Executive Committee Meeting – Agenda
Friday, September 23, 2022
Board Meeting: 8:00 am - 10:00 am
DUE TO COVID-19, THIS WILL BE A ZOOM MEETING
THE PUBLIC IS INVITED TO PARTICIPATE
ZOOM Link: https://sbccd-edu.zoom.us/j/85682829896
Board documents can be found here: https://inlandaebg.org/consortium-meetings/

1. Approval of AB361 for IAEC Board meeting
    https://www.nossaman.com/newsroom-insights-everything-local-public-agencies-need-to-know-about-california-virtual-meeting-laws

2. Approval of the Minutes
    2.1   August 5, 2022

3. Public Comment

4. Reports
    4.1   2021-2022 Q4 Fiscal Close Out
    4.2   2022-2023 Budget and Workplan
    4.3   2022-2023 Beginning of the Year Letter
    4.4   2021-2022 Program Area Reporting Letter

5. Discussion Items
    5.1   IAEC Consortium Open Position – Secretary

6. Action Items
    6.1   San Bernardino Valley College Funding Request
            - $40,220.00 Ongoing Funding for COLA
            - $162,754.00 Ongoing Funding for Full-Time Counselor
                TOTAL: $202,974.00

    6.2   Crafton Hills College Funding Request
            - Ongoing Funding for 30% of Director of Outreach and Educational Partnerships
                TOTAL: $49,503.00

    6.3   Redlands Adult School Funding Request
            - $40,000.00 One-Time for Software Purchase
            - $51,000.00 Ongoing Funding for COLA
            - $151,000.00 Ongoing Funding for 1 Full-Time Counselor and 3 Part-Time
                Teachers
                TOTAL: $242,000.00

7. Announcements

    7.1   IAEC Executive Committee Meeting Dates (All meetings are at 8:00 am)

2022-2023 (All meetings at 8:00 am)	
~~July 2022 – NO MEETING~~	Friday January 20, 2023 – TBD
~~Friday August 5, 2022 – VIRTUAL~~ ~~Annual Plan Vote (Due Sept 14)~~	Friday February 10, 2023 – TBD
Friday September 23, 2022 – Virtual	Friday March 10, 2023 – TBD CFAD Discussion
Friday October 28, 2022 – Virtual	Friday April 21, 2023 – TBD CFAD Vote
November 2022 – NO MEETING	Friday May 12, 2023 – TBD
Friday December 9, 2022 – Virtual	Friday May 31, 2023 – TBD Annual Plan Retreat

    7.2.   Upcoming Conferences and Professional Development Opportunities

- September 19 – 23, 2022: CAEP Directors' Summit – Virtual

- October 25 – 28, 2022: CAEP Annual Summit – Virtual
  https://summit.caladulted.org/

- Nov 30 – Dec 3, 2022: ACTE CareerTech Vision Annual Conference – Las Vegas, NV
  https://www.acteonline.org/event/careertech-vision-2022/

8. Closed Session – Not Requested

9. Adjournment

Minutes of the Executive Committee Meeting
August 5, 2022

Date of approval: _____ Initials: _____

Call to order: Due to COVID-19 and with the IAEC Board approval of AB 361, a virtual meeting of the Inland Adult Education Consortium Executive Committee was held via Zoom: https://cccconfer.zoom.us/j/97077775541 on Friday, August 5, 2022. The meeting convened at 8:06 a.m. Director Dr. Emma Diaz and Consultant Mr. Mitch Rosin conducted the meeting. Minutes recorded by Ms. Melissa Heredia.

Executive Committee Members in attendance

Mr. Mauricio Arellano	Superintendent, Redlands Unified School District
Ms. Cali Binks	Superintendent, Yucaipa-Calimesa Joint Unified School District
Dr. Kevin Horan	President, Crafton Hills College
Dr. Frank Miranda	Superintendent, Colton Joint Unified School District
Dr. Sandra Rodríguez	Assistant Superintendent, San Bernardino City Unified School District
Dr. Scott Thayer	President, San Bernardino Valley College
Dr. Carol Tsushima	Administrator, Alliance for Education & SBCROP, SBCSS

Members not in attendance

Dr. Cuauhtémoc Avila	Superintendent, Rialto Unified School District

Others Present

Dana Carter	Principal, Yucaipa-Calimesa Joint Unified School District
Jorge Saucedo-Daniel	Assistant, Inland Adult Education Consortium
Troy Martinez	Principal, Redlands Adult School
Kim Watson	Principal, Rialto Adult School

1. **AB 361 for IAEC Board Meeting**

Motion: Inland Adult Education Consortium Board approval of AB 361 for a virtual meeting to be held via Zoom: https://cccconfer.zoom.us/j/97077775541 on Friday, August 5, 2022. *https://www.nossaman.com/newsroom-insights-everything-local-public-agencies-need-to-know-about-california-virtual-meeting-laws* **Motion by:** Sandra Rodriguez **Second by:** Frank Miranda **Discussion:** None			
Member Name	**AYE**	**Abstain**	**Absent**
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Ávila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Sandra Rodriguez, Asst. Supt., San Bernardino City USD	x		
Scott Thayer, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
Motion carried unanimously by all present.			

2. **Minutes**

Motion: Approval of the April 15, 2022 IAEC Executive Committee Meeting Minutes. **Motion by:** Sandra Rodriguez **Second by:** Kevin Horan **Discussion:** None			
Member Name	**AYE**	**Abstain**	**Absent**
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Ávila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Sandra Rodriguez, Asst. Supt., San Bernardino City USD	x		
Scott Thayer, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		

> **The Minutes of the Inland Adult Education Consortium Executive Committee Meeting on April 15, 2022 were approved as presented, without changes.**

3. Public comment

3.1   None

4. Reports

4.1   Personnel Updates
E. Diaz shared that Melissa Heredia, currently an Admin. Secretary with the Mathematics Division at San Bernardino Valley College, will be assisting with the clerical duties until a decision is made about replacing Blanca's position. Raul Pedraza has replaced Leticia Villa as the new Principal at Inland Career Education Center, SBCUSD. Troy Martinez is replacing David Finley as the Principal of Redlands Adult School. Monica Garcia is the new Assistant Principal of Rialto Adult School. Lastly, we have Terri Giamarino as the ROP Program Manager at San Bernardino COE.

4.2   May Budget Revise – COLA Update
Due to the May revise we did we receive an additional $137,329.00. This is an increase of 6.56% from 5%. This will become an action item later in today's meeting.

4.3   Three-Year Plan – Submitted June 20, 2022
Our plan was submitted on time to meet the state deadline of June 20, 2022. As part o the legislative language, it is required for us to have a plan on file to receive funds.

4.4   PD Day Report Out
Cali Binks came to do the welcoming for approximately 90 attendees from the region. Student, Brianna Moran, who graduated from Redlands Adult School was invited as a keynote speaker. Training was provided by Aztec and Burlington. E. Diaz thanked everyone for their help with putting this event together.

4.5   CAEP TAP Update – Unfunded Program
Mitch Rosin discussed new leadership over CAEP this year. The Chancellors Office has claimed primacy of funding over all CAEP funds which means CD and K-12 would not have jurisdiction. The Chancellors Office has cancelled all support courses put in place such as, targeted technical assistance, consortium leadership academy, and PLC's. As a side note, M. Rosin added he and E. Diaz have been doing a PLC in the Inland Empire for several years on their own time. That is not part of the state initiative.

4.6   Association Reports
CCAE – From the last state board meeting in July, Dana Carter -
- CCAE pre-covid was a much larger organization, so they are now working to expand membership. This will not only increase their membership but also help support adult learners.
- CASAS Summer Institute was a successful event with over 1200 attendees.
- AB 1491, the carry over bill for Adult Education will increase the allowance from 15% to 20% which the colleges are supporting.
- AB 1351 which deals with apprenticeships but currently does not include Adult Education. CCAE is lobbing to have Adult Education included in that.

- The CAEP Summit will be open to Adult Education staff and teachers. It will be held virtually October 25 – 28, 2022 and you can register now! There will be a director's event for all consortia lead in September.
- Our state conference will be held in Oakland this year and it not to early to nominate teachers or anyone for CCAE awards.

ACCE –
- E. Diaz was recommended to be the President which will be a four-year commitment.
- The board retreat is scheduled for August 11, 2022. At that time, we will be setting priorities for the year and also priorities for non-credit across the state. More information to follow.
- As a board member of the ACCE Board, E. Diaz also has a seat and is allowed one representative on the CCAE state level meetings.

4.7   IAEC Fiscal Update

All contracts and MOU's were sent out and received back. They will be going to the community college board meeting on August 11, 2022. As the fiscal agent, per legislation language, we have 45 days to send out funds every year. With our new system, Oracle, it allows us to send out funds usually within two weeks of submitting an invoice for payment. We are currently running a two-week marketing radio commercial on KCAL/KOLA which started August 1 – 12, 2022. We have also sent out the postal mailer which will reach 249,000 households within the community college district boundaries. We continue with our social media campaign such as Facebook ads. We have a 49% increase in individuals looking at our ad in the last month. These are some of the ways we are trying to increase enrollments for all members within the consortium.

5. Discussion items

5.1   IAEC Executive Committee Meetings: In Person or Virtual?

M. Rosin did confirm with the state that virtual meetings are still allowed he would just like the voting executive committee to have this discussion. No opposition was given to continue meetings virtually. Will reevaluate in January 2023.

5.2   IAEC Consortium Open Position – Secretary

E. Diaz presented background on how Blanca was designated as the consortium secretary. 20 hours a week was dedicated to consortium work and 20 hours a week as a San Bernardino City Unified employee. A contract was created with that exact language, so we were able to offset half her salary for the year. Moving forward, is this a model we would like to continue? Should we transition this position and place them at a college? This will be an action item in the future because of the fiscal implication with salary so a group discussion needs to be had.
- All adult school Principals will advertise this position to their current staff and bring back recommendations for people to be interviewed. Discussion will continue at next EC meeting.

5.3   San Bernardino Valley College Funding Request

Request for funding a third Counselor. The transitions program has been very successful. During peak times it takes three to four weeks to see a Counselor. Request for ongoing COLA, our board agreed to a 5% increase in addition to scheduled steps. Some individuals received between 11% - 12%. Moved to a voting action item at the next meeting.

$40,220.00 Ongoing Funding for COLA
$162,754.00 Ongoing Funding for Full-Time Counselor
TOTAL: $202,974.00

5.4   Crafton Hills College Funding Request

Request for a management position which will work 30% of their time with adult education. Please note K. Horan provided a job description in the chat. Moved to an action item at the next meeting.

TOTAL: $49,503.00 Ongoing Funding for 30% of Director of Outreach and Educational Partnerships

5.5   Redlands Adult School Funding Request
Moved to an action item at the next meeting.

$40,000.00 One-Time for Software Purchase
$51,000.00 Ongoing Funding for COLA
$151,000.00 Ongoing Funding for 1 Full-Time Counselor and 3 Part-Time Teachers
TOTAL: $242,000.00

6. Action Items

6.1   IAEC 2022-2023 Annual Plan

Motion: To approve the IAEC 2022-2023 Annual Plan **Motion by:** Mauricio Arellano **Second by:** Sandra Rodriguez **Discussion:** None			
Member Name	**AYE**	**NAY**	**Absent**
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Ávila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Sandra Rodriguez, Asst. Supt., San Bernardino City USD	x		
Scott Thayer, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
Motion carried unanimously by all present.			

6.2   Approve May Revise CFAD to Park Additional $137,329.00 COLA with Fiscal Agent

Motion: Approve May Revise CFAD to Park Additional $137,329.00 COLA with Fiscal Agent **Motion by:** Frank Miranda **Second by:** Sandra Rodriguez **Discussion:** None			
Member Name	**AYE**	**NAY**	**Absent**
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Ávila, Superintendent, Rialto USD			
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Sandra Rodriguez, Asst. Supt., San Bernardino City USD	x		
Scott Thayer, President, San Bernardino Valley College	x		

Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
Motion carried unanimously by all present.			

7. Announcements

7.1   <u>Executive Committee Meeting Dates</u>
E. Diaz shared the remaining EC meeting dates which will be virtual:
- September 23, 2022
- October 28, 2022
- November 2022 – NO MEETING
- December 9, 2022

7.2   <u>Conferences</u>
E. Diaz shared the upcoming conference dates:
- September 6-8, 2022: CWA Meeting of the Minds – Monterey, CA
- September 19-23, 2022: CAEP Director's Summit – Virtual
- October 25-28, 2022: CAEP Annual Summit – Virtual
- November 30-December 3, 2022: ACTE Career Tech Vision Annual Conference – Las Vegas, NV

8. Closed Session

8.1   None Requested

9. Adjournment

The meeting adjourned at 9:01 a.m.

The next meeting of the Inland Adult Education Consortium Executive Committee will be on Friday, September 23, 2022 at 8:00 a.m.

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.

This is a categorically funded position and is subject to the availability of funds.

SUMMARY DESCRIPTION

Under the administrative direction of the assigned Dean, the Director, Outreach and Educational Partnerships provides leadership, management, and overall coordination for first year and transition programs across campus. The department supports services, workshops, and extra-curricular activities/events designed to assist first-year students with the successful transition into college. This position is responsible for the overall supervision, development and implementation of aspects of the new student's transition into the college, including program planning, administering service learning opportunities, outreach, recruitment, summer bridge, program implementation, outreach events planning, and assessment supporting student retention. The position works with high school dual enrollment/College and Career Access Pathways (CCAP) partners and appropriate instructional and student services departments to coordinate academic offerings and programming.

REPRESENTATIVE DUTIES
The following duties are typical for this classification.

1. Provide leadership and coordination for outreach, and transition services, which includes the SBCCD Free College Promise Program at Crafton Hills College, Testing and Assessment, Outreach and Adult Transition Services, Dual Enrollment/CCAP and other assigned programs.
2. Develop effective partnerships with feeder K-12 and adult education school districts and community organizations to conduct outreach and recruitment efforts to increase enrollment of students in assigned programs.
3. Coordinate partnerships with high school and adult education partners to build effective dual enrollment/CCAP programs.
4. Plan and coordinate with other departments at the college transition and recruitment events such as the college's early matriculation visits to high schools, Arts Day, Senior Day and Roadrunner Rally.
5. Conduct focused outreach and to support recruitment of under-represented groups.
6. Work collaboratively with institutional marketing office to prepare, disseminate, and present information about all assigned programs to internal and external audiences. Oversees development and maintenance of the program websites and brochures.
7. Work with deans, department chairs, and faculty to schedule assigned student success and career Exploration courses for promise students, and schedule dual enrollment/CCAP course sections to meet student needs.
8. Lead the review and update of student learning outcomes and service area outcomes related to College Promise, outreach and transition services and dual enrollment/CCAP programming.
9. Oversee the development and management of the first-year and Free College Promise advising and mentor program in communication, cooperation and collaboration with deans.
10. Collaborate with faculty, to determine tutoring, learning assistance, interventions, and/or academic coaching needs for first year students.
11. Collaborate with the appropriate departments to provide assessment of student abilities and interests to; assist the learner in developing education and career plans that address their goals.

12. Ensure that appropriate support services, facilities, technology, and instructional materials are available for assigned programs.
13. Plan new student orientation activities and summer bridge that welcomes students to campus; introduces them to the kinds of education opportunities available; and resolves basic uncertainties about how to get started and engage fully in the student's educational experience.
14. Recruit, hire, train, mentor, and supervise assigned faculty, support staff and student workers to design and maintain effective transition support programs.
15. With input from faculty and staff, develop Program Review and other related reports.
16. Assist with budget management, marketing efforts, retention, advising, data collection and research. Works collaborative with institutional research to prepare program data, reports, and narratives for effective evaluation and on-going development of assigned programs.
17. Works collaboratively with instruction to identify, schedule, and offer dual enrollment/CCAP courses.
18. Serve on campus and District committees.
19. Anticipates, prevents and resolves difficult and sensitive inquiries, conflicts and complaints.
20. Performs related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:
- Operational characteristics, services, and activities of a Student Development program.
- Principles and practices of program development and administration.
- Principles and practices of budget preparation and administration.
- Knowledge of California Community College philosophy and mission, Title 5 regulations and Education Codes related to student organizations, behavior and fees.
- Principles of group dynamics and intermediate leadership development training.
- Principles of supervision, training, and performance evaluation.
- Methods and techniques of technical, administrative, and financial report preparation and presentation.
- Principles and practices of contract administration.
- Office procedures, methods, and equipment including computers and applicable software applications, such as word processing, spreadsheets, and databases.
- Pertinent federal, state, and local laws, codes, and regulations.

Ability to:
- Oversee and participate in the management of a comprehensive student development program for a College that includes a series of interrelated projects or functional areas of significant depth and complexity.
- Plan, organize, direct, coordinate, and evaluate assigned programs.
- Plan, schedule, and review the work of assigned staff.
- Advise and direct students in various organizational activities.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Research, analyze, and evaluate new service delivery methods and techniques.

- Prepare clear and concise administrative and financial reports.
- Participate in the preparation and administration of budgets.
- Work effectively under pressure, meet deadlines, and adjust to changing priorities.
- Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical and learning disabilities.
- Interpret and apply federal, state, and local policies, laws, and regulations.
- Interpret and apply California Education Code, Title 5, federal, state, and local policies, laws, and regulations as it relates to the position.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.

Education and Experience Guidelines

Education/Training:
A Master's degree from an accredited college or university in education, student services, human services or a related field and/or discipline.

Required Experience:
Three (3) years of experience working in student services or closely related.

Preferred Experience:
1. One year of administrative or supervisory experience in an educational institution.
2. Experience in the California Community College System.
3. Experience that indicates sensitivity to and an understanding of the diverse academic socioeconomic, cultural, disability and ethnic backgrounds of community college students and personnel.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT
The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office/classroom/clinical setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

August 22, 2022

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program (CAEP) State Leadership

Subject: Fiscal Year 2022-23 Program and Accountability Requirements for Student Outcome Data Collection and Submission

This memorandum is to advise local recipients of the California Adult Education Program (CAEP) funds of accountability requirements in the 2022-23 Program Year. This letter and the supporting documents outlining data collection and reporting are located in the Student Data Collection and Reporting section of the adult education website (www.caladulted.org) and will provide further clarification and details on program accountability requirements. Due dates for data deliverables can be accessed on the AEP Due Dates section. Failure to comply with any requirements or deliverable deadlines will be cause for withholding Adult Education Program apportionment payments until requirements are met and performance is considered satisfactory.

Data Accountability Requirements
Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2022-23 program year must submit the required student data. The CDE and CCCCO require all Adult Education Program agencies to use the following systems to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by Education Code Section 84913.

- K12 agencies, County Offices of Education (COE), and Joint Powers Authority (JPA) are required to use TOPSpro® Enterprise to collect and report adult learner demographics, instructional hours, barriers, and program outcome information. Agencies are required to survey quarterly adult learners for whom a social security number is not available for data matching.

- California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner demographics, instructional hours, barriers, and program outcome information.

  Note: CCDs that receive WIOA, Title II funding for services under the Adult Education and Family Literacy Act (AEFLA) are required to collect and report all adult learner demographics, barriers, and program outcomes for all adult learners enrolled in their WIOA, Title II funded programs using TOPSpro® Enterprise. In addition, CCDs receiving WIOA, Title II funding must enter all adult learner demographics, barriers, and program outcomes into

their MIS system. Finally, CCDs that are WIOA Title II grantees will continue to collect and report CASAS assessment results using TOPSpro® Enterprise.

Data Accountability Training
The CAEP State Leadership 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 Adult Education Program accountability requirements, implementing approved assessments, and using the two data collection systems. The CAEP State Leadership strongly encourages local agencies to attend all available online and in-person accountability training, and to adopt a team approach for trainings and continuous improvement in managing student data outcomes. Positive student learning outcomes drive future grant funding in California's delivery system. More details regarding training sessions are available on the Events page of the CAEP website. Look for updates in the CAEP weekly newsletter.

Technical Assistance Contact Information
For questions related to the CAEP or fiscal information and/or technical assistance on professional development topics, please contact the CAEP (TAP) by phone at
1-888- 827-2324 or by e-mail at tap@caladulted.org.

Sincerely,

Gary Adams   Carolyn Zachry, Ed.D.
Dean   Director
Adult Education Program Office   Adult Education Program Office
California Community Colleges Chancellor's Office   California Department of Education

Enclosure: 2022-23 CAEP Data Collection, Reporting, and Due Dates for Data Deliverables

2022-23 CAEP Data Collection, Reporting, and Due Dates for Data Deliverables

Due Dates for CAEP Data Submission Using TOPSpro® Enterprise

1. Submit quarterly and end-of-year data in TOPSpro® Enterprise. Complete all data entry and review to identify any potential problems on or before the submission due date. All data submissions must be received on or before the due date.

2. Agencies using Third-Party Attendance Software must export data from their system and import into TOPSpro® Enterprise. Please see the instructions regarding exchanging data with TOPSpro® Enterprise posted on the Comprehensive Adult Student Assessment Systems (CASAS) website at 3rd Party Import/ExportWizard.

3. Agencies will submit their quarterly TOPSpro® Enterprise data and CAEP Data Integrity Report (DIR) using the Quarterly Data Submission Wizard (QDS). Agencies will also complete sending the Employment and Earnings Survey to appropriate exit populations.

Data Submission	Due Date	Submit Electronically
First Quarter Data, TOPSpro® Enterprise	October 31, 2022	Enter all information into TOPSpro® Enterprise for this quarter on or before this date.
First Quarter CAEP Data Integrity Report	October 31, 2022	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise – refer to the help document.
Employment and Earnings Follow-up Survey	October 31, 2022	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 1 (July through September): • Run the "Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second after exit
Second Quarter Data, TOPSpro® Enterprise	January 31, 2023	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Second Quarter CAEP Data Integrity Report	January 31, 2023	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise – refer to the help document.
Employment and Earnings Follow-up Survey	January 31, 2023	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 2 (October through December): • Run the "Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second after exit
Third Quarter Data, TOPSpro® Enterprise	April 30, 2023	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Third Quarter CAEP Data Integrity Report	April 30, 2023	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise – refer to the help document.

Employment and Earnings Follow-up Survey	April 30, 2023	Complete sending [Employment and Earnings Survey](#) to exit populations. The following tasks should be completed during Quarter 3 (January through March): • Run the "Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second after exit
End-of-Year Data, TOPSpro® Enterprise	July 15, 2023	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Fourth Quarter Data Integrity Report	July 15, 2023	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise – [refer to the help document.](#)
Employment and Earnings Follow-up Survey	July 15, 2023	Complete sending [Employment and Earnings Survey](#) to exit populations. The following tasks should be completed during Quarter 4 (April through June): • Run the "Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second after exit

Critical TOPSpro® Enterprise Reports

The TOPSpro® Enterprise reports listed below are designed to guide you in the process of submitting complete and accurate data.

1. CAEP Data Integrity Report
   On the Reports menu, go to **State Reports – California – CAEP Data Integrity.**
   This report provides comprehensive information on key items associated with data collection requirements, data completeness, and program performance indicators.

2. CAEP Summary Report
   On the Reports menu, go to **State Reports – California – CAEP Tables.** The CAEP Summary Report provides enrollment and outcome data for all CAEP program areas.

If you have any questions regarding these quarterly requirements or data submission process, please e-mail caep@casas.org. If you need help using TOPSpro® Enterprise, please contact CASAS Technical Support, by phone at 800-255-1036 or by e-mail at techsupport@casas.org.

MIS Reporting Parameters

There are no separate reporting deadlines for data collected and entered into MIS. Colleges should capture all data relevant to their students and ensure it is entered completely into their local MIS system. Colleges will submit their adult education data through their college's regular data uploads to the Chancellor's Office. There is no separate submission of MIS data to the Chancellor's Office for adult education students.

Regardless of whether colleges report data through TOPSpro® Enterprise for WIOA Title II, colleges are also expected to capture and enter all student data elements into their MIS system.

Enrollment, demographics, barriers, and most student outcomes for noncredit adult education students rely almost exclusively on data entered into the MIS system to populate the LaunchBoard Adult Education Pipeline and the adult education metrics in the Student Success Metrics dashboards. Failure to enter all student data into MIS could result in underreporting of student data in the Adult Education Pipeline, the Student Success Metrics, and in end of year reporting to the legislature. For more details, please see the FAQs section of this document.

Please refer to the documents listed below for additional details on Adult Education Program data and accountability requirements, which are available in the Student Data Collection and Reporting section of the California Adult Education website:

Adult Education Data Collection Reporting and Due Dates for TE (see enclosure)
Adult Education Pipeline Metric Definition Dictionary
Adult Education Pipeline Dashboard Coding Guide
Adult Education Pipeline Frequently Asked Questions
Measuring Our Success: Data and Accountability
AEP 2022 is LIVE: *New Features and Updates to the Adult Education Pipeline Dashboard* Webinar (April 29, 2022 - Slides and Recording)
Launchboard Adult Education Pipeline: MIS Coding (April 20, 2021 - Slides and Recording)

CALIFORNIA
ADULT EDUCATION
PROGRAM

September 13, 2022

To: CAEP Consortium Directors and Members

From: CAEP State Leadership

Subject: CAEP Program Area Reporting for 2021-22

This memorandum is to advise the California Adult Education Program (CAEP) consortia and their members of the CAEP Program Area Reporting requirements for the 2021–22 year. This memorandum can also be found on the CAEP website at https://caladulted.org/Administrators/22.

Reporting Requirements

CAEP members that were active during the 2021-22 program year must submit the required 2021-22 program and expenditure data by program area. The CDE and CCCCO requires all Adult Education Program agencies to use the NOVA system for data submission in the following areas:

- All members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total hours of instruction for 2021-22 provided to students in the seven CAEP program areas (adult education/noncredit).

- All members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total operational cost for 2021-22 by fund source in the seven CAEP program areas (adult education/noncredit). Funds sources also include any fee revenue collected in 2021-22.

All data must be submitted in NOVA as follows:

- Each consortia member will be asked to **submit estimated amounts by September 30, 2022** into NOVA for the following:
    o   Program Year 2021-22 – hours of instruction by program area.
    o   Program Year 2021-22 – expenses by program area and by fund source.

- Each consortia member will be asked to **certify actual amounts by December 1, 2022** in NOVA for the following:
    o   Program Year 2021-22 – hours of instruction by program area.
    o   Program Year 2021-22 – expenses by program area and by fund source.

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

NOVA Reporting Parameters

The CAEP Office has set up a special reporting section in NOVA for the 2021-22 hours of instruction and operational cost (or labeled leveraged funds) by program area. This is not to be confused with the CAEP quarterly expenditure reporting in NOVA. Please see the enclosed process steps for reporting the required 2021-22 data in NOVA.

Data Accountability Training

The CAEP 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 CAEP reporting requirements in the NOVA system. Past training sessions are available on the California Adult Education Program website at https://www.caadultedtraining.org/

Technical Assistance Contact Information

For questions related to the CAEP and/or technical assistance on professional development topics, please contact TAP by phone at 1- 888- 827-2324 or by e-mail at tap@caladulted.org.

Sincerely,

Gary W. Adams   Carolyn Zachry, Ed.D.
Dean   Director
Adult Education Program Office   Adult Education Program Office
California Community Colleges Chancellor's Office California Department of Education

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

CAEP Reporting by Program Area in NOVA

2021-22 Program Area Definitions

Education Code Section 84913 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 (recently changed to Workforce Preparation).

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-CAEP programs that overlap with CAEP programs or CAEP courses that are designed for "credit" students, please pro-rate hours to include only courses in the seven CAEP areas 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 instruction in our systems. The CAEP will be using the federal definition for instructional hours as follows:

Contact hours are hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as the GED tests, cannot be counted as instructional activity.

https://www.nrsweb.org/sites/default/files/NRS_TA_Guide.pdf

The CAEP will not track service hours. For NOVA Hours of Instruction by Program Area for 2021-22, you may only report instructional program hours.

The time period to report hours of instruction by program area is the 2021-22 program year beginning July 1, 2021, and ending June 30, 2022. The number of hours would be the total for the program year, by each CAEP 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 CAEP program areas.

1. Use the TOPSpro® Enterprise CAEP 2021-22 member reports by program area showing hours of instruction.

2. Use your local attendance system, provided that the system is collecting all student instruction hours, and displays the hours by the seven program areas.

3. Community college districts may wish to use their 2021-22 Apportionment Attendance Reports generated from the CCFS-320 Reporting System for noncredit FTES.

    Note: 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 CAEP program areas, as the CCFS-320 Report does not separate data or FTES by program area. You cannot report non-CAEP program areas into NOVA. Colleges would need to develop a methodology for separating CAEP program data from non-CAEP program data.

Operational Costs

The term "operational costs" is defined as the true cost of running CAEP. 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 include administrative costs, which would include administrators who oversee all areas of adult education/noncredit programs.

In some agencies these costs may be difficult to separate or identify specifically to the adult education/noncredit programs. We encourage agencies 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

Agencies will also enter into NOVA the various fund sources that contributed to the operational costs of CAEP.

NOVA lists the six fund sources mandated in Education Code Section 84916(a-g) (see below) along with the CAEP funds. If a district's fund sources are also spent on non-CAEP related program areas, and it is difficult to separate between CAEP related and non-CAEP related funds, districts can prorate contributions for CAEP-related programs. This would also apply if revenue/funds were received for non-CAEP students – such as community services, community education, for-credit students, etc.

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

1. CAEP – 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 CAEP 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. Adults in Correctional Facilities – 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 assist immigrants and other individuals who are English language learners.

8. State funds for adult literacy and career online high school programs.

For the 2021-22 program year, CAEP will only track the fund sources listed in Education Code 84916 (a-f) AB104 legislation (see below), fees and in-kind contributions as define by the WIOA Title II. The reporting of additional fund sources is optional.

Title 2 Code of Federal Regulations (CFR) Part 200: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" (Uniform Guidance). Please see the information below for more details and links regarding in-kind contributions and program income.

For CAEP Program Area Hours & Expenses in 2021-22, zero entries by CAEP members are no longer accepted. This means if the member has expenses but no hours of instruction (or has hours of instruction and no expenses), they are excluded from the reporting process. There should be consistency between hour and expenditure entries at the program level. It should not be possible to certify a report with hours of instruction in a program category but no expenditures, or expenditures but no hours of instruction. If you need assistance in NOVA in making consortium members optional for this exercise, please contact TAP.

CAEP consortia may contact TAP if they have questions regarding the amount of funding members were allocated by the various adult education fund sources (WIOA II, CAEP, Community Colleges Apportionment, CalWORKS, Perkins, and Adults In Correctional Facilities Funding) in 2021-22.

In kind Contributions (aligning with WIOA Title II: AEFLA / federal regulations)

Reporting expenditures of non-federal funds supporting WIOA, Title II: AEFLA programs is a grant requirement under Sections 222 and 241 of Public Law 113-128. Report quarterly the total fiscal funds received from the state and local governments used to support these programs. Under "Other Non-Federal and/or In-kind," report contributions such as: Cash and designated foundation grants or other non-federal awards used for AEFLA programs; Buildings, land, and donated property–classroom space must be valued at the fair rental rate of the space; Volunteer services valued at rates paid for similar work in the local agency; Donated books and supplies valued at the market rate; Utilities and property maintenance valued at the market rate; Cost sharing of equipment valued at the fair rental rate. All resources must be verifiable from the local agency records. Additional details are provided in The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. (2 CFR 300.306) * State General Funding: This encompasses any funds from the state budget used for Title II programs including funds from LCFF, CAEP, Charter School funds, Prop 98 money, state set aside funds for programs that fall within Title II.

https://www.ecfr.gov/cgi-bin/text-idx?SID=997b9bc1eeb1e71a99a78bd2d3b561b5&mc=true&node=se2.1.200_1306&rgn=div8

Program Income / Fees (aligning with WIOA II / federal regulations)

Program Income/fees reporting is a WIOA Title II: AEFLA grant requirement. Program income is defined in 2 CFR 200.1 as "gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance except as provided in §200.307 paragraph (f). (See §200.77 Period of performance.) Program income includes but is not limited to income from fees for services performed, the use or rental or real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations, or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts, and interest earned on any of them.") Fees reported must be reasonable and necessary, equitably administered, and must not reach levels that adversely affect the participation of economically disadvantaged students. California Statutory Requirement (Management Bulletin: July 1, 2016) While federal regulations allow program fees to be collected, the California statute is more restrictive and governs the implementation of the AEFLA grant for local education agencies (LEAs) in California. Under California Education Code Section 52612, school districts may generally charge adult fees for adult classes, with the exception of a "charge of any kind" for classes in English, Citizenship and elementary subjects; and a "fee charge" for high school classes (including high school equivalency classes) taken by an adult without a high school diploma. This exception does not apply to non-LEAs. Note: Agencies must expend all program fees collected prior to encumbering or expending AEFLA grant funds. Funds from program income/fees must be disbursed to the program for which the fees were collected within the program year.

https://www.ecfr.gov/cgi-bin/text-idx?SID=997b9bc1eeb1e71a99a78bd2d3b561b5&mc=true&node=se2.1.200_1307&rgn=div8

Frequently Asked Questions

Q: It will be extremely difficult to separate some of my fund expenses as I receive a grant that combines several programs.

A: CAEP members must enter into NOVA their best estimate given the information/data from their local and state level systems. The CAEP Office encourages members to prorate as necessary when funding sources or programs overlap and are too difficult to separate. You can also use your attendance system or TOPSpro® to calculate a percentage model that could also assist in separating the funds.

Q: My college 320 report includes noncredit programs that are not one of the CAEP program areas. I don't know how to separate them out.

A: Feel free to use your attendance system and/or the TOPSpro® system that collects program services and instructional hours to prorate the amount that you think reflects the hours for that program area.

Q: I am at the adult school. Should we use ASAP reporting or TOPSpro® reporting to complete instructional hours in NOVA?

A: Please use the TOPSpro® Enterprise 2021-22 CAEP Program Hours Report to enter information into NOVA.

Q: Per the NOVA webinar, we need to report instructional hours by CAEP program. How are we meant to count this? Total hours of instruction offered (number of weeks * hours per week) or by contact time (number of hours attended)?

A: Please report the number of hours attended for the program year by CAEP program area. See the federal definition for contact hours in the attached memo.

Q: What are the differences between Short Term CTE, Workforce Reentry and Pre-Apprenticeship?

A: See the program area definitions as described in the AB104 legislation (and are listed in this document). If you are unable to breakout workforce reentry, pre-apprenticeship, or short term CTE, you may report them all under CTE.

Q: I cannot find the fund sources on the NOVA screen for the California Adult Education Program, and In-kind Contributions. Where are they in NOVA?

A: The California Adult Education Program and In-kind Contributions are listed in the Leveraged Funds by Program Area menu, but under the "Add Another Fund" tab. Just click on "Add Another Fund" and select the California Adult Education Program or In-kind Contributions. Press "Add Selected Fund" to add that fund to the Leveraged Fund Section.

The other selections (Contracted Services, WIOA I / ITAs, Donations, Strong Workforce, Community College Supportive Service, Other Federal Grants, Other State Grants) are optional and are not required to be completed for state reporting (but some consortia may wish to continue reporting them for internal purposes).

Q: How do we track hours of instruction for integrated courses (ESL/CTE, ASE/CTE, ABE, CTE, etc.)?

A: For K12/COEs - if a class is identified as integrated, the hours will be divided equally between the programs designated for that record. If not integrated or if the hours are split unevenly – the agency can create two classes, one for each instructional program represented.

For Colleges - additional exploration is required to review how colleges are coding such courses.

Q: I went into NOVA and accessed the Program Area Reporting, but it shows it was already submitted. How can that be?

A: It appears you may have selected 2018-19 as the program year. The Program Area Reporting for 2018-19 was submitted last program year. Please remember to select the **2021-22 year** from the drop-down menu in NOVA.

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 CAEP, 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. Remember to select the appropriate year. For this current exercise, we are reporting on the **2021-22 program year**.

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.

CAEP Program Area Consortium Reporting

[03 Barstow Area Consortium for Adult Education](#)

Member Agency Program Area Reports

Reporting Year

Year *

| 2021-22 | ▼ |

Certification

2021-22 Program Reporting Status
Uncertified

Certifying Authority
Eva Bagg
Elena Rivera

[Certify]

Active Member Agencies

Member Agency	Total Program Area Hours	Total Leveraged Funds	2021-22 Status
Baker Valley Unified	0	$0	Draft
Barstow CCD	0	$0	Draft
Barstow Unified	0	$0	Estimates Saved
Silver Valley Unified	1531	$345,082	Estimates Saved
Totals	**1531**	**$345,082**	**0/4 Submitted**

NOVA
PLAN. INVEST. TRACK.

Veronica Parker

< All Programs

CAEP

Consortia & Members

Monitor Reports

Fiscal Reporting

Program Area Reporting

Program Settings

Admin

Fiscal Agent Hub

Institutions

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.

CAEP Program Area Reporting: 2021-22   **Status: Draft**
Baker Valley Unified
03 Barstow Area Consortium for Adult Education

Workflow
Program Area ● **Hours** Completed
Leveraged ○ **Funds** Incomplete
○ **Preview**

Program Area Hours

Hours of Instruction

Enter Hour of Instruction totals for the year broken up for each Program Area. Enter whole hours of 0 or greater in each field. Partial hours will be rounded.

CAEP Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	1000
AWD	1000
ESL/El Civics	1000
K12 Success	1000
Pre-Apprenticeship	1000
Short Term CTE	1500
Workforce Reentry	5000
Total	11500 Hours

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

Workflow

Program Area
○ Hours
Completed

Leveraged
● Funds
Incomplete

○ Preview

Leveraged Funds

56 errors | Show

Leveraged Funds by Program Area

Enter expense totals for each Fund broken up by Program Area. A $0 or greater entry is required for each field.

Fund	ABE/ASE	AWD	ESL/El Civics	K12 Success	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	Totals
California Adult Education Program	$100,000	$100,000	$100,000	$100,000	$100,000	$300,000	$300,000	$1,100,000
CalWORKs	$	$	$	$	$	$	$	$0
NonCredit	$	$	$	$	$	$	$	$0
Perkins	$	$	$	$	$	$	$	$0
LCFF	$	$	$	$	$	$	$	$0
Fees	$	$	$	$	$	$	$	$0
K12 Adult Ed Jail Funds	$	$	$	$	$	$	$	$0
WIOA II	$	$	$	$	$	$	$	$0
Contracted Services	$	$	$	$	$	$	$	$0
Totals	$100,000	$100,000	$100,000	$100,000	$100,000	$300,000	$300,000	$1,100,000

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.

Workflow									
Program Area ○ **Hours** Completed	Perkins	$0	$0	$0	$0	$0	$0	$0	$0
	LCFF	$0	$0	$0	$0	$0	$0	$0	$0
	Fees	$0	$0	$0	$0	$0	$0	$0	$0
Leveraged ● **Funds** Completed	K12 Adult Ed Jail Funds	$0	$0	$0	$0	$0	$0	$0	$0
○ **Preview**	WIOA II	$0	$0	$0	$0	$0	$0	$0	$0
	Contracted Services	$0	$0	$0	$0	$0	$0	$0	$0
	Totals	**$100,000**	**$100,000**	**$100,000**	**$100,000**	**$100,000**	**$300,000**	**$300,000**	**$1,100,000**

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)

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. Actuals are due by December 1.

CAEP Program Area Reporting: 2021-22

Baker Valley Unified

[03 Barstow Area Consortium for Adult Education](#)

Status: Draft

🔖 **Share**

Workflow

○ **Program Area Hours**
Completed

○ **Leveraged Funds**
Completed

● **Preview**

Preview & Submittal

Submittal

2021-22 Program Area & Leveraged Funds
Draft

Save Estimates **Submit Actuals**

Member Representatives
Cecil Edwards

Hours of Instruction

CAEP Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	1000
AWD	1000
ESL/El Civics	1000
K12 Success	1000
Pre-Apprenticeship	1000
Short Term CTE	1500
Workforce Reentry	5000

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.

San Bernardino Valley College Request for Additional Funds

San Bernardino Valley College (SBVC) respectfully submits this funding request to the Inland Adult Education Consortium (IAEC) Executive Committee. SBVC has two funding requests: the first is for a COLA increase, and the second request is to fund a 3rd full-time transition counseling position.

1. SBVC requests $40,220 in ongoing funding to cover the staff COLA and step increase for the 2022-2023 school year. SBVC has not requested a COLA in three years. The SBCCD Board approved a 5% COLA, but the existing budget is not enough to cover the increase.

2. SBVC requests ongoing CAEP funds to cover the salary and benefits of a 3rd full-time transitions counselor. The current salary range for a full-time counselor including benefits is $113,718 - $162,754. Currently, SBVC has two dedicated full-time transitions counselors who have established and built a successful State CAEP office-recognized model transitions program. The number of students that have benefited from transitions services has grown from 434 students in 2018/19 to 1,351 students in 2021/22. The current wait time for a student to meet with a transition counselor is 2-3 weeks and at peak times up to 1 month. This proposal is a request to fund a 3rd full-time counselor to keep up with the demand and growth of Colton Adult School, Rialto Adult School, and Inland Career Education Center (ICEC). This aligns with the CAEP State Priorities of Equity and Learner Transition.

   Current services offered by transitions counselors include:
   - Supportive Services – both online and in-person
   - Workshops – both online and in-person
   - Matriculation Services (Application, Orientation, Placement, Education Plan, Registration, and Work with Continuing Students)
   - CAEP Student contact totals by academic year (duplicated)
     - 2018/19 – 434
     - 2019/20 – 1,168
     - 2020/21 – 791
     - 2021/22 – 1,351

Total Ongoing Request: $202,974.00

Director of Outreach and Educational Partnerships Funding Request

This proposal is submitted by Crafton Hills College, we are requesting ongoing CAEP funds to cover 30% or $49,503 of the total salary and benefits ($165,011.10) for our new Director of Outreach and Educational Partnerships.

The Director of Outreach and Educational Partnerships is a new position that will spearhead our outreach and partnership efforts including our Adult Education partnership with the California Adult Education Program.

Our Adult Education Partnership has been successful in providing enhanced opportunities for adult students to enroll and attain a college degree. Through the pandemic we learned the need to have a dedicated manager lead these efforts in order to continue to expand this program and provide this partnership with the necessary leadership and support.

A dedicated manager to oversee this partnership will improve students transition into postsecondary education program to support the state metrics of transition, increase enrollment and completion. Additionally, the program components for this partnership have expanded to include our efforts to build a strong English as a Second Language (ESL) pipeline. The new director will work closely with our Adult Education Partners and Crafton ESL to support our continued expansion.

This management level position will be responsible for the following:
- Lead and oversee the planning, supervision, assessment, and evaluation our Adult Education Partnership.

- In collaboration with CAEP, develop, prioritize, and implement annual goals and objectives for level and scope of services, promoting programs and services, and ensuring that we are successfully guiding adult students through Crafton's matriculation process.

- Lead, train, coach, supervise, and evaluate a full-time classified Adult Education Senior Student Services Technician.

- Plan an execute our annual Adult Summer Bridge Program by coordinating the recruitment and hiring of the instructors, scheduling presenters, booking campus tours, and working with our research team to assess the overall effectiveness of the program.

- Maintain and enhance effective partnerships with feeder adult education schools and community organizations to conduct outreach and

recruitment efforts to increase enrollment of adult students at Crafton by regularly meeting with partners sites.

- Work closely with our ESL instructor and Adult Education partners to review ESL curriculum and facilitate discussion to allow for the development of ESL curriculum that supports CAEP goals of creating programs to transition students from adult education to credit college courses.

Summary of Budget Request:
- 30% or $49,503 on-going annul funds
- Account for annual step increase
- Total 2022-2023 salary for the director is $124,406.10
- Estimated annual benefits are $40,605
- Total salary and benefits are $165,011.10
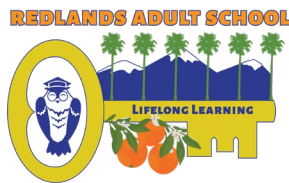
Goal: Redlands Adult School has been on an upward trend of enrollment. During the pandemic, it was difficult to hire staff and purchase equipment due to supply chain issues. This resulted in large funding carry-overs. Redlands Adult School has worked to decrease its funding carry-over by upgrading equipment and recruiting additional staff members. The budget for the 2022-2023 academic year was built on the use of $150,000 of carry-over funding. As a result, Redlands Adult has hired additional teachers and counselors to provide services to students. Redlands would like to continue providing this expanded level of service to students into future academic years. In order to deliver new on-going services, provide a flexible curriculum, and cover costs associated with salary schedule increases Redlands Adult School is asking for additional funding.

1. Proposal: Unanticipated Curriculum Software Cost: $40,000(one-time funding)

    Purpose: Redlands Unified School District has chosen not to use Acellus for credit recovery for its high school students. As a result, the district has chosen not to provide funding for Acellus licenses for Redlands Adult School students to use to complete coursework toward earning a high school diploma. Redlands Adult School requests these additional funds so that it may continue to provide a flexible online curriculum to students in both in-person and online class settings.

    Justification: Redlands Adult School has continually increased the percentage of students who graduate with a high school diploma over the past 4 academic years to from 26.6% to 34.8%. Currently, 90% of Redlands Adult School's funding provides services to students in the form of course offerings or academic counseling services. Without this additional funding, Redlands Adult School would be forced to decrease the services it provides to students which would endanger both the school's growth and continued success.

2. Proposal: Classified and Certificated COLA increase for the 2022-23 academic year: $51,000(on-going funding)

    Purpose: Redlands Unified School District and both Classified and Certificated bargaining units settled on a 5.25% increase for the 2021-22 academic year which will affect our current budget and require additional funding.

    Justification: To have adequate funding to meet salary obligations.

3. Proposal: Full-Time Counselor and 3 Part-Time Teachers: $151,000(on-going funding)

    Purpose: This additional on-going funding will be used to pay for an existing full-time counselor and 3 part-time teachers. The 3 teachers will cover 3 sections of high school diploma classes.

    Justification: The continued funding of additional staff will allow students to have more virtual and evening options to work toward earning their high school diploma or GED. Also, this will provide a continued increase in transitional and academic counseling services to students.

    One-time Funding: $40,000

    Ongoing Funding: $202,000

    Total Additional Funding Requested: $242,000