) to serve on the Consortium's Board, and each Consortium member official has a single vote. A majority of the Board must be present at a meeting before a vote can be taken. In the event a quorum is not present at a publicly noticed meeting, discussion without a vote may still occur on items set forth in the agenda for the meeting. Proxy voting through an

alternate approved by the governing board of a Consortium member is permitted. Decision-making is made through consensus and efforts should be made to negotiate agenda items to reach a unanimous consensus.

Section 3. Frequency of Meetings

The Board shall hold -- at a minimum -- quarterly regular meetings, although the Board may hold additional regular meetings, and call special meetings, as deemed necessary by the Board, subject to the notice requirements of Section 1 of this Article.

Section 4. Meetings Notice - Generally

The Board shall approve the scheduling of its regular meetings. The Consortium administrator shall post this information (including the location, room, address and time) on the Consortium website for public access, The meeting notice shall include:

- a. a posting of the agenda, with a brief description of each matter (including items to be discussed in closed session) to be considered with the action proposed; and
- b. all documents referenced by or listed on the agenda for action or consideration.

Section 5. Regular Meetings

For all regular meetings, the Consortium administrator, or another staff member as the Board elects, shall post the meeting notice and agenda no later than seventy-two (72) hours before the regular meeting. This designated person shall also send written notice to the Board, all Consortium members (i.e. non-voting members or members without official representatives), workgroup members, and other persons the Board deems necessary. Brown Act 54954.2.

Section 6. Special Meetings

Special meetings may be called by the Consortium Chair or by two Consortium members. At least a twenty-four (24) hour written notice must be provided to the Board, posted on the Consortium website, and sent to media outlets that have requested notices of meetings in writing, including a brief general description of the matters and proposed action to be considered or discussed. Brown Act § 54956.

Section 7. Emergency Meetings

One hour notice minimum is required in the case of work stoppage or crippling activity, except in the case of dire emergency. Brown Act § 5496.5

Section 8. Public Comment

Items on the agenda: Members of the audience may address the Board on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary Consortium business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

Items not on the agenda: Members of the audience may address the Board on any topic not on the agenda so long as the topic is within the jurisdiction of the Consortium. Under

the Brown Act, the board is not permitted to engage in public discussion or take any action on an item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff or other resources for information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes

Section 9. Closed Meeting Actions

At an open session following a closed session, the Board must report on final action taken in closed session under the circumstances defined under the Brown Act. Where final action is taken with respect to contracts, settlement agreements or other specified records, the public may receive copies of such records upon request. Brown Act, § 54957.1. Agenda for closed meetings shall conform with the model format for closed session agendas set forth in the Brown Act, section 54954.5.

Closed-session meetings are only permitted in limited circumstances to address personnel decisions, public security of buildings and services, pending litigation, labor negotiations and real property negotiations. Brown Act § 54956.9 and .8, 54957, 54957.6.

Section 10. Taping or Broadcasting

Meetings may be broadcast, audio-recorded or video-recorded so long as the activity does not constitute a disruption of the proceeding. Brown Act, section 54953.5 and 54953.6.

Any audio or video recording of an open and public meeting made for whatever purpose by or at the direction of the Consortium shall be subject to inspection per the CA Public Records Act, but may be erased or destroyed 30 days after the recording.

Section 11. Workgroup Meetings

Workgroups established by the Chair shall publicly notice any meeting at which a majority of the Board is expected to attend. Workgroup meetings established by the Chair shall be held as needed to accomplish the assigned work of the group.

The workgroups shall devise their meeting schedules and submit the schedules to the Chair for approval. Although workgroups are not intended to be subject to the Brown Act, the meeting schedule may be posted on the Consortium website per the discretion of the Board.

Section 12. Steering Committee Meetings

The structure and schedule of the Steering Committee which may be established per Article 8 of these bylaws shall be determined at the time such committee is established.

ARTICLE 7 Workgroups

Section 1. Purpose

The Consortium recognizes that input from stakeholders is a critical part of its accountability and AEP implementation process. Ad hoc workgroups consisting of appropriate stakeholders are essential to provide guidance to the Consortium to help it prioritize and implement its Plan, and to provide input for future planning needs. Ad hoc workgroups may be created by the Chair to assist the Chair in the performance of the Chair's duties and responsibilities to align with the seven program areas identified by Ed Code § 84913, as prioritized in the Consortium's AB86 plan.

Section 2. Composition

The Consortium will take measures to encourage the following stakeholders to participate in its ad hoc workgroups:

- a. one (1) official member of the Consortium (i.e., approved by the Consortium member's governing board);
- b. the chairs of the instructional departments or programs being targeted by a workgroup's discussions;
- c. an administrator or manager from the educational institution for which the workgroup was formed;
- d. district representatives who provide non-instructional support to students in the program areas targeted by the Consortium's Plan (e.g. DSPS, WIOA, SSSP, etc.); and
- e. representatives of other agencies or institutions with a vested interest in the work being conducted by the workgroup if applicable.

Section 3. Responsibilities

Each workgroup created by the Chair will be assigned responsibilities by the Chair, which may change from time to time per the Chair's discretion.

Section 4. Meetings

A meeting schedule for the workgroup will be created at the first meeting of the workgroup submitted to the Chair for approval. Meeting location and notice shall be coordinated by the Consortium Administrator or other staff designated by the Board.

ARTICLE 8 Funding

Section 1. Fiscal Agent

The MiraCosta Community College District currently serves as the sole fiscal agent to receive and distribute funds from the program, and shall develop a process to apportion funds to each member of the consortium pursuant to the Consortium's adult education plan within forty-five (45) days of receiving funds appropriate for the program. The process shall not require a consortium member to be funded on a reimbursement basis. Ed. Code § 85905(e).

Section 2. Funding

As condition of receipt of an apportionment of funds from the state for a fiscal year, the members of the consortium shall approve an adult education plan that address that fiscal year, and the plan shall include all of the components as defined in Ed. Code §84906

Section 3. Funding Uses. Ed. Code § 84913 (a).

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

- a. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- b. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- c. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce;
- d. 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;
- e. Programs for adults with disabilities;
- f. Programs in career technical education that are short term in nature and have high employment potential;
- g. 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.

The Consortium may choose which of these program areas to fund and support based upon the regional needs and local capacity.

Section 4. Administrative Costs (Ed. Code § 84912 (b)).

The consortium may use no more than five (5) percent of funds allocated in a given fiscal year for the sum of the following:

- a. The costs of administration of these programs;
- b. The costs of the consortium.

Section 5. Distributions to School Districts

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 and shall be expended only for adult education purposes. Ed. Code § 84914.1.

Section 6. Fiscal Management Guide of State's AEP Office

From time to time, the AEP Administration for the State of California issues a Fiscal Management Guide or other guidelines to help the Consortium manage the public funds allocated to it by the State of California. The Consortium will follow those guidelines and will review them at least once annually to keep members and others informed of the State guidelines.

Section 7. Prohibited Uses

Funds may not be used for items not expressly allowed by Ed Code §84913 or for items the Consortium has not approved through an open, publicly noticed meeting under Ed Code §84905 or the Brown Act.

**ARTICLE 9
Miscellaneous**

Section 1. Public Records

Materials provided to a majority of the Consortium which are not exempt from disclosure under the Public Records Act must be provided, upon request, to members of the public without delay. Brown Act § 54957.5

Section 2. Amendment of Bylaws

These bylaws may be amended by a majority vote of the Consortium provided that notice of the proposed bylaws change was sent to each Consortium Member and representative, and placed on the agenda of a publicly noticed meeting.

Section 3. Fiscal Year

The fiscal year of the Consortium shall run July 1 of a given year, to June 30 of the following year.

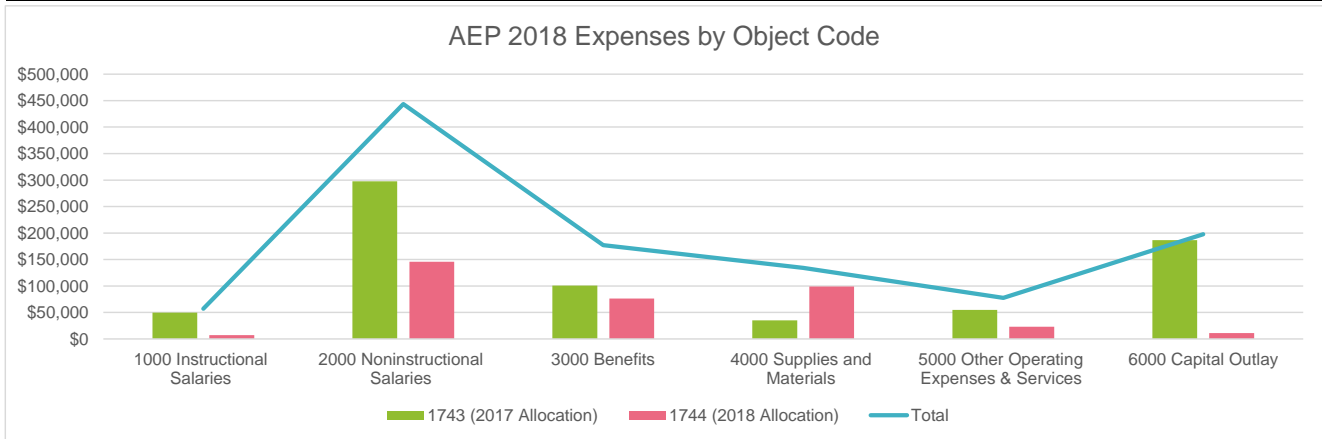
These bylaws were approved on _____ by the following Consortium Board members via a publicly noticed meeting held on: _____

Lupe Gonzales, Alliance for Regional Solutions	
Kate Alder, MiraCosta Community College District	
Vicki Gravlin, Oceanside Unified School District	
Manuel Zapata, San Dieguito Union High School District	
Vicki Brannock, San Diego Workforce Partnership	

Adult Education Program

Annual Expenses Fiscal Year 2017-18

Object Code	1743 (2017 Allocation)	1744 (2018 Allocation)	Total
1000 Instructional Salaries	\$49,714	\$7,335	\$57,049
2000 Noninstructional Salaries	\$297,551	\$145,968	\$443,519
3000 Benefits	\$100,623	\$76,438	\$177,061
4000 Supplies and Materials	\$35,171	\$98,912	\$134,083
5000 Other Operating Expenses & Services	\$54,723	\$22,999	\$77,722
6000 Capital Outlay	\$186,611	\$11,018	\$197,629
		Grand Total	\$1,087,063





AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Coastal North County Adult Education Consortium (CNCAEC)

AEP Allocations Available for 2018-19

2018-19 State Allocation	\$1,181,336
2017-18 Allocation Rollover	\$782,170
Total Allocations Available:	\$1,963,506
Consortium Level Administrative 5%	\$59,067
<u>Available to Budget</u>	<u>\$1,904,439</u>

2018-19 Budget Plan

1000 Instructional Salaries	\$157,000
2000 Noninstructional Salaries	\$750,000
3000 Employee Benefits	\$328,000
<u>TOTAL Salaries plus Benefits</u>	<u>\$1,235,000</u>
4000 Supplies and Materials	\$150,000
5000 Other Operating Expenses & Services	\$180,000
6000 Capital Outlay	\$283,326
<u>TOTAL Other Expenses</u>	<u>\$613,326</u>
Indirect Rate for Members (MCCD) 5%	\$56,113
<u>Total Expendable Budget</u>	<u>\$1,904,439</u>



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Coastal North County Adult Education Consortium (CNCAEC)

AEP Allocations Available for 2018-19

2018-19 State Allocation

\$1,181,336

In June 2018 when the budget was presented to the consortium's board the amount was based on the preliminary allocation from the state. When the final allocations were released the amount was higher.

2017-18 Allocation Rollover

\$782,170

The rollover amount used to prepare the 2018-19 budget presented to the consortium's board in June was based on an estimate. At that time, the 2017-18 accounting books were still open and expenditures were being charged to this budget. The final rollover amount was available after August 2018.

Total Allocations Available:

\$1,963,506

The total amount includes the final 2018-19 allocation and the 2017-18 rollover amount. The following budget is distributed in six major categories (based on the state's reporting system). The amounts included are estimates

Consortium Level Administrative 5%

\$59,067

This amount is based on the 2018-19 state allocation. According to 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 (see Section 9, Fiscal Management Guide).

Available to Budget

\$1,904,439



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Coastal North County Adult Education Consortium (CNCAEC)

2018-19 Budget Plan

1000 Instructional Salaries **\$157,000**

Stipends for members of the MCCD AEP Faculty Workgroups and portions of salaries for librarians. The Faculty Workgroups facilitate the implementation of annual plans and participate in the development of the required three-year plans. MiraCosta College general fund pays for all instructional classroom hours.

2000 Noninstructional Salaries **\$750,000**

Noninstructional salaries include salaries for several positions that support all adult education programs including research analyst; tutors for various subject areas; additional admissions and records staff; career services specialist; support staff who work on the data entry and processing of student data in TOPSpro and CASAS assessments; and instructional aides to support classroom instruction and data gathering.

3000 Employee Benefits **\$328,000**

This is an estimate of benefits to be paid for all positions in the instructional and noninstructional categories.

TOTAL Salaries plus Benefits **\$1,235,000**

4000 Supplies and Materials **\$150,000**

Classroom sets of textbooks; general office supplies for administrative support, classroom and instructional use, and outreach; supplies for sites offering childcare; catering services for events, professional development, and meetings; printing for instruction, outreach, and student events

5000 Other Operating Expenses & Services **\$180,000**

Contracts for childcare services, professional memberships, mileage for faculty and staff, professional development for faculty and staff, schedule of classes mailed districtwide, instructional and assessment software/licenses, exam vouchers, as well as Wi-Fi services for offsite locations

6000 Capital Outlay **\$283,326**

Laptops or tablets & carts to store them. Classroom equipment that includes document cameras, digital projectors, and CD players.

TOTAL Other Expenses **\$613,326**

Indirect Rate for Members (MCCD) 5% **\$56,113**

The Governor's Budget for 18-19 included trailer bill language that changed the reporting of AEBG member district's indirect expenditures. The legislative trailer bill amended section 84913 of the Education Code and limits consortium's member's indirect rate to 5% (see Trailer Bill AEBG Indirect Costs)

Total Expendable Budget **\$1,904,439**

45773

05/18/18 03:54 PM
RN 18 13009 PAGE 1

An act to amend Section 84913 of the Education Code, relating to adult education.



16130694573BILL

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84913 of the Education Code is amended to read:

84913. (a) Funds apportioned for the 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 preapprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

(8) (A) Indirect costs of the program's consortium members.(B) 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.(b) A consortium may use no more than ~~5~~ five 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.



LEGISLATIVE COUNSEL'S DIGEST

Bill No. _____
as introduced, _____
General Subject: Adult Education Block Grant Program.

Existing law requires that adult schools and evening high schools consist of classes for adults. Existing law authorizes minors to be admitted into those classes pursuant to policies adopted by the governing board of the school district if those minors meet certain eligibility requirements.

Existing law establishes the Adult Education Block Grant Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Under this program, the chancellor and 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. Existing law requires funds apportioned for the program to be used only for the support of specified programs, including, among others, programs in elementary and secondary basic skills and programs for adults that are primarily related to the entry or reentry into the workforce.

This bill would additionally include the indirect costs of the program's consortium members, as specified, among the purposes that funds apportioned for the program may be used.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

