Minutes of the Executive Committee Meeting
February 21, 2020

Date of approval: Initials:

Call to order: A regular meeting of the Inland Adult Education Consortium Executive Committee was held at San Bernardino Valley College, 701 S. Mt Vernon, San Bernardino, California; President Conference Room 207 on Friday, February 21, 2020. The meeting convened at 8:10 a.m. Director Emma Diaz and Consultant Mitch Rosin conducted the meeting. Minutes recorded by Blanca Olguin.

Executive Committee Members in attendance

Mauricio Arellano	Superintendent, Redlands Unified School District
Cali Binks	Superintendent, Yucaipa-Calimesa Joint Unified School District
Kevin Horan	President, Crafton Hills College
Frank Miranda	Superintendent, Colton Joint Unified School District
Lorraine Perez	Assistant Superintendent, San Bernardino City Unified School District
Carol Tsushima	Administrator, Alliance for Education & SBCROP, SBCSS

Members not in attendance

Cuauhtémoc Avila	Superintendent, Rialto Unified School District
Diana Rodríguez	President, San Bernardino Valley College

Designee (nonvoting)

Other(s) Present

Dana Carter	Principal, Yucaipa-Calimesa Joint Unified School District
Raul Pedraza Jr.	Vice Principal, Inland Adult Education Center, SBCUSD
Leticia Villa	Principal, Inland Adult Education Center, SBCUSD

Upon motion by Kevin Horan seconded by Cali Binks and approved by the affirmative votes of Arellano, Binks, Horan, Miranda, Perez, and Tshushima **Abstain:** None **Noes:** None; the Minutes of the Inland Adult Education Consortium Executive Committee meeting on December 13, 2019 were approved as presented, without changes.

1. Public comment

1.1   None

2. Reports

2.1   Governor's Preliminary Budget Allocation for 2020-2021
Emma Diaz shared that the 2020-2021 Governor's preliminary allocation will be officially released on February 28 in the CAEP newsletter. Right now, the Governor has added an additional $12.3 million across the state for adult education. This would mean the Inland Adult Education Consortium would be getting the same as last year plus a little bit more.

Dr. Horan asked what the 12% would mean for the IAEC.

Ms. Diaz responded that it would roughly be about $230,000.

2.2   State Guidance Updates
Emma Diaz talked about state guidance on the 2020-2021 COLA increase of 2.29%: "The CAEP State Office will release a memo in February detailing how the Governor's proposed COLA for CAEP members will be rolled out for the 2020-21 state fiscal year. All CAEP members are eligible for the COLA. The COLA will be based on the member's allocation percentage from the prior year's CFAD – so if a member receives 20% of the consortium allocation in the CFAD, they will receive 20% of the COLA provided to the consortium." The state will have updated information on February 28.

2.3   Marketing Update
Emma Diaz reported that the radio commercial ran for two weeks. Jorge ran Google analytics and it showed a spike on all the activity during those two weeks the commercial ran. The transition counselors handle the AEBG Hotline; they do an initial intake with the students and refer them to the members based on the program. Just in a six-month period, they have serviced over 800 students.

Dr. Tsushima asked if there was any data showing all of it, and where the students are being referred.

Ms. Diaz responded that Jorge has all the information.

2.4   Conference Report Out
Dana Carter presented on the CAEAA conference held January 29-31, 2020. He said that during this conference is where updates/new policies are shared-out; everything is in one-room where everyone can hear the same thing vs breakout sessions. He talked about: CAEAA/CCAE how they developed a partnership resolution to form a Political Action Committee (PAC); 19-20 Legislative Priorities; Engaging in Advocacy; CDE & CAEP updates; Ed Code Clean Up; CTE; Budget Update; Census; and Immigrant Integration. Mr. Carter recommended a presence from the IAEC at future events and thanked the Executive Committee members for their consideration in the COLA allocation and forward thinking. He said that if any further details are needed to please reach out to him.

Mr. Miranda said he is familiar with the funding piece and talked about the impact funding has on a multiyear. He thanked Mr. Carter for sharing that there are conversations going on in Sacramento and for the great information he provided during the presentation.

Ms. Diaz shared-out her experience at the ACCE 2020 Conference. She said that ACCE is the non-credit in continued education organization from the state. SB554 was addressed; it is the collocated college program at adult education sites or the non-credit courses for adult education students. Chaffey presented on it because they are the piloting campus and their recommendation was to wait on additional guidance. Not all the updates were given.

3. Discussion items

3.1   Quarter 2 Student Data Integrity Report (DIR)

Emma Diaz reviewed the DIR for quarter 2 and asked the members what other data they would like to see in preparation for the CFAD discussion. She talked about the process of the MOE years 2015-2016; the growth money received was $2,996,771.00; and total amount disbursed was $9,623,533.00. The Data Integrity Report (DIR) is a mandated report using CASAS TOPSpro Enterprise as of 16-17; colleges report every semester and adult schools quarterly.

3.2   Consortium Fiscal Administration Declaration (CFAD)

Emma Diaz reviewed the CFAD annual allocation. Due to the IAEC having a fiscal agent, funds are disbursed early in August. She talked about the progression of the years in regards to funding and fluctuations. May 2nd is the deadline for CFAD.

Mr. Carter said that the beauty of having SBCCD as the fiscal agent is that you can flat-fund forward, take the increases, keep it at the fiscal agent, and circumvent that issue by doing the planning before you disseminate the funds.

Mr. Rosin said that there are two funding models from the state: Direct Funding and Fiscal Agent. Direct funding means you get a check directly from the state. Consortia with a fiscal agent have more flexibility as things change and funds are received early on; as to direct funding consortia are still waiting on month eight for funding and are struggling because they have not received a cent.

Ms. Diaz said that one of the other advantages of having a fiscal agent is that funds can be parked, later revisit, discuss, and allocate.

Dr. Tshushima asked about how the Regional Plan fits in with the IAEC plan and how it was built. She asked if there is any way to compare.

Mr. Rosin responded that the annual plan gets replaced annually using new goals and LMI data; the annual Retreat in June is to review, compare, and grow.

Ms. Diaz further elaborated how the Hub Groups' work was used to grow from AB86 into the new AB104 legislation.

Mr. Rosin said that maybe they can bring the data that is already there to help them understand and recommended that administrators run the DIR reports for the IAEC Executive Committee members.

Mr. Arellano asked which historical data is already on the list to present.

Ms. Diaz said that she could share the enrollment, persistence levels, and outcomes from DIRs.

Mr. Rosin said that the data that is already available could be shared; he could show what it means, and how to use it.

Mr. Carter said that reports are easily accessible to the administrators; the only caveat is using the same date range to be able to compare similar data.

Ms. Binks would like to know which information could be shared regarding the community colleges.

Ms. Diaz responded that she could share how transition counselors are helping students, costs regarding IAEC staff, etc.

Mr. Arellano asked if there is a way to determine an unofficial carry over.

Ms. Diaz replied that March 1 is the deadline for quarter 2 and she should be able to have a snap shot of what the first and second quarter would look like in Fiscal.

Mr. Miranda asked if on the program side of adult education, there is an evaluation.

Mr. Rosin replied yes, if the member is WASC accredited. CAEP looks at persistence rate, per pupil spend, number of high school graduates and number of ESL transitions. The federal table has six levels of adult education and ESL; how many students are progressing through those levels is a determining factor from the state on teacher effectiveness.

4. Old business

4.1   None

5. New business

5.1   None

6. Announcements

6.1   Upcoming Conferences and Events
Emma Diaz shared the information for the upcoming conference and events:
- Non-Credit MIS Data & Accountability Summit on February 28, hosted by SBVC
- TDLS (OTAN) on March 6-7, Sacramento
- COABE on April 5-8, Baltimore, MD
- CCAE on April 23-25, Sacramento
- CASAS Summer Institute on June 23-25, Anaheim
- GED Annual Conference on July 27-29, Atlanta, GA

6.3   Executive Committee Meeting Dates
Emma Diaz reviewed the Executive Committee meeting dates:
- March 13, 2020 (CFAD Discussion)
- April 17, 2020 (CFAD Vote)
- May 15, 2020
- June 3, 2020 (Annual Plan Retreat)

6.4   Workforce Readiness Certificate
Cali Binks shared that in collaboration with Dr. Horan, they were able to resolve the issue of the Workforce Readiness certificate.

7. Closed Session

7.1   None Requested

8. Adjournment

Motioned by Cali Binks seconded by Mauricio Arellano, the meeting adjourned at 9:29 a.m.

The next regular meeting of the Inland Adult Education Consortium Executive Committee will be on Friday, March 13, 2020 at 8:00 a.m. at the San Bernardino Valley College, 701 S. Mount Vernon Ave., San Bernardino, CA, President Conference Room 207.

CALIFORNIA ADULT EDUCATION PROGRAM

February 26, 2020

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program Office (CAEP)

Subject: 2020-21 Preliminary California Adult Education Program Allocations Now Available

As required by February 28th, the CAEP Office is releasing the 2020-21 Preliminary Allocations for each consortium which includes an additional $12.3M COLA for fiscal year 2020-2021. The COLA re-benches the total annual statewide CAEP allocation for future years to $550,897,000. The CAEP consortia and their members are required to submit their Consortium Fiscal Administration Declaration (CFAD) via the NOVA system by May 2, 2020. The CAEP Office uses the information from the CFAD process to determine the payment schedules for the disbursement of these funds. There will be no extensions granted for the May 2nd due date.

All CAEP members are eligible for the COLA. The COLA will be based on the member's allocation percentage from the prior year's CFAD. Please see education code 84914 governing an increase or decrease of CAEP funding from the prior year. Consortia cannot vote to exclude or prevent a member from receiving a COLA (provided that the member received funding in the prior year). However, after the CFAD is submitted, consortia can use the allocation amendment process in NOVA to move CAEP funds based on consortia agreed upon by-laws.

On March 6, 2020, (12 p.m. to 1:30 p.m.), TAP will host a CAEP Fiscal Update webinar to walk through NOVA fiscal processes like 17-18 close out of funds, reporting expenditures, submitting your CFAD, and discuss allocations, COLAs, and more. To register, click here.

If you have any questions regarding this information, please contact the CAEP Technical Assistance Project at tap@caladulted.org.

Sincerely,

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

Javier Romero
California Community Colleges Chancellor's Office
Adult Education Program Office

CAEP Consortium	COLA 20/21	20/21 Allocation	21/22 Allocation
01 Allan Hancock Community College Consortium	$38,780	$1,732,226	$1,732,226
02 Antelope Valley Regional Adult Education Consortium	$93,823	$4,190,931	$4,190,931
03 Barstow Area Consortium for Adult Education	$21,221	$947,900	$947,900
04 Butte-Glenn Adult Education Consortium	$51,254	$2,289,459	$2,289,459
05 Greater Opportunity Through Adult Learning (Santa Cruz)	$80,144	$3,579,912	$3,579,912
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	$342,965	$15,319,749	$15,319,749
07 Chabot-Las Positas/Mid-Alameda County Consortium	$216,171	$9,656,038	$9,656,038
08 West End Corridor/ Chaffey Regional AE Consortium	$168,555	$7,529,110	$7,529,110
09 Citrus College Adult Education Consortium	$101,063	$4,514,345	$4,514,345
10 Coast Adult Education Consortium	$174,476	$7,793,606	$7,793,606
11 Tri City Adult Education Consortium	$143,773	$6,422,111	$6,422,111
12 Contra Costa Adult Education Consortium	$346,943	$15,497,433	$15,497,433
13 Morongo Basin AEBG Consortium (Copper Mountain)	$19,067	$851,704	$851,704
14 Desert Regional Consortium	$75,560	$3,375,143	$3,375,143
15 South Bay Adult Education Consortium (El Camino)	$239,777	$10,710,493	$10,710,493
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	$19,067	$851,704	$851,704
17 Foothill De Anza/ NSCCSTC	$199,758	$8,922,910	$8,922,910
18 Gavilan Regional Adult Career and Education Services	$33,756	$1,507,819	$1,507,819
19 Glendale Community College District Regional Consortium	$25,054	$1,119,111	$1,119,111
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	$194,039	$8,667,452	$8,667,452
21 Salinas Valley Adult Education Consortium	$86,088	$3,845,415	$3,845,415
22 Imperial County Adult Education Consortium	$45,550	$2,034,636	$2,034,636
23 Kern AEBG Consortium	$397,766	$17,767,603	$17,767,603
24 Lake Tahoe Adult Education Consortium	$20,974	$936,875	$936,875
25 Lassen County AB86 Consortium	$22,023	$983,745	$983,745

26 Long Beach Adult Education	$56,006	$2,501,690	$2,501,690
27 Los Angeles Regional Adult Education Consortium	$3,006,118	$134,278,879	$134,278,879
28 Capital Adult Education Regional Consortium	$274,495	$12,261,268	$12,261,268
29 Marin County Adult Education Block Grant Consortium	$34,466	$1,539,559	$1,539,559
30 Mendocino-Lake Consortium	$35,956	$1,606,105	$1,606,105
31 Gateway Adult Education Network (Merced)	$77,381	$3,456,486	$3,456,486
32 Coastal North County Adult Education Consortium (MiraCosta)	$27,934	$1,247,782	$1,247,782
33 Monterey Peninsula Consortium	$59,459	$2,655,966	$2,655,966
34 Mt. San Antonio Regional Consortium for Adult Education	$817,920	$36,535,269	$36,535,269
35 Southwest Riverside County Adult Education Regional Consortium	$113,349	$5,063,146	$5,063,146
36 Napa Valley Adult Education Consortium	$66,604	$2,975,122	$2,975,122
37 North Orange County Regional Consortium for Adult Education (NOCRC)	$90,127	$4,025,849	$4,025,849
38 Southern Alameda County Consortium (Ohlone)	$97,018	$4,333,642	$4,333,642
39 Palo Verde Consortium	$19,067	$851,704	$851,704
40 Education to Career Network of North San Diego County (Palomar/Vista)	$183,907	$8,214,835	$8,214,835
41 Pasadena Area Consortium	$43,711	$1,952,523	$1,952,523
42 Northern Alameda Consortium for Adult Education	$187,820	$8,389,645	$8,389,645
43 Rancho Santiago Adult Education Consortium	$108,608	$4,851,343	$4,851,343
44 North Coast Adult Education Consortium (Redwoods)	$26,154	$1,168,239	$1,168,239
45 Rio Hondo Region Adult Education Consortium	$337,047	$15,055,389	$15,055,389
46 About Students Regional Consortium (Riverside)	$193,669	$8,650,888	$8,650,888
47 Inland Adult Education Consortium (San Bernardino)	$245,710	$10,975,514	$10,975,514
48 San Diego Adult Education Regional Consortium	$109,642	$4,897,553	$4,897,553
49 San Francisco Adult Education Consortium	$90,402	$4,038,140	$4,038,140
50 Delta Sierra Regional Alliance (San Joaquin)	$195,854	$8,748,512	$8,748,512
51 South Bay Consortium for Adult Education (San Jose)	$408,426	$18,243,801	$18,243,801
52 San Luis Obispo County Adult Education Consortium	$32,805	$1,465,340	$1,465,340
53 ACCEL San Mateo County	$224,788	$10,040,964	$10,040,964

54 Santa Barbara AEBG Consortium	$19,067	$851,704	$851,704
55 Santa Clarita Valley Adult Education Consortium	$30,270	$1,352,107	$1,352,107
56 Santa Monica Regional Consortium for Adult Education	$26,569	$1,186,811	$1,186,811
57 Sequoias Adult Education Consortium (SAEC)	$225,190	$10,058,892	$10,058,892
58 Shasta-Tehama-Trinity Adult Education Consortium	$26,163	$1,168,668	$1,168,668
59 Sierra Joint Consortium	$78,604	$3,511,125	$3,511,125
60 Solano Adult Education Consortium	$92,108	$4,114,332	$4,114,332
61 Sonoma County Adult Education Consortium	$59,426	$2,654,472	$2,654,472
62 South Orange County Regional Consortium (SOCRC)	$112,950	$5,045,303	$5,045,303
63 South Bay Adult Education Consortium (Southwestern)	$338,638	$15,126,458	$15,126,458
64 State Center Adult Education Consortium	$352,298	$15,736,649	$15,736,649
65 Ventura County Adult Education Consortium	$354,970	$15,855,992	$15,855,992
66 Victor Valley Adult Education Regional Consortium	$51,042	$2,279,959	$2,279,959
67 West Hills College Consortium	$26,104	$1,166,006	$1,166,006
68 West Kern Consortium	$19,067	$851,704	$851,704
69 Yosemite (Stanislaus Mother Lode) Consortium	$102,280	$4,568,709	$4,568,709
70 North Central Adult Education Consortium (Yuba)	$73,942	$3,302,901	$3,302,901
71 Adult Education Pathways (Siskiyous)	$22,222	$992,625	$992,625
Total	**$12,333,000**	**$550,897,000**	**$550,897,000**

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

PROGRAM MEMORANDUM OCTAE 20-3

DATE: March 27, 2020

TO: State Directors of Adult Education

FROM: Scott Stump /s/
             Assistant Secretary

RE: Adult Education and Family Literacy Act and COVID-19 – Frequently Asked
             Questions

Purpose

The purpose of this memorandum is to provide clarification, flexibilities, and supports to State
Adult Education Offices as States seek to provide continuity of operations for adult learners in the
current COVID-19 environment.

Performance/Negotiations

**Q1. What steps will the Office of Career, Technical, and Adult Education (OCTAE) take to
account for a decrease in State performance in Program Year (PY) 2019 because of
extended program closures during the pandemic? Will States be penalized for
performance issues?**

The U.S. Departments of Education and Labor (Departments) will not make any determinations
of performance success or failure based on PY 2019 performance data, submitted by October 1,
2020. OCTAE did not have sufficient data available to develop and apply the statistical model
required by the Workforce Innovation and Opportunity Act[1] (WIOA) at the time PY 2019
performance targets were established for each State. Therefore, without this data, we will not
have the requisite data to determine whether a State has met its performance levels.

The Departments will take the effect of the COVID-19 outbreak into consideration in reviewing
PY 2019 data. OCTAE encourages State adult education agencies to monitor the effect of the

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[1] Workforce Innovation and Opportunity Act (Pub. L. 113-128) available at:
https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf.

www.ed.gov

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outbreak on its performance and address the impacts in its annual narrative report submitted in December 2020.

[OCTAE Program Memorandum 20-2](#)[2] states that the first year for which performance success or failure can be determined for some indicators applies to PY 2020; this data is reported by October 1, 2021. The Departments will continue to closely monitor the effect of the COVID-19 outbreak and its impact on services and performance outcomes.

Q2. Will OCTAE consider delaying performance negotiations, as State offices may be closed for an unspecified period of time?

At this time, the Department of Education anticipates that the negotiations process will proceed, and we will conduct negotiations with States. The Department anticipates negotiated levels of performance will be included in the approved Unified or Combined State Plans for the four-year period covering PYs 2020 through 2023. The Department is aware that some State offices are closed, and some States have implemented remote work. The Department is also aware that State agency leadership and management staff may be involved with COVID-19 response efforts. As a result, the Department will be as flexible as possible in conducting negotiations, including scheduling meetings at times that meet States' needs.

<u>Scheduled Grant Competitions</u>

Q3. For States with requests for proposals currently out for July 1 award, what options will be available to States to prevent a gap in service delivery? (i.e., can states extend current contracts for a short period of time to prevent a gap in service delivery? Can states extend the closing date of the grant competition? With the current disruptions, it would be difficult to have applications reviewed and approved by July 1).

Yes, because of the potential for broad impact of COVID-19 on both State administration of Adult Education and Family Literacy Act (AEFLA) programs and service delivery by eligible providers, an AEFLA State eligible agency may modify its plans for competitions involving Fiscal Year (FY) 2020 AEFLA funds. While the "direct and equitable access" requirement in section 231(c) of WIOA would generally preclude extensions of AEFLA grants and contracts, under these difficult and unique circumstances related to COVID-19, States may (1) suspend FY 2020 competitions and extend current eligible providers' grants and contracts for a one-year period, or (2) adjust competition timelines, delaying the award of grants or contracts to successful AEFLA applicants until a later date than planned and extending current grants and contracts accordingly.

State eligible agencies should follow State procedures in notifying current grantees, current applicants, and potential applicants of such changes, ensuring that all current and potential applicants receive information about these changes in the same way the notice of availability of funds was made public.

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[2] OCTAE Program Memorandum 20-2: *Negotiations and Sanctions Guidance for the Workforce Innovation and Opportunity Act (WIOA) Core Programs* is available at:
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-2.pdf.

Given that the very purpose of either postponing competitions for a year or adjusting current competition deadlines would be to help prevent disruptions in service delivery, States should work to ensure that any changes in FY 2020 competition plans do not result in a gap in service delivery.

Q4. Is a State required to request approval from OCTAE to extend current grants/contracts if a competition is suspended or delayed?

No, States are not required to request approval from OCTAE if a competition is modified or postponed. In accordance with 2 CFR 200.407, OCTAE is providing States with prior approval to make changes to their scheduled AEFLA competitions because of disruptions and other effects of COVID-19. While States need not seek this approval from OCTAE, States must notify their Area Coordinators of any changes in competition plans, including plans to extend current eligible providers' grants or contracts.

Distance Learning

Q5. Will OCTAE provide flexibility regarding the reporting of hours for distance learning? What types of instruction can States allow programs to report as instructional hours or seat time, and how do we track these virtual learning hours on these various platforms?

States may, but are not required to, report in the National Reporting System (NRS) the time that participants spent on distance learning activities. Recording hours is useful for determining when a post-test should be administered. The NRS Technical Assistance (TA) Guide[3] helps States that record distance learning hours by providing options for reporting "proxy hours" rather than classroom instructional hours. States that wish to record proxy contact hours may do so using one of the following models:

- **Clock Time Model,** which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time;
- **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment; or
- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%–80%) earns the credit hours attached to the material.

The NRS TA Guide further advises that the State should use the proxy contact hour model appropriate for the distance education curricula being used.

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[3] The National Reporting System Technical Assistance Guide is available at https://nrsweb.org/policy-data/nrs-ta-guide.

Q6. Is it possible to waive the requirement of 12 hours of "actual contact" for distance education for reporting purposes for the remainder of the 2019-2020 program year?

All eligible individuals receiving services under AEFLA must complete at least 12 hours of instruction to be considered a "participant" under 34 CFR 463.150. Program closures due to COVID-19 have resulted in placing students in distance learning settings, and those students may be in various stages of completing the initial 12 contact hours needed for them to be considered a participant.

One category of students who have been transferred from classroom-based instruction to distance learning services have already completed the initial 12 contact hours needed to be considered a participant. These individuals do not need to complete another 12 contact hours, as they have already met the 12-hour threshold.

Another category of students who have been transferred from classroom-based instruction to distance learning services have not yet completed the initial 12 contact hours needed to be considered a participant. These individuals may continue to accrue the required 12 contact hours through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Students newly enrolled in distance learning programs and who were not receiving classroom instruction before COVID-19-related program closures must meet the 12-hour requirement before being considered an AEFLA participant. The 12-hour enrollment requirement for distance learners can be met by accruing contact hours through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Q7. What flexibilities will OCTAE allow in terms of assessment, as it relates to education practices? Will States be given the option to conduct virtual pre/post-assessment testing?

OCTAE recognizes that local programs may not be able to conduct in-person testing of students enrolled in distance learning programs during program closures due to the COVID-19 outbreak. If local programs are unable to conduct in-person testing, States may be able to report measurable skill gains (MSG) using other measures available to AEFLA programs under the MSG indicator, such as credit completion or high school completion. The inability to test distance learning students may adversely impact the number of MSGs a State would report in the NRS. States that are experiencing declines in testing rates should put procedures in place to identify students who were not tested due to an inability to conduct in-person testing, so that the impact of the COVID-19 outbreak can be appropriately tracked.

Additionally, States may choose to develop procedures to implement virtual test proctoring. States that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified, (2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured, and (3) the virtual proctor can properly administer the test. Test security measures would require that only secure electronic versions of a test are administered by a virtual proctor and are deemed secure by the test publisher.

Q8. For States that did not have online learning options in place in their WIOA contracts with local programs, can the State give permission to local programs to provide online learning to students in lieu of classroom instruction on a short-term emergency basis? What flexibilities do States have to change their existing distance learning policies?

Yes, consistent with a State's grant administration policies, a State may allow currently funded AEFLA grantees to administer distance learning programs, even if the State does not have an established State distance learning policy in place. However, OCTAE urges States to put a policy in place (or change current policy) as soon as feasible. Statewide distance learning policies help address how the State intends to collect instructional hours (if it chooses to do so), as well as convey its policies on student assessment. State policies may also convey important information about distance learning curricula that local programs can use to provide distance education.

Q9. Can the State pay teachers for this online instruction?

Yes, States can use AEFLA funds to pay teachers delivering distance learning programs if such programs deliver adult education and literacy activities allowable under AEFLA.

Slide 1

CALIFORNIA ADULT EDUCATION PROGRAM

CAEP Fiscal Update

Neil Kelly – State CAEP Office
Veronica Parker – CAEP TAP

Slide 2

CALIFORNIA ADULT EDUCATION PROGRAM

Agenda

- Review Quarterly Expenditure Process
- Review Closing Out 17-18 funds
- Allocations for 20-21
- COLA
- CFAD Submission
- Allocation Amendment Process
- NOVA Basics/Reminders
- Wrap Up & Additional Questions

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Slide 3

CALIFORNIA ADULT EDUCATION PROGRAM

Review Quarterly Expenditure Process

- Submitted quarterly by members in NOVA.
- District accounting office has reviewed expenses and approves submission.
- Consortium reviews member submission to see if it aligns with 3 year plan, annual plan, and approved member budget.
- Member annual plan and budget have to be certified before submitting any quarterly expense report in NOVA.

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Slide 4

CALIFORNIA ADULT EDUCATION PROGRAM

FAQs for CAEP Quarterly Expense Reporting

Q: I have input my member expenses in NOVA, but it won't let me submit?

A: Check to see if all members have submitted their expense reports in the prior quarter, and if the consortium has certified. You can't move into the next quarter unless the prior quarter is certified.

Q: NOVA won't let me submit because my expenditure fell below target. How do I fix that?

A: The member can submit a corrective action plan in NOVA stating how they will meet expenditures targets.

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Slide 5

CALIFORNIA ADULT EDUCATION PROGRAM

Quarterly Expenditure Process

Object Code	Year to Date (YTD) Expenditure	YTD Forecast (% of Project Budget)	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	$22,778	$35,209 (15%)	64.69%	$234,728	9.7%	$211,950
2000 - Non-Instructional Salaries	$135,244	$128,100 (15%)	105.58%	$854,000	15.84%	$718,756
3000 - Employee Benefits	$31,621	$22,950 (15%)	137.78%	$153,000	20.67%	$121,379
4000 - Supplies and Materials	$83,356	$21,636 (15%)	385.26%	$144,243	57.79%	$60,887
5000 - Other Operating Expenses and Services	$99,499	$39,000 (15%)	255.13%	$260,000	38.27%	$160,501
6000 - Capital Outlay	$76,525	$12,750 (15%)	600.2%	$85,000	90.03%	$8,475
7000 - Other Outgo	$0	$0 (100%)	100%	$0	100%	$0
Indirect Costs	$22,451	$12,860 (15%)	174.58%	$85,734	26.19%	$63,283
Totals	$471,474	$272,500 (18%)	173.01%	$1,816,705	25.95%	$1,345,231

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Slide 6

CALIFORNIA ADULT EDUCATION PROGRAM

Quarterly Expenditure Process

Corrective Action Plan *
Expenditures fell below target. Please provide the action steps that will be taken to address this issue.

In Q3, we are still working to confirm staffing positions previously delayed. Some consortium initiatives will reflect in Q3-Q4 expenditures.

Summary of Activities

In Q2, BASK, VOCE and NESL program coordinators were in place. Equipment, materials, instructional supplies, as well as registration computers, textbooks, digital content subscriptions, and classroom technology, were purchased in Q2.

Status
Unsubmitted

Submit Q2 Report

All member agencies must submit their Allocation Year Closeout reports for this quarter before they can be considered for certification. Once you click submit, you will be prompted to closeout Allocation Year 2017-18.

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1

Slide 1:

CALIFORNIA ADULT EDUCATION PROGRAM

Quarterly Expenditure Process

This is to certify that the Expenditures Report has been prepared in accordance with the applicable State regulations. To the best of my knowledge, the data contained in this report and declarations within the report are true and accurate. Any information that is reported is supported by documentation on file at the District/College.

Cancel   Agree & Submit

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Slide 2:

CALIFORNIA ADULT EDUCATION PROGRAM

Review Closing Out 17-18 funds

The Life of a CAEP Dollar…..

- CAEP funds have a 30 month life – beginning on July 1 of Year 1, and ending on December 31, of Year 3.
- July 1 to June 30 = Year 1 (State must allocate all funds in Year 1)
- July 1 to June 30 = Year 2
- July 1 to December 31 = Year 3
- January 1 to June 30 (close out process) = Year 3
  - January/February – member begins close out process
  - March 1 – member certifies all 17-18 funds have been spent (and submits Q2)
  - March 30 – consortium certifies Q2
  - April/May – State closes books (or if remaining balances request funds back)
  - June – End of fiscal year

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Slide 3:

CALIFORNIA ADULT EDUCATION PROGRAM

Review Closing Out 17-18 funds (cont.)

- Members must follow their 3 year & annual plan, and their approved budget by the consortium when spending down funds.
- NOVA tracks CAEP funds over a 30 month life span – in a FIRST IN / FIRST OUT methodology.
- Meaning you must spend down all "old money" first before expenses will "hit" any "new money".
- Carrying over money into the next fiscal year could have consequences – check your local by-laws.
- Any remitted 17-18 funding will be returned to the State General Fund.

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Slide 4:

CALIFORNIA ADULT EDUCATION PROGRAM

FAQs for CAEP Close Outs

Q: My member needs more time to finalize their close out report in NOVA? What do I do?

A: The consortium has until March 31 to certify Q2 and close outs. Work with your members to provide them additional time, and allow for consortium review & certification within the March 31 deadline.

FAQs

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Slide 5:

CALIFORNIA ADULT EDUCATION PROGRAM

FAQs for CAEP Close Outs

Q: My member's accounting office asked if expenditure close outs include encumbrances rather than expenditures?

A: All CAEP activities related to 17-18 funds ended on 12/31/19. The close out report must include all confirmed expenditures. We cannot allow for open purchase orders or encumbrances for close out certification. Please have them contact TAP if they have questions.

FAQs

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Slide 6:

CALIFORNIA ADULT EDUCATION PROGRAM

2017-18 Close Out

Allocation Year 2017-18 Closeout   ×

As indicated in the FIFO dashboard, your member agency expenditures reported within NOVA indicate that you have expended all funds for allocation year 2017-18.

☐ I have reviewed the fiscal reports for my agency and confirmed that all funds for this allocation year have been spent.

By clicking submit I certify that I am closing out all budgets, workplans, and expenditure reporting for this allocation year and will not be able to make any modifications moving forward.

Cancel   Submit

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4/7/20

2017-18 Close Out

Allocation Year 2017-18 Closeout ×

As indicated in the FIFO dashboard, your member agency expenditures reported within NOVA indicate that you have expended all funds for allocation year 2017-18.

☑ I have reviewed the fiscal reports for my agency and confirmed that all funds for this allocation year have been spent.

By clicking submit I certify that I am closing out all budgets, workplans, and expenditure reporting for this allocation year and will not be able to make any modifications moving forward.

Cancel Submit

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2017-18 Close Out

Status
Submitted

Unsubmit Q2 Report

Allocation Year Closeout: 2017-18

I have reviewed the financial reports for my agency and confirm that all funds for this allocation year have been spent.

2017-18 Reverted Funds:
$0

2017-18 Status
Closed

Submitting Authority
Dr. Sofia Ramirez Geipi Ph.D., Dean, Academic Affairs
Margaret Lau, Dean, Academic Affairs
Marina Washburn, Director

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CAEP 2020-21 Allocations

- Governor's Proposed Budget for 20-21 was released in January 2020.
- CAEP Preliminary Allocations for 20-21 were released late Feb. 2020.
- Preliminary Allocations for 20-21 will be posted in NOVA March 2020.
- 20-21 CFADs will be due in NOVA by May 2, 2020.
- Governor's Budget approved by July 1, 2020 *.
- CAEP funds are released by August 2020 (in 11 installments) thru May **

*May Revise reductions/additions could affect schedule

**CDE/Chancellor's Interagency agreement needs to be approved.

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CAEP 2020-21 Allocations (cont.)

- CAEP received a 2.29% or $12.3M COLA in the Governor's proposed budget for 20-21.
- The new CAEP base for 20-21 will be $550,897,000.
- All members are eligible for the COLA.
- The COLA will be based on the member's allocation percentage from the prior year's CFAD.
- Consortia cannot vote to exclude or prevent a member from receiving a COLA (provided that the member received funding in the prior year).

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EC 84914 – Increase/Decrease Allocations

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

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

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CFAD Process

Workflow

Fiscal Declaration
Incomplete

Agencies & Certifiers
Completed

Member Allocations
Not started

Preview

Fiscal Declaration

Disbursement Method

Your Current Disbursement method is Fiscal Agent.
Do you plan to continue with this selection for 2019-20?

No Yes

California Community Colleges NOVA

2019 © California Community Colleges
NOVA Site Version: development

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3

4/7/20

CFAD Process

Invite User

Invite a new user to NOVA and assign them to be a certifier of the Member Agency.

First Name *

Last Name *

Work Email *

Cancel   Invite User

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CFAD Process

Workflow

Fiscal Declaration — Incomplete
Agencies & Certifiers — Completed
Member Allocations — Incomplete
Preview

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High School District	0	$559,325	$537,296
Antioch Unified School District	0	$937,866	$937,866
Contra Costa CCD	0	$614,198	$457,670
Contra Costa County Office of Education	0	$1,316,115	$1,383,399
Liberty Union High School District	0	$1,007,136	$906,459
Martinez Unified School District	0	$1,521,406	$1,426,676
Mt. Diablo Unified School District	0	$3,574,579	$3,471,132
Pittsburg Unified School District	0	$2,590,000	$2,487,992
West Contra Costa Unified School District	0	$2,551,549	$2,457,146
Total Allocated to Members	$0	$14,672,174	$14,065,636
Total CAEP Funds	$15,179,831	$14,672,174	$14,065,636
Total Remaining	$15,179,831	$0	$0

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CFAD Process

Workflow

Fiscal Declaration — Completed
Agencies & Certifiers — Completed
Member Allocations — Completed
Preview

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High	0	$559,325	$537,296
Antioch Unified	10000000	$937,866	$937,866
Contra Costa CCD	0	$614,198	$457,670
Contra Costa Co. Office of Education	4000000	$1,316,115	$1,383,399
Liberty Elementary	0	$1,007,136	$906,459
Martinez Unified	1179831	$1,521,406	$1,426,676
Mt. Diablo Unified	0	$3,574,579	$3,471,132
Pittsburg Unified	0	$2,590,000	$2,487,992
West Contra Costa Unified	0	$2,551,549	$2,457,146
Total Allocated to Members	$15,179,831	$14,672,174	$14,065,636
Total CAEP Funds	$15,179,831	$14,672,174	$14,065,636
Total Remaining	$0	$0	$0

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CFAD Process

Workflow

Fiscal Declaration — Completed
Agencies & Certifiers — Completed
Member Allocations — Completed
Preview

CFAD Summary

Fiscal Declaration - Draft

Consortium Name: 12 Contra Costa Adult Education Consortium
Funding Channel: Direct Funded
Justification: Example
Narrative: Example
Changes: No Changes

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High	$0	$559,325	$537,296
Antioch Unified	$10,000,000	$937,866	$937,866
Contra Costa CCD	$0	$614,198	$457,670
Contra Costa Co. Office of Education	$4,000,000	$1,316,115	$1,383,399
Liberty Elementary	$0	$1,007,136	$906,459
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Mt. Diablo Unified	$0	$3,574,579	$3,471,132
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West Contra Costa Unified	$0	$2,551,549	$2,457,146
Total Allocated to Members	$15,179,831	$14,672,174	$14,065,636

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CFAD Process

CFAD Plan Submission

By clicking "Ok", you are affirming that the CFAD is ready to be reviewed by the selected member representatives.

Comments
Please enter any comments for the Signing Authorities to review.

0/10000

Cancel   Ok

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CFAD Process

CFAD Summary

Fiscal Declaration - Submitted

Consortium Name: 12 Contra Costa Adult Education Consortium
Funding Channel: Direct Funded
Justification: Example
Narrative: Example
Changes: No Changes

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High	$0	$559,325	$537,296
Antioch Unified	$10,000,000	$937,866	$937,866
Contra Costa CCD	$0	$614,198	$457,670
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Pittsburg Unified	$0	$2,590,000	$2,487,992
West Contra Costa Unified	$0	$2,551,549	$2,457,146
Total Allocated to Members	$15,179,831	$14,672,174	$14,065,636

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CFAD Process

Nicole Alexander,

This message is to notify you that the 2019-20 CFAD for West End Corridor/Chaffey Regional AE Consortium has been submitted for approval.

As a Member Representative of Chaffey CCD, you will need to review the CFAD and 'Approve' or 'Reject'.

Click here to access the CFAD.

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CFAD Process

Certification

Baldy View ROP - Member Representative
Forest De Renzo
forest_derenzo@bvrop.org
Adder Argueta
Coordinator
adder_argueta@bvrop.org
(909) 947-3400 ext: 1301

Approved by Forest De Renzo
2019-04-03

Chaffey CCD - Member Representative
Matthew Morin
Director of Adult Education and High School Partnerships
matthew.morin@chaffey.edu
(909) 952-6103
Nicole Alexander
pona.noroles.testuser@productops.com

[Reject] [Approve]
2019-04-03
Awaiting Approval

Chaffey Joint Union High - Member Representative
Todd Haag
Principal
todd_haag@cjuhsd.net
(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag
2019-04-03

Chino Valley Unified - Member Representative
Carl Hampton
carl_hampton@chino.k12.ca.us
(909) 627-9613

Approved by Carl Hampton

Fontana Unified - Member Representative
Cynthia Gleason
Principal, Adult Education
cynthia.gleason@fusd.net
(909) 357-5490

Approved by Cynthia Gleason
2019-04-03

Upland Unified - Member Representative
Scott Sypkens
Assistant Superintendent, Secondary Education
scott_sypkens@upland.k12.ca.us
(909) 985-1864
Aaron Dover
Principal over Special Projects
aaron_dover@upland.k12.ca.us
(626) 429-7353

Approved by Scott Sypkens
2019-04-03

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CFAD Process

Reject CFAD [×]

By clicking "Ok", you are confirming that you are rejecting the CFAD in its current state.

Comments
Please enter any comments for the Member Representatives to review.

0/10000

[Cancel] [Ok]

CFAD Process

Certification

Baldy View ROP - Member Representative
Forest De Renzo
forest_derenzo@bvrop.org
Adder Argueta
Coordinator
adder_argueta@bvrop.org
(909) 947-3400 ext: 1301

Approved by Forest De Renzo
2019-04-03

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Matthew Morin
Director of Adult Education and High School Partnerships
matthew.morin@chaffey.edu
(909) 952-6103
Nicole Alexander
pona.noroles.testuser@productops.com

Rejected
2019-04-03

Chaffey Joint Union High - Member Representative
Todd Haag
Principal
todd_haag@cjuhsd.net
(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag
2019-04-03

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Carl Hampton
carl_hampton@chino.k12.ca.us
(909) 627-9613

Approved by Carl Hampton
2019-04-03

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Cynthia Gleason
Principal, Adult Education
cynthia.gleason@fusd.net
(909) 357-5490

Approved by Cynthia Gleason
2019-04-03

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(626) 429-7353

Approved by Scott Sypkens
2019-04-03

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CFAD Process

Certification

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Forest De Renzo
forest_derenzo@bvrop.org
Adder Argueta
Coordinator
adder_argueta@bvrop.org
(909) 947-3400 ext: 1301

Approved by Forest De Renzo
2019-04-03

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Matthew Morin
Director of Adult Education and High School Partnerships
matthew.morin@chaffey.edu
(909) 952-6103
Nicole Alexander
pona.noroles.testuser@productops.com

Send Reminder
Awaiting Approval

Chaffey Joint Union High - Member Representative
Todd Haag
Principal
todd_haag@cjuhsd.net
(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag
2019-04-03

Chino Valley Unified - Member Representative
Carl Hampton
carl_hampton@chino.k12.ca.us
(909) 627-9613

Approved by Carl Hampton
2019-04-03

Fontana Unified - Member Representative
Cynthia Gleason
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cynthia.gleason@fusd.net
(909) 357-5490

Approved by Cynthia Gleason
2019-04-03

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(626) 429-7353

Approved by Scott Sypkens
2019-04-03

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Allocation Amendment Process

- Allocation Amendments are a reallocation process in NOVA after the CFAD has been certified.

- Must be approved/certified by all members in NOVA.

- Allocation amendments do not affect your prior year allocation, and doesn't impact future allocations.

- Just a in-year reallocation of funds.

- Some consortia have by-laws to support this process.

- To impact future allocations, members must fall under the three criteria under EC 84914.

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Allocation Amendment Process

Allocation Amendment Process

NOVA Reminders

- How to add a new member
- How to update a consortium lead change
- Training Resources for NOVA
- How to request NOVA technical assistance
- Others??????

Wrap Up and Questions

Request Support from CAEP TAP

Considerations When Implementing Distance Learning

OTAN
CASAS
March 26, 2020

Agenda – OTAN/CASAS

- Overview: Considerations When Implementing Distance Learning – Thursday 3/26, Tuesday 3/31
- Recording Distance Learning in TOPSpro Enterprise – Thursday 4/2
- Strategies for Delivering Distance Learning in a Virtual Environment – Tuesday 4/7

Agenda – Distance Learning Overview

- COVID – 19's effect on Adult Education
- NRS Guidelines for Distance Learning
- Assigning Instructional Hours to Distance Learners
- Implementing Pre-/Post-testing and other Assessments
- Recording Distance Learning in TOPSpro Enterprise

COVID-19's Effect on CA WIOA II Agencies

- With most agencies closed for **COVID-19**, many agencies are quickly adapting to implementing distance learning options.
- The CDE has a resource page that provides help to agencies responding to COVID-19, and has a FAQ document that addresses issues for distance learning, such as instructional hours and pre-/post-test assessment.

https://otan.us/resources/covid-19-field-support/

4

Distance Learning - NRS

Are there any special requirements for individuals in Distance Learning programs?

- Individuals in Distance Learning programs have the same data collection requirements as other WIOA, Title II learners.
- For these learners, agencies should mark Special Programs = Distance Learning.

5

Distance Learning - NRS

What if the learner is enrolled in a class that features distance learning as well as traditional classroom instruction – that is, a learner is in blended learning?

- NRS policy prescribes the "50 percent rule."
- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.

6

Distance Learning - NRS

What if the total time outside the classroom is MORE than 50 percent?

- Mark Distance Learning in Special Programs.
- You are NOT required to mark exactly which hours/what percentage of hours is DL... but may specify in TE, at the class or student level, exactly which hours are traditional hours versus which hours are distance learning.
- You may optionally mark "Classroom plus Distance Learning" under Instructional Setting.

7

Distance Learning - NRS

What if our agency has learners who do learning outside the classroom – but the total time outside the classroom is LESS than 50 percent?

- Do NOT mark Distance Learning in Special Programs.
- You may designate how hours are accrued in these classes in the TE Class Instance Record, and specify at the class or student level exactly which hours are traditional hours versus which hours are distance learning.
- You may optionally mark "Classroom plus Distance Learning" in the TE Class Instance record under Instructional Setting.

8

Distance Learning – NRS

Three models of measuring distance learning instruction (NRS):

1. **Clock Time**. Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification**. Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
3. **Learner Mastery**. Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

9

Distance Learning – NRS

- California has historically used the "Proxy – Learner Mastery" model to document hours in distance learning programs.
- The student is credited hours of instruction for completing an assignment (such as an instructional video or educational software lesson) rather than a set block of clock time.
- Agencies can vary their approach to hours based on specific delivery model.

10

Distance Learning – Hours of Instruction

- Facilitated online instruction can be recorded the same as "regular" instruction. (*Clock time*)
- For educational software applications, the recommendation is to pre-assign a number of hours to each lesson or module. (*Learner mastery*)
- There are three general approaches useful for determining "proxy" hours from educational software.

11

Distance Learning – Hours of Instruction

How do we record hours for facilitated instruction received online?

- Record hours just as you would hours from traditional instruction – an hour with everyone online = an hour of "regular" instruction.
- This approach simply uses the *Clock Time* model.
- Mark "Distance Learning" at the student or class level in TE.

Distance Learning – Hours of Instruction

What if the facilitated instruction received online is recorded – and a student watches the recording instead of the "live" presentation?

- Agencies can decide this as a team whether or not to allow this as hours of instruction.
- If allowed – then assign the time that equates with the time assigned to the "live" presentation. Mark "Distance Learning" in TE the same as for the other students in this class.
- Whatever the agency decision - record this policy in detail in the Local Assessment Policy.

13

Distance Learning – Hours of Instruction

How do we record hours of instruction accurately when students complete lessons using educational software (a few examples are Odysseyware, Aztec, and Burlington English).

- The most common technique to document instructional hours is to tabulate "proxy" hours assigned for learner completion of each module. (Using *Learner Mastery*)
- Contact your software publisher for recommendations and best practices.

14

Distance Learning – Three Approaches to "Proxy" Hours

1. With software applications that include a time pre-programmed for each lesson or module, use the hours recorded from the software.
2. For applications not linked to a specific time frame, but provide a recommended time for student completion – follow the educational software publisher's recommendation.
3. If the software publisher does not provide recommended times for completion – meet as an instructional management team, determine the amount of time students spend on each module, and document that in your agency's Local Assessment Policy.

15

Distance Learning – Example #1

If the educational software records the correct number of hours in its system, use the total provided by the software.

- *Example: if a student completes Module 1 of a 12-module software course, and the publisher has programmed Module 1 for one hour of instruction – then the application will record that amount of time for that student, and you can then record that total as hours in TE.*

16

Distance Learning – Example #2

If the software does not program specific hours into the application, but does provide recommended hours for each lesson or module – then agencies should use the time allotments (or limits) provided and record those totals in TE.

- *Example: if a student completes Module 2 of a 12-module software course, and the publisher recommends that Module 2 takes two hours to complete, document two hours for that student in TE once s/he completes that module.*

17

Distance Learning – Example #3

If the software does not provide recommended times for completion, you should meet as an instructional management team locally, determine the amount of time on average students spend on each module, and document that in your agency's Local Assessment Policy.

(*Learner Mastery*)

18

Distance Learning – Example #3

Example – Module 1 of a self-paced software course:

- Observe students who complete the module, and identify an "average" amount of time for a student to finish the module.
- If the "average" student takes two hours to complete Module 1, then assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency's specific policy and approach in your agency's Local Assessment Policy**.

19

Distance Learning – Example #3

Example: 12-module educational software program. (12 modules – 20 hours total)

Module 1 – Intro to Work (1 hour)
Module 2 – Career Exploration (2.5 hours)
Module 3 – Making Career Choices (1.5 hours)
Module 4 - …

- Follow the same process for all 12 modules as with module 1 in the previous example.
- List the number of hours assigned to each module.
- Record hours in TE at the class or the student level.

20

General Guidelines for DL Hours

- Contact your instructional software publisher for guidance on hours. If the application does not embed hours-related information into the software, the vendor may have information that may guide you in determining these totals.
- The recommended hours you record for each student should reflect an "average" number of hours that the instructional team agrees on – and should NOT be determined by only one person.

21

General Guidelines for DL Hours

- If your agency prefers to assign hours on an individual student basis, and not use the "proxy" hours method, that is permissible. Explicitly state that your agency is using this method in your Local Assessment Policy.
- To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student, and reflects the level of effort each student gives during each instructional session.
- More detailed description of this process is needed in the agency's Local Assessment Policy.

22

Distance Learning – Pre- and Post-Testing

- NRS requires pre-and post-testing for Distance Learning students just like other learners.
- All pre/post progress testing must be administered in a standardized way, with a test proctor present.

23

Distance Learning – Assessment

- All pre/post progress testing must be completed with a test proctor present.
- Placement testing also requires a test proctor – however, you can do an oral interview, writing sample, etc. if testing is not an option.
- EL Civics COAAPs require a proctor just like pre- and post-testing.

24

Distance Learning – Pre- and Post-Testing

How can agencies administer CASAS pre- and post-testing to learners who are receiving instruction outside the traditional classroom, such as Distance Learning?

- The NRS requires that testing be proctored and offered in a standardized format. Learners in Distance Learning must go to the designated test site to complete pre- and post-test requirements.
- Whether paper-based testing or completing assessment via CASAS eTests online, a staff person must be present during testing to ensure assessment protocol is followed.

25

Distance Learning – Pre- and Post-Testing

How can agencies administer CASAS pre- and post-testing to learners who are receiving instruction outside the traditional classroom, such as Distance Learning?

- Using CASAS eTests requires that a certified proctor administer each test session – that is, all test sessions are supervised by staff who complete CASAS certified proctor training.
- If using paper-based assessments, the session should be monitored by a staff person with the same credentials as a CASAS test proctor.

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Distance Learning – Placement Testing

Do the same rules apply for the Locator/Appraisal/Placement testing as for pre- and post-test progress testing?

- Yes. Administering CASAS appraisals or locators requires a proctor just like CASAS pre- and post-tests.
- However, for placement, CASAS recommends using other resources in addition to the CASAS placement test – like writing samples, oral interviews, student education background – so it is better to use these alternative resources to help with placement rather than nothing at all.

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Distance Learning – Placement Testing

- For placement, CASAS recommends using other resources in addition to the CASAS placement test – like writing samples, oral interviews, using student education background – so it is better to use these alternative resources to help with placement rather than use nothing at all.
- https://www.casas.org/product-overviews/curriculum-management-instruction

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Distance Learning – EL Civics

May agencies assign COAAP assessments to EL Civics students in a distance learning format?

- Agencies can only administer COAAP assessments in a proctored setting. COAAP assessments are not authorized for completion remotely.
- The CDE and CASAS are investigating whether EL Civics COAAP assessments could potentially be implemented and assessed in a distance learning format.

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Distance Learning – EL Civics

What about assessment for Section 231 Citizenship Preparation?

- The CASAS Citizenship Interview Test (CIT) and the Government and History for Citizenship (G & H) test forms may be administered only in a proctored setting and are NOT authorized for administering via distance learning.

May agencies assign other (non-assessment) activities to EL Civics students in a learning format?

- Agencies may administer EL Civics instruction in a distance learning format, following the same guidelines for all ESL classes as reviewed previously.

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Distance Learning – Recording in TE

Two key considerations for recording distance learning activity in TE:

1. Ensure your data conforms to the NRS 50% rule (*this is required! ☺*)
2. Account for all Distance Learning activity in TE (*this level of detail is optional.)*

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Distance Learning – Recording in TE

For Distance Learning, NRS policy prescribes the "50 percent rule."

- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.
- Calculating this at the class level for each agency depends on how your agency has structured classes in response to COVID-19.

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Distance Learning – Recording in TE

Calculating this at the class level for each agency depends on how your agency has resumed its classes and structured activity in response to COVID-19.

1. "Pick up where you left off."
2. Start new classes specific to DL.

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Distance Learning – Recording in TE

"Pick up where you left off."

- If your agency is continuing classes as scheduled, but just changing the delivery method to a distance learning context because of COVID-19 – then calculate whether or not 50%+ of the instruction overall is in a distance learning format.

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Distance Learning – Recording in TE

"Pick up where you left off."

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and resumed via distance learning on 3/23/20.*
- In this example, do NOT mark distance learning as less than 50% of instruction in this class was delivered outside the regular classroom.

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Distance Learning – Recording in TE

"Pick up where you left off."

- *Example 2: An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and resumed via distance learning on 3/23/20.*
- In this example, mark distance learning as more than 50% of instruction in this class was delivered outside the regular classroom.

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Distance Learning – Recording in TE

"Pick up where you left off."

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.
- This will be covered in detail in the training scheduled for Thursday 4/2.

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Distance Learning – Recording in TE

"Start new classes specific to DL."

- If you are now offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes.
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as "regular" (*not* Distance Learning) classes.

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Distance Learning – Recording in TE

Start new classes specific to DL.

- *Example 1: An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 8/1/19 to 3/13/20, and a second class marked for DL starting 3/23/20.

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Distance Learning – Recording in TE

Start new classes specific to DL.

- *Example 2: An ABE class beginning 3/1/20 was scheduled to run through 5/31/20, but ended on 3/13/20 due to COVID-19. The class was held in a "regular classroom" through 3/13/20 and resumed as a completely new class via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 3/1/20 to 3/13/20, and a second class marked for DL starting 3/23/20.

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Distance Learning – Recording in TE

- TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a "regular classroom."
- This enables agencies to track and specify distance learning hours vs. hours from the "regular classroom."
- **Instructions for recording distance learning hours in TE** are posted on the same Webpage as the recent FAQ document.

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Distance Learning – Recording in TE

Instructions for recording distance learning hours in TE are posted on the same Webpage as the recent FAQ document.

- Detailed step by step instructions for TE data entry will be covered in the session on Thursday April 2nd.
- The session will cover how to enter distance learning hours at the class and student level.

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CASAS
Comprehensive Adult Student Assessment Systems

Recording Distance Learning Using TOPSpro Enterprise

Presented by

April 2020

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Agenda:

- Quick re-cap of "Considerations When Implementing DL" presentations (Jay Wright)
- **TOPSpro Enterprise (TE) examples**
  - 1. Classes
    - "Pick Up Where We Left Off" vs. Start A New Class
  - 2. Attendance
    - "Instructional Minutes" and "Distance Learning Minutes"
  - 3. Students
    - When to mark a "DL" student?

Prerequisites:

- https://otan.us/resources/covid-19-field-support/

  - FAQ document
  - PPTX
  - "Distance Learning Overview March 2020"

  - OCTAE memo 20-3:
    - https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf

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Past Webinars

- "Considerations When Implementing Distance Learning" – 3/26 and 3/31

  - COVID – 19's effect on Adult Education
  - OCTAE Guidelines for Distance Learning (*Memorandum 20-3*)
  - Strategies for Creating Distance Learning Classes
  - Assigning Instructional Hours to Distance Learners
  - Implementing Pre-/Post-testing and other Assessments

  https://otan.us/resources/covid-19-field-support/

NRS Rules for Distance Learning

A. The "50% Rule" for Classes
B. Three Types of Attendance Models

NRS 50% Rule for Classes

- If **more than 50 percent** of the class instruction time is in distance learning, mark the **class** as "Distance Learning"

  - If distance instruction equals 50 percent or less, do NOT mark Distance Learning.
    - Sometimes called "Blended" or "Hybrid" classes

NRS Rules for Classes (2)

- Individuals in Distance Learning programs have the *same* data collection requirements as other WIOA, Title II learners (demographics, barriers, outcomes, etc.)

- You are NOT required to mark exactly which hours/what percentage of hours is DL… but *may* specify in TE exactly which hours are Traditional Instructional hours versus which hours are Distance learning.

- Optional: Mark "Classroom plus Distance Learning" under Instructional Setting.

Summary: NRS Rules for Classes (3)

Two key considerations for recording distance learning activity in TE:

1. Ensure your data conforms to the NRS 50% rule (*this is required!* ☺)
2. Account for all Distance Learning activity in TE (*this level of detail is optional.*)

CLASSES

Two Commonly Observed Approaches:
A. "Pick Up Where You Left Off"
B. Start New Classes Specific to DL

Grab Your Calendar

- *Calculating the 50% at the class level depends on how YOUR agency has structured classes in response to COVID-19.*

  - Full year
  - Semester
  - 12-week classes

(A) *"Pick up where you left off"*

- If your agency is continuing classes as scheduled, but just changing **the delivery method** to a distance learning context [due to COVID-19]:

  - Calculate whether or not 50%+ of the instruction overall is in a distance learning format.
    - www.weeksuntil.com

  - **If >50% attendance will be DL, mark the Class Instance with Special Programs = "Distance Learning"**

"Pick up where you left off"

- "How do I know when we'll get to go back to normal?"

- Start inputting your ATTENDANCE into the DL category now; calculate 50% at the end of the closures (or the end of the Program Year) and mark it then [please don't forget!]

"Pick up where you left off"

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 ... then switched to distance learning on 3/23/20.*

How do we mark it...?

"Pick up where you left off"

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 ... then switched to distance learning on 3/23/20.*
- In this example, the class runs a FULL YEAR.
- Do NOT mark "distance learning" because less than 50% of instruction in this class was delivered outside the regular classroom.

Class Instances:

Hint #1: Create new "DL" schemas for your favorite listers. Include the new variables related to Distance Learning.

Click <MORE>, <Edit Schema>, [name it] and <SAVE>

Optional: Mark Instructional Setting = "Classroom plus Distance Learning"

More "Pick up where you left off"

- *Example 2: An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and switched to distance learning on 3/23/20.*

How do we mark it...?

More "Pick up where you left off"

- **Example 2:** An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and switched to distance learning on 3/23/20.
- In this example, the class runs 12 WEEKS.
- Mark "Distance Learning" because more than 50% of instruction in this class was delivered outside the regular classroom.

Optional: Mark Instructional Setting = "Classroom plus Distance Learning"

B. "Start new classes specific to DL"

- If you are now offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes ("DL")
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as "regular" (**not** Distance Learning) classes.

"Start new classes specific to DL"

- **Example 1:** An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.

How do we mark it…?

"Start new classes specific to DL"

- **Example 1:** An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.
- In this example, the new class runs 12 WEEKS.
- Edit **Class End Date** for the regular ESL class from 5/31/20 to **3/13/20**
- And create a second class, marked for DL, starting 3/23/20 through 5/31/20.

Slide 1 (top-left):

Class Instance Information

Class Description: 8001 - 2019-20YEAR - ESL Advanced AM
Program Year: 7/1/2019 - 6/30/2020
Class Start Date: 8/1/2019
Agency/Site: 9998 / 01 - Site 01
Class Notes:
Class End Date: 3/13/2020

Class Instance

Class Start Date: 8/1/2019   Class End Date: 3/13/2020

Instructional Programs:
N/A, Basic Skills (ABE), ESL/ELL ✓, Citizenship, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Adults supporting K12 student success, Other Program, ROCP, Pre-Apprenticeship

Special Programs:
ELL Co-Enrollment, None, EL Civics (IELCE), Jail, Community Corrections, State Corrections, Homeless Program, Family Literacy, Workplace Ed., Tutoring, Distance Learning, Special Needs, Alternative Ed. [K12], Non-traditional Training, Older Adults, Carl Perkins, Even Start, CBET, Integrated Education & Training, Other

---

Slide 2 (top-right):

Class Instance > Intensity:

Intensity

Class Capacity:	20	Total Class Duration in Minutes:	120
Minimum Enrollment in Class:	3	Waitlist Allowed:	● Yes ○ No

Class Schedule:
○ N/A ○ Friday
○ Monday ○ Saturday
✓ Tuesday ○ Sunday
○ Wednesday
✓ Thursday

Estimated Total Hours per Class/Term: 132

Collect Distance Learning Attendance (interface setting): Not Specified (use setting)

Distance Learning Duration in Minutes:

(1) Calculate reduced #hours:
     180 – 132 = 48 hours (new class)
(2) <SAVE>

Slide 3 (middle-left):

Class Definition Information
Duplicate Class Definition

Agency/Site: 9998 / 01 - Site 01
Class ID: 8001   Extended ID: 2019-20YEAR
Course Code: 8001
WTUs Available:
WSPs Available:

Class Definition
Class ID: 8001   Extended ID: 2019-20YEAR
Course Code: 8001
Class Description: ESL Advanced AM
CIP Code: N/A
A22 Course Code: N/A

Navigator: Edit / View, Class Instances, Class Enrollments, Class Records, Teachers

---

Slide 4 (middle-right):

New Class Definition

Class Definition Information
Agency/Site: 9998 / 01 - Site 01
Class ID: 8101   Extended ID: 2019-20YEAR
Course Code: 8101
WTUs Available:
WSPs Available:

Select Site
Site: 01 - Site 01

Class Definition
Class ID: 8101   Extended ID: 2019-20YEAR
Course Code: 8101
Class Description: ESL Advanced DL AM
CIP Code: No selection
A22 Course Code: No selection

Slide 5 (bottom-left):

Class Instance Information
Duplicate Class Instance

Class Description: 8001 - 2019-20YEAR - ESL Advanced AM
Program Year: 7/1/2019 - 6/30/2020
Class Start Date: 8/1/2019
Agency/Site: 9998 / 01 - Site 01
Class Notes:
Class End Date: 3/13/2020

Class Instance
Class Start Date: 8/1/2019   Class End Date: 3/13/2020

Slide 6 (bottom-right):

New Class Instance

Class Instance Information
Class Description: 8101 - 2019-20YEAR - ESL Advanced DL AM
Program Year: 7/1/2019 - 6/30/2020
Class Start Date: 3/23/2020
Agency/Site: 9998 / 01 - Site 01
Class Notes:
Class End Date: 5/31/2020

Select Class Definition
Class Definition:
Site: 9998 - Classmate Demo
Program Year: 7/1/2019 - 6/30/2020
Class Definition: 8101 - 2019-20YEAR - ESL Advanced DL AM

Class Instance
Class Start Date: 3/23/2020   Class End Date: 5/31/2020

Instructional Programs: ESL/ELL ✓
Special Programs: Distance Learning ✓

Optional: Mark Instructional Setting = "Distance Learning only"

Instructional Setting:
- ○ N/A
- ○ Learning Center/La✓
- ○ Tutorial Only
- ○ Tutorial plus Learning Lab
- ○ Classroom
- ● Classroom plus Distance Learning
- ✗ Distance Learning only

Done!
8001 is shortened...
and 8101 is DL and just for March-May.

Summary of Options:

- Leave your current classes as-is and merely start collecting DL minutes without changing the Class End Date.
- Or, shorten an existing class and create a new one for the duration of the program year.
  - ▫ For the shortened classes that existed prior to COVID-19, leave them as "regular" (*not* Distance Learning) classes.
- Evaluate each current class using the 50% Rule
  - ▫ If distance learning hours > 50% DL then mark Special Programs=DL

Attendance with DL

Instructional Hours vs. Distance Learning Hours

Distance Learning - NRS

Three models of measuring distance learning instruction (NRS):

1. **Clock Time**. Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification**. Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
3. **Learner Mastery**. Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

Distance Learning – in TE

- TOPSpro Enterprise (TE) has the capability to record exactly number of hours received via distance learning versus number of hours received in a "regular classroom."
- **Edit: Class instance → Intensity**
  - ▫ 1. "DL Interface Setting"
  - ▫ 2. "Distance Learning Duration (Minutes)"

- **Defines the default number of minutes/day for DL instruction... and pre-loads the attendance input screen.**

Slide 1: "Let's setup 8101 for easier data entry of attendance…"

Slide 2: "Specify the default #minutes of DL instruction and set the DL Attendance flag = YES"

Attendance: Cumulated/Update

Attendance via 3rd Party Import

Students in DL

Special Cases: Students Who Are Predominately DL

Special Cases: STUDENT = DL

- *Example 1: A student just joined a year-long class that has recently switched to DL*

- Mark this particular **student record** as "Special Program Entries = DL"

Example: Student = DL

Example: Student = DL

Records → Students → In Program Years ... *Find the student.*
Edit: Student Record → Status → "Special Program Entries" ... check "Distance Learning"

Example: Student = DL

Hint #2: Create a DL schema for Student Records lister after you add the "Special Program Entries" column

NEW: Reports with DL

Includes: Instructional Hours, Total Student Hours, Learning Gains, Monthly Attendance and Student Test Summary reports

Reports with DL

CASAS

Total Student Hours

03/16/2020
14:59:02

Attendance Type: Distance Learning only

Page 1 of 1
TSH

Agency: 9998 - Classmate Demo

Student	Site Id	Class		Hours (Counted)*				Hours (Uncounted)**		
			Source	HHmm	From	To	Source	HHmm	From	To
Test, Student1	200200	01	9001-SPRING20 - Google Suite in Spanish	Daily	4:00	01/15/20	02/25/20			
Test, Student2	200201	01	9001-SPRING20 - Google Suite in Spanish	Daily	2:30	01/15/20	02/25/20			
Test, Student3	200203	01	9050-SPRING20 - Google Suite DL	Daily	16:00	02/22/20	02/29/20			
Test4, Student4	200204	01	9050-SPRING20 - Google Suite DL	Daily	16:00	02/22/20	02/29/20			

*Do not use this report to compare hours with NRS, CAEP or Payment Points since it does not take program into account.
** If this report shows hours from more than one source, please contact Tech Support since TE cannot add together hours from two different sources, so only the source with most hours is counted.

Hint #3: Use this report to verify 3rd party attendance import is clean.

TE Homework Assignment:

- Using the Rolling Hills Adult School (RHAS) simulation database: **
- 1. Edit a class instance to configure DL attendance **by default**
  - ▫ Hint: Class Instance > Intensity (slide 38)
- 2. Input some DL minutes
- 3. Run a DL-enabled report
  - ▫ Select with/without DL minutes
  - ▫ Modify the Date Ranges

** https://www.casas.org/docs/default-source/training-materials/steps-to-access-the-casas-online-system.pdf

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Summary

- Several suggestions for adjusting Classes
- Tips for speedy data entry using DL Interface
- Resources for more information on subject:
  - ▫ https://otan.us/resources/covid-19-field-support/

  - ▫ https://www.casas.org/social-media-newsroom/2020/03/27/casas-testing-during-the-covid-19-pandemic
- CASAS Online Training: http://training.casas.org/
  - ▫ Other webinars? Suggestions in the chat box please.

Thank you for attending!

Presented by
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OPTION 1

2019-20 Allocation $10,729,804
2020-21 Preliminary COLA $245,710
2020-21 Preliminary Allocation $10,975,514

Agency	2019-20 CFAD	YTD Per Pupil Spend	% of Allocation		Portion of COLA based on % of Allocation	Tentative 2020-21 CFAD
Colton						
TOTAL	$636,304	$1,317	6%		$14,571	**$650,875**
Redlands						
TOTAL	$506,512	$721	5%		$11,599	**$518,111**
Rialto						
TOTAL	$1,105,470	$1,034	10%		$25,315	**$1,130,785**
San Bernardino City						
TOTAL	$7,097,021	$2,174	66%		$162,520	**$7,259,541**
SBCCD						
TOTAL	$518,811	$627	5%		$11,881	**$530,692**
Yucaipa						
TOTAL	$628,383	$1,563	6%		$14,390	**$642,773**
SB County						
TOTAL	$237,303	$312	2%		$5,434	**$242,737**
TOTAL	**$10,729,804**		**100%**		**$245,710**	**$10,975,514**

*State ~ $1,000

OPTION 2

Hold COLA with Fiscal Agent and Allocate to Members as Needed   **$245,710**