



Barstow Area Consortium for Adult Education

Board **MINUTES**

Barstow Community College, Administration Conference Room

Tuesday, June 23, 2020 (11:00 a.m. – 1:00 p.m.)

([Ⓜ]Materials in Board Packet)

DUE TO COVID-19, THIS MEETING WILL BE HELD ON ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE

ZOOM URL: <https://cccconfer.zoom.us/j/91309887799>

PLEASE NOTE: Agenda related documents distributed to the BACAE Board for the Board Meeting may be viewed in the President’s Office at Barstow Community College, 2700 Barstow Rd, Barstow, CA 92311. Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating, or documentation in accessible formats, should contact the BACAE Coordinator at erivera@barstow.edu at least two days before the meeting date.

Call to Order: 11:01 a.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input checked="" type="checkbox"/> Eric Huynh	<input checked="" type="checkbox"/> Cecil Edwards
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/> Karen Kane	<input checked="" type="checkbox"/> Pattie Alaimalo
			<input checked="" type="checkbox"/> Terri Walker
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/>
Silver Valley	<input type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Brice Scott	<input type="checkbox"/>
Consortium Staff	<input checked="" type="checkbox"/> Elena Rivera	<input checked="" type="checkbox"/> Mitch Rosin	<input type="checkbox"/> Jackie Diaz

1. [Ⓜ]Approval of Minutes – May 14, 2020

Motion to approve by S. Godfrey; 2nd by E. Bagg

2. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.

3. Closed Session – None Requested

4. Consortium Director’s Report

4.1 a. CAEP Deadlines - Upcoming

June 2020

Jun 1: 18/19 and 19/20 Member Expense Report due in NOVA (Q3) - COMPLETED

Jun 30: 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q3)

Jun 30: End of Q4

August 2020

Aug 1: Student Data due in TOPSPro (Q4) FINAL

Aug. 15: Annual Plan for 2020-21 due in NOVA

4.2 a. CAEP Guidance

- [Ⓜ]CDE: Adult Ed. Remote Testing Policy Memo – May 2020
- [Ⓜ]CAEP: Weekly Friday “Office Hour” Webinars with Open Q & A
- [Ⓜ]CAEP: CFAD Revision Process (PowerPoint and Guidance Memo)
- [Ⓜ]CASAS: Remote Testing Webinar – June 11, 2020

- 4.3 ESL Marketing and Recruitment (Due to COVID-19, we will implement at a later date.)
- Community Survey of potential ESL student is being conducted this summer.
 - Radio and print advertisements are in development to prepare for launch in August.
 - An MOU with TODEC Legal Center is being drafted to bring Immigration and Citizenship services to the BACAE students.
 - BACAE postal mailer is planned for September 2020.
- 4.4 Member Program Update: BAS
- S. Godfrey: C. O'Neil has moved to another position outside of BUSD. Her position will be filled in July. There were 13 AE graduation students and 2 GED completion students in June 2020. A virtual graduation was held and well received. All AE graduates were invited to apply for a PG&E internship that would include employment and training. The program redesign of students completing 1-unit increments has been successful and students were able to accelerate their completion. All classes went to a DL structure due to COVID-19 school closures. It has been a challenge not having a bilingual instructor/staff to assist with the ESL program.
- 4.5 Member Program Update: BCC
- E. Bagg: Address on of the items in the annual plan is to bring an entrepreneurship program to our area. BCC, in partnership with MDEP has kicked-off a Virtual Innovation Center and currently developing an ecosystem. It supports the process of innovation for those that want to start a new business and become entrepreneurs. There is a scheduled event on July 1 to reach out for more support at a regional level. BCC is being very deliberate in ensuring adult learners are included.
 - E. Rivera: BCC will be conducting all classes online until Dec. 2020. Two non-credit certificates are being developed by faculty and expected to be offered in the spring of 2021. Twenty Chromebooks have been set aside for ESL students needing a device to participate in DL. New ESL student registration process being developed. Basic Skills Instructor at Ft. Irwin retired at the end of the school year. The ESO at Ft. Irwin has requested to restructure the program. The Ft. Irwin Education Center is currently closed due to COVID-19, there the start of the program in 2020-2021 will be delayed. Aztec Software is being considered to supplement basic skills bridge classes to as s supplemental web-based program that helps differentiate instruction and supports DL. Transitional Counselor, M. Colleoc has created a summer recruitment flier to promote AE and BCC enrollment. BCC is interviewing to add a 10-hour a week bilingual counselor to conduct Transition Counseling. BACAE monthly newsletters will be created by M. Colleoc that will highlight each District Member's programs and student success stories. The bilingual newsletter will be emailed to all AE students and posted on the BACAE website starting in September 2020. Starting in September 2020, monthly student workshops will be offered via Zoom conference in a variety of topics to bring awareness to students of resources; to motivate them to stay on the path to completing their education goals; and bring them employment services.
- 4.6 Member Program Update: BVUSD
- R. Tremblay: Introduction of Cecil Smith as the new Principal/Superintendent of Baker Valley USD. Welcome! Congratulations Ronda Tremblay on your retirement!

- 4.7 Member Program Update: SVUSD
 - B. Scott: Introduction of Brice Scott as the new Principal of Silver Valley Alternative Education Center. Welcome!
- 4.8 BCC Fiscal Agent Report
 - P. Alaimalo: Outstanding checks not cashed: BUSD – April & June; Baker – June. July 2020 invoices have been submitted for payment. In order to proceed with next month’s payments, BCC Business office must receive approved 2020-2021 BACAE MOU with signatures. July & August payments will be disbursed together.
- 4.9 Marketing & Social Media Update: Phoenix Design
 - Phoenix Design: Virtual graduation announcements and ceremonies were posted on the website. A COVID-19 link was added to the home page. Marketing campaigns will be developed and go into effect as soon as 2020-2021 district programs are determined. S. Phoenix will be meeting regularly with E. Rivera to improve the use of the BACAE website.

5. Discussion Items

- 5.1 Annual Plan Discussion
 - Review of the 2019-2020 Annual plan. A draft will be created by E. Rivera who will consult with each Member District. The draft will be presented at the August 12 BACAE board meeting. The Annual plan is due to be approved in NOVA no later than August 15, 2020.
- 5.2 BACAE MOU
 - The 2020-2021 BACAE MOU will be emailed to each District Member to be reviewed and signed. The approved MOU will be posted to the BACAE website and forwarded to the BCC Business office as required to permit disbursements.
- 5.3 Better Barstow Mentors – A volunteer training is being developed and E. Rivera will start recruiting volunteers. Several versions of a logo have been created and will be selected at a future meeting.

6. Action Items

- 6.1 Approval of the 2020-21 CFAD revision per Governor’s May Revised Budget cut of 12.105%
 - Motion to approve by S. Godfrey; 2nd by R. Tremblay
 - T. Walker presented table of 2020-2021 monthly disbursement amounts

2019-20 BACAE Allocation	\$926,679
2020-21 Proposed BACAE COLA	\$21,221
2020-21 Proposed BACAE Allocation	\$947,900
May Revise Budget Cut	\$114,748
Revised 2019-20 BACAE Allocation	\$833,152

2020-2021 CFAE with May Revise					Budget Cut		
Agency	2019-20 CFAD	% of Allocation	COLA PARKED WITH FISCAL AGENT	Governor's February Allocation (CFAD)	12.1055314889466%	COLA PARKED WITH FISCAL AGENT	Revised CFAD Allocation 2020-2021
Baker Valley Adult School							
TOTAL	\$64,348	7%		\$64,348	\$7,790		\$56,558
Barstow Community College							
TOTAL	\$308,455	33%	\$21,221	\$329,676	\$39,909	\$18,652	\$289,767
Barstow Adult School							
TOTAL	\$345,507	37%		\$345,507	\$41,825		\$303,682
Silver Valley Adult School							
TOTAL	\$208,369	22%		\$208,369	\$25,224		\$183,145
TOTAL	\$926,679			\$947,900	\$114,748		\$833,152

7. Announcements

7.1 Upcoming Conferences

- COABE – **Virtual** June 29 - July 2, 2020 **AND** July 6 - July 9, 2020
- CAEP Director’s Meeting – **Virtual** October 5, 2020
- CAEP Summit – **Virtual** October 26-29, 2020

7.3 2020-2021 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 3rd Tuesday of the Month)

July – No Meeting	January 19, 2021
*August 12, 2020 – Vote on Annual Plan	February 16, 2021
September 15, 2020	March 16, 2021
October 20, 2020	April 20, 2021
November 17, 2020	May 18, 2021
December 15, 2020	June 15, 2021

8. Adjournment: p.m.

Motion by E. Bagg; 2nd by S. Godfrey at 12:41 p.m.



June 15, 2020

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program Office (CAEP)

Subject: 2020-21 CAEP Annual Plan Instructions and Tips

This memo is to provide instructions for CAEP consortia to complete the 2020-21 Annual Plan process. The 2020-21 CAEP Annual Plan process will consist of two phases. The first phase is submission of the consortium annual plan, by August 15, 2020. The annual plan references the consortium's key accomplishments, goals and strategies (based on CAEP objectives) for the 2020-21 program year. The second phase, certification of the consortium budget and work plan, is due by September 30, 2020. The annual plan and consortium budget and work plan will be submitted directly into NOVA. Consortia are welcome to upload any supporting documents to the 'Supporting Documents' section in NOVA. The sections below in this memo will outline each annual plan section and instructions on how to complete the annual plan. Access the [CAEP Planning Tool](#) for additional resources and guidance.

Executive Summary

The Executive Summary will allow consortia to explain how planned CAEP allocations are consistent with their three-year adult education plan and any deviations due to recent events. Consortia will include a clear and concise description of their consortium vision, list accomplishments made during the prior program year, and list primary goals for the upcoming program year.

Recently our country and state have undergone three seismic events that should impact regional assessments and how students are served. These events include the following:

- COVID-19 epidemic
- Budget reduction, and
- Systemic Racial Injustices.

COVID-19

In response to COVID-19, the Executive Summary should address how the consortium is serving students in a distance learning environment and meeting their learning needs, along with meeting staff, teacher, and faculty needs. Also, the Executive Summary should address how the consortium is responding to student supports (food, employment, clothing, health, shelter, public assistance, etc.). Access the [CAEP COVID-19](#) web page for more information regarding resources.

Budget Reductions

The COVID-19 epidemic has drastically changed California's budget outlook since the release of the Governor's Budget on January 10. At that time, the administration projected a \$5.6 billion surplus for 2020-21 and \$21 billion in reserves, including \$18 billion in the state's Rainy Day Fund. In contrast, the administration's May 7 Revision projected a budget shortfall of \$54 billion. This deficit will bring about budget reductions to CAEP and its partner programs. The Executive Summary must demonstrate that consortia allocations are being strategic and responsive to the changes in the economy and to the impacts on adult education programs & its students.



Systemic Racial Injustices

Adult Education roots lie in a tradition of equity and a history that began with classes to provide English instruction for adults to help immigrants take part in a growing American economy. The murder of George Floyd has reignited the pain and outrage due to the systemic racial injustices that still exist in our country. CAEP has a role and the ability to make a difference as our regional funding formula is based on need – no high school diploma, limited English proficiency, low income, low-literacy, and unemployment. Unfortunately, these need categories impact people of color disproportionately.

Consortia in their executive summaries should describe any plans to examine the issue of their role in addressing systemic racial injustices within their membership and partners. We would encourage consortia and their members to examine the adult education student journeys by demographics. Are some groups progressing and succeeding faster than other groups? If yes, what are the reasons? What strategies and student supports can your consortium and its members use to ensure equitable student progress and success? Utilize available resources such as TOPSPro student reports, LaunchBoard regional and district data sets, and other assessments.

Regional Planning Overview

This 2020-21 annual plan, and the strategies, are based on consortia 2019-2022 three-year plans. In the Regional Planning Overview section, consortia will include a clear and concise description of how their consortium is implementing the new three-year plan. This overview must include any gaps or adjustments discovered when reviewing the three events described above.

Meeting Regional Needs

In this section, consortia will include clear and concise reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. Also include any gaps that have widened due to the events described above. For example, COVID-19 economic impact resulted in the immediate lay-offs in the hospitality and retail industry sectors, which relies upon an immigrant workforce. An alternative approach would be to describe the gaps between the need in your region and the types and levels of adult education services currently being offered. Consortia will support these claims by listing the resources used to identify the gap(s). Lastly, consortia will describe how they will measure effectiveness (or progress) towards meeting this need. One excellent resource for identifying regional need is the Program for the International Assessment of Adult Competencies' (PIAAC) U.S. Skills Map: State and County Indicators of Adult Literacy and Numeracy. <https://nces.ed.gov/surveys/piaac/skillsmap/>

Regional Strategies

For each objective (Gaps in Service, Seamless Transitions, Student Acceleration, Professional Development, and Leveraging Resources), consortia will identify **at least one** strategy they are planning to incrementally increase capacity in, identifying gap areas as well as strategies that help maintain established levels of service. As part of identifying strategies and goal-setting, agencies will want to consider and incorporate distance/remote learning. Moreover, due to budget cuts, please describe how these increases will be achieved, such as an elimination of an existing strategy to implement a new strategy in response to regional needs. The Fiscal Management section will ask consortia to provide a narrative justifying how planned allocations are consistent with the annual adult education plan and the consortium's approach to incorporating remaining carryover funds from prior years into the strategies planned for 2020-21. This response should entail any new strategies to better address regional needs.



NOVA Annual Plan Instructions

The Consortium Primary Contact will log on to NOVA to complete the following steps:

1. Scroll down to the Annual Plan section in NOVA (between the Allocations and Supporting Documents).
2. Click on 'Annual Plan' for Fund Year 2020-21.
3. Click 'Plans & Goals' if the section does not automatically appear.
4. At the bottom of the page, select 'Add Another Regional Need' if there are additional regional needs to cover.
5. Upon completion of this section, select 'Next' to complete the 'Gaps in Service' section.
6. At the bottom of the page, select 'Add Gap in Service' if there are additional gaps to cover.
7. Upon completion of this section, select 'Next' to complete the next section.
8. Follow steps 6 and 7 until you reach the 'Preview' screen.
9. On the 'Preview' screen, the Primary Contact can enter any comments for the Members' Representative(s) to review, then click 'Ok.'
10. The Member Representative(s) will be notified to 'Approve' or 'Reject' the Annual Plan.

Annual Plan Tips

1. Consortia can copy and paste from last year's annual plan or modify existing strategies that are ongoing. The annual plan can have a mixture of new and/or existing strategies. If a consortium's annual plan is similar to the prior year, please do your best to describe what is different from last year to this year (i.e. maybe you have completed some of the strategy action steps, but not all) and how it is responsive to current events described above.
2. The annual plan can consist of implementing existing strategies as the CAEP Office knows some strategies are long term in nature, however, please describe how the Consortia is responding to the events described above.
3. CAEP planning is hierarchical – the three-year plan aligns with the State's CAEP vision and goals. The annual plan contains those strategies that help consortia achieve those goals. The member's budget and expenses support those specific strategies.
4. Annual plans can be amended throughout the program year.
5. Use the 'Send Reminder' feature in NOVA to notify Member Representatives to approve.
6. Consortia work plans and budgets will open after the work plan and budget has been approved by all Member Representatives.
7. The consortium annual plan strategies will be used by consortium members to drive their member work plans and they will be consortium certified by September 30th. Members will select a specific number of strategies from the annual plan to focus on from July 1st to June 30th.
8. The strategies are selected by checking a box (no need to rewrite the strategies or provide additional information).

The CAEP Office and CAEP TAP will host a webinar on the Annual Plan Process in the summer. If you have any questions regarding this information or the process, please contact the CAEP Technical Assistance Project at tap@caladulthood.org. Additionally, if you would like assistance completing the Annual Plan and budget and work plan, please contact CAEP TAP to set up a training.





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



Data and Accountability for 2020-21 and More
 Dr. Carolyn Zachry and Javier Romero, CAEP Office
 OTAN, WestEd and CASAS
 August 5, 2020



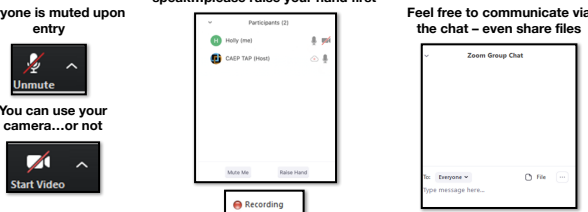
Zoom Room Controls

Everyone has the ability to speak...please raise your hand first


Everyone is muted upon entry

You can use your camera...or not

Feel free to communicate via the chat – even share files



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Agenda

- COVID-19's Effect on Adult Education
- CAEP Overview for 2020-21
- Distance Learning Strategies
- Colleges using MIS Reporting for 2020-21
- K12/COEs using TE Reporting for 2020-21
- Questions/Answers

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COVID-19's Effect on CAEP Agencies

- With most agencies closed for **COVID-19**, many agencies have quickly adapted to implementing distance learning options.

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OCTAE Memorandums

OCTAE has disseminated Memorandum 20-3 (March 27, 2020) 20-4 (April 17, 2020) and 20-5 (May 29, 2020)

<https://www2.ed.gov/policy/adulted/guid/memoranda.html>

- Posted on CASAS Website: <https://www.casas.org/social-media-newsroom/2020/03/27/casas-testing-during-the-covid-19-pandemic>

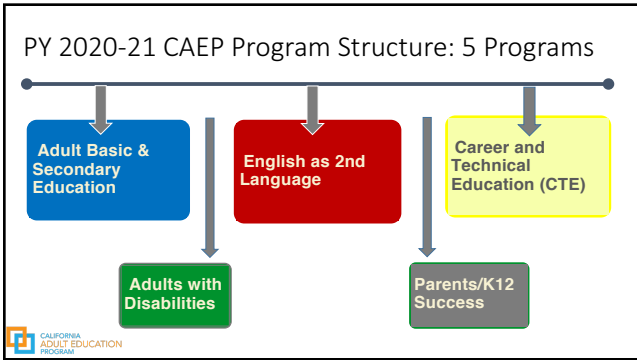
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OCTAE Memorandums

Summary of OCTAE Memos:

- Statewide performance reporting to the NRS is still required
- For PY 2019-20 all states reported "Force Majeure"
- States can now decide whether or not to allow remote testing
- Each state that opts to allow remote testing submits its own remote testing plan to OCTAE
- **Memo 20-5 (5.29):** participants can self-report into a federal EFL (Educational Functioning Level) without a pretest.
- **Memo 20-5 (5.29):** a pretest is still required to achieve a pre/post-test MSG.

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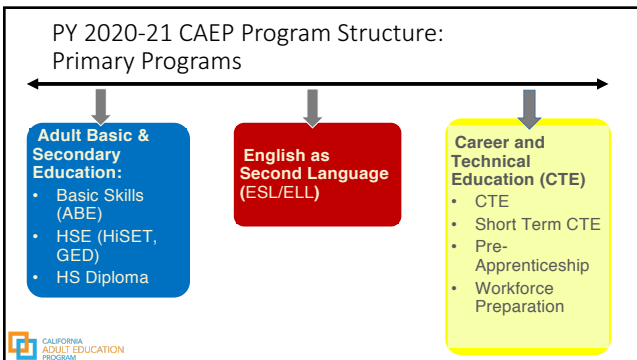


PY 2020-21 CAEP Program Structure

Five CAEP Main Program Areas

1. ABE/ASE
2. ESL
3. CTE
4. Adults with Disabilities
5. Parents/K12 Student Success

CALIFORNIA ADULT EDUCATION PROGRAM



PY 2020-21 CAEP Program Structure

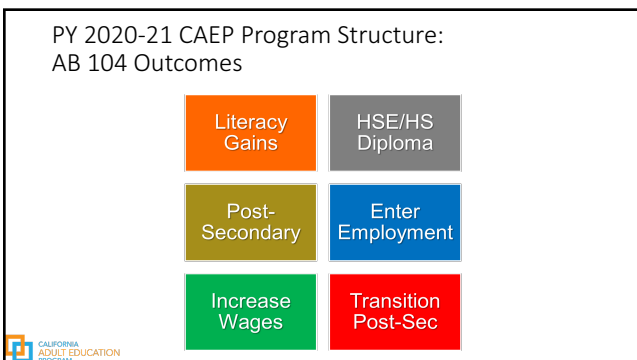
Basic Education – includes both ABE and ASE

1. Basic Skills (ABE)
2. High School Equivalency (HSE)
3. High School Diploma

CTE –includes three subcategories

1. Short Term CTE
2. Workforce Preparation
3. Pre-apprenticeship

CALIFORNIA ADULT EDUCATION PROGRAM



PY 2020-21 CAEP Program Structure

CAEP reports the number of “**Adults Served**” includes three categories:

1. Service only students
2. Students receiving 1-11 instructional contact hours
3. **Participants** who received 12 or more instructional contact hours over a single program year.

CALIFORNIA ADULT EDUCATION PROGRAM

PY 2020-21 CAEP Program Structure

Enrollment / Instructional Hours

For K12/COE:

- 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.



PY 2020-21 CAEP Program Structure

Enrollment / Instructional Hours

An instructional hour must meet OCTAE guidelines and be associated with an instructional program. Thereby, service hours must not be commingled with instructional hours.

- CAEP will not track service hours.
- CAEP will only report instructional hours for NOVA program area reporting.



PY 2020-21 CAEP Program Structure

Contact Hours Definition. 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



Distance Learning

Distance Education—Formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period.

- Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, Web-based programs, and other online technology.
- Teachers support distance learners through communication by mail, telephone, e-mail, or online technologies and software.

(Pg. 59 NRS Technical Assistance Guide, <https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf>)



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DL Strategies


- Blended and Distance
 - Over or under 50%
- Clock Time
- Teacher Verification
- Learner Mastery
- ✓ [IDEAL handbook](#)
- ✓ [NRS Technical Assistance Guide](#) (Page 47)





Resources & Tools

- [OTAN Website](#)
- [COVID-19 Field Support](#)
- [Webinars and slides \(recorded and future\)](#)
- [Teaching with Technology resources](#)
- [Curriculum Offers](#)
- [YouTube and membership](#)
- Social Media ~Twitter, Facebook, and LinkedIn








CAEP MIS Reporting for Colleges (2020-21)




California Community Colleges CAEP MIS Reporting for Colleges(2020-21)

- **MIS Data Collection:** College Districts required to collect and enter all required CAEP adult learner student, enrollment, and other data into MIS
- **Data Uploads:** Data uploads Occur as part of the colleges regular data upload to COMIS. There is no separate reporting process for college noncredit data.
- **WIOA Title II Reporting:** Colleges receiving WIOA Title II funds must report quarterly through TOPSpro Enterprise as required by CDE
- **TE Reporting for Non-WIOA II Colleges:** Colleges may ALSO use TOPSpro to report students **who do not have a record in MIS**
- **Primary Data Source:** For every student with an MIS record, MIS is the **PRIMARY VALIDATED** source for student, course, enrollment, and outcome data

California Community Colleges CAEP Reporting Requirements for Colleges(2020-21)

- Colleges upload MIS enrollment files approximately 30 days after the end of each term. Applies to both quarters and semesters
- These files include all credit and noncredit students at the college
- Certain MIS records are not uploaded until the following academic year such as college awards
- There are no separate reporting processes or deadlines for college programs to report their data
- Colleges should capture all data relevant to their students and ensure it is entered completely into their local MIS system








California Community Colleges CAEP Reporting Requirements for Colleges(2019-20)

EDGE CASE

- **Not for Credit Courses or Third-Party Providers:** Colleges using 'not for credit' courses funded by CAEP for adult learners or using third party providers for instruction should have those courses approved as non-credit courses.

Colleges providing services to students not registered for classes or using third party providers for services should enroll those students into the college to create MIS records for them regardless of whether they are taking courses.



Important MIS Elements – Students, Programs and Services

Instructional Programs

- Student Identifiers – SB31 (FirstName), SB32 (LastName), SB03 (Birthdate), SB04 (Gender)
- CB03 Course-TOP-Code – Identifies course discipline area and if CTE
- CB04 Course Credit Status
- CB21 Course-Prior-to-College-Level – Req for all math, Eng, ESL courses; Distinguishes ASE/ABE courses
- CB22 Course-Noncredit-Category – Identifies CAEP Program Areas (must use CB22 and CB03)
- CB26 Course-Support-Course-Status
- SX04 Enrollment-Grade – Used in calculating certain milestones/progress metrics
- SX05 Enrollment-Positive-Attendance-Hours – Must track even if using census for apportionment

Services

- SS16 Student-Noncredit-Initial-Orientation-Services
- SS17 Student-Noncredit-Initial-Assessment-Services-Placement
- SS18 Student-Noncredit-Counseling/Advisement-Services
- SS19 Student-Noncredit-Education-Plan
- SS20 Student-Noncredit-Success-Other-Services

Student Barriers to Employment

Reportable Individuals who had >1 instructional contact hour or received support services in the selected year are broken up into two categories:



1. Ever Flagged as having barriers to employment at any time up to and including the selected year:

- Cultural Barriers (SG18)
- English Language Learner (enrolled in ESL)
- Ex-Offender (SG15)
- Foster Youth (SG03)
- Low Income (SG14)
- Low Literacy (SG20)

2. Flagged as having barriers to employment **ONLY in the selected year:**

- Displaced Homemaker (SV05)
- Homeless (SG16)
- Long Term Unemployed (SG17)
- Migrant Farmworker (SV09)
- Seasonal Farmworker (SG19)
- Exhausting TANF within 2 Years (SC18)
- Single Parent (SV04)

NOTE: Make sure that the flags for the barriers **only in the selected year** are updated each year since students will need to be flagged in any term of the academic year to be included

MIS Reporting Issues – Educational Functioning Levels

Three ways LaunchBoard AE Pipeline Captures EFL Gains:

- **CB21 Course Progression:** Student progression from a CB21 coded math, English, or ESL course into the next higher level course in the same discipline
- **SA07 MIS Data Element:** Allows college to enter the student EFL level based on pre and post testing using an NRS approved testing instrument (fix for logic check with SA01, enter yyyy when prompted)
- **TOPSpro Enterprise:** AE Pipeline uses EFL data from TE for WIOA Title II colleges using CASAS to report EFL data to CDE



CB21/EFL Alignment

	CB21 - F	CB21 - E	CB21 - D	CB21 - C	CB21 - B	CB21 - A
INTERPRETIVE	Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Low Intermediate ESL	High Intermediate ESL	Advanced ESL
Complexity and Type of Passages	With prompting and strongly supported by visual and contextual clues: Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-paragraph, and simple exchanges on familiar topics in simplified materials with minimal written text and oral communication spoken slowly with repeating and repetition using a very limited set of strategies.	Strongly supported by visual and contextual clues: Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-paragraph, and simple exchanges on familiar topics spoken slowly with repeating and repetition using a limited set of strategies.	In listening and/or in reading, EFLs ready to exit this level can: Identify the main topic and supporting ideas in simple one-page adapted or authentic written texts and/or short informational listening passages on general career and academic topics. Listening passages on familiar topics spoken slowly with repeating and repetition and read a few key details, using an emerging set of strategies.	Determine a central idea or theme in a two-page authentic or adapted text and/or in short informational and narrative listening passages on general career and academic topics. Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace.	Determine a central idea or theme in a variety of academic fiction or nonfiction written text, and/or oral presentation such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.	Determine central ideas or themes from different disciplines in multi-page academic fiction and nonfiction chapters and texts and/or extended oral discourse, such as short lecture or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.



MIS Reporting Issues – Adults Served and Participants

CAEP Reports Data on Two Types of Students:

- **Adults Served:** Any student with 1 or more instructional contact hours in a CAEP program or who receives a service. This roughly corresponds to the WIOA definition of a Reportable Individual)
- **Participants:** Any student who receives 12 or more instructional contact hours of instruction across any CAEP program in the same program year
- In order to be captured as either an adult served or a participant the student record must include first name, last name, date of birth, and gender
- CASAS CAEP Reports include students with less than 1 instructional contact hour to help agencies vet their local data systems. These reports will not match the adults served counts in the LaunchBoard



MIS Reporting Issues – Special Admit Adult Education Students

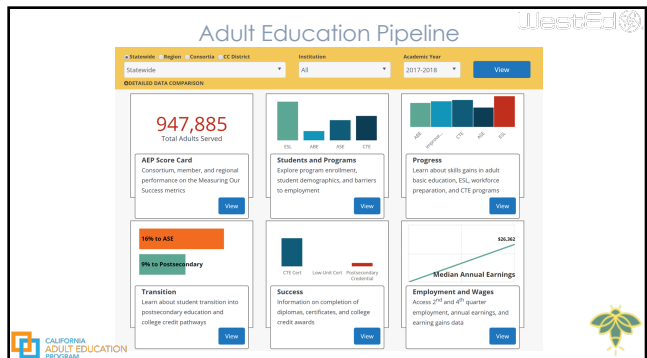
SB554 passed by the legislature last year supports dual enrollment and special admit status for adult education students co enrolled in AE and college credit programs. There were two MIS changes associated with this legislation:

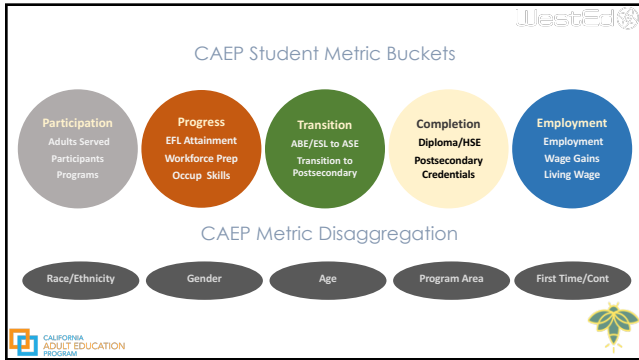
- **SB11- Student Basic Data Elements:** Creates a new data flag in SB11 for “Adult Education Special Admit Student” (SB11-21000)
- **SB15- Student Enrollment Status:** Keeps the student from being identified as a first time student or continuing student to preserve future participation in college promise program (SB15-YYYY)



MIS Reporting Issues – WIOA Title II Colleges

- College districts receiving WIOA Title II funding must continue to report complete data about their students into TOPSpro Enterprise
- Conversely, college districts receiving WIOA Title II funding must keep complete MIS data records on their students even if they are also reporting using TOPSpro Enterprise for reporting Title II to CDE
- The LaunchBoard uses both TE and MIS data to populate data in the LaunchBoard.





Disaggregations and Drilldowns

- Age Group
- Race/Ethnicity
- Gender

All Metrics

- Program (ABE/ASE/ESL/CTE)
- First Time/Returning (3.0)

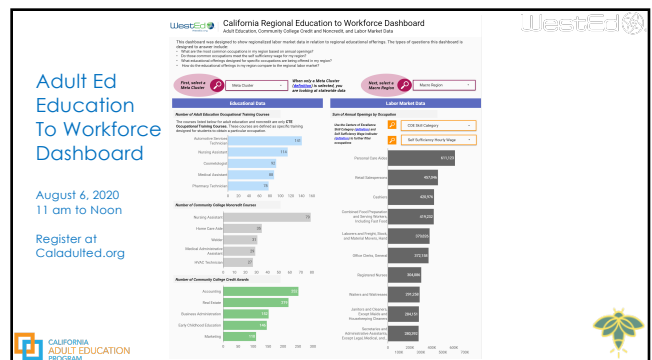
Some Metrics

Note: Drilldowns work together. Therefore, a user can see how many first time ASE students or returning ABE females students met the metric outcome

- ### New Metrics and Views in Build 3
- Adults served with 1-11 instructional contact hours
 - Service only students
 - Participants in Workforce Preparation
 - First Time Participants (by program area)
 - Returning or Continuing Participants
 - Participants taking courses in more than one program area
 - Participants taking courses at more than one adult school
 - Subsequently took transfer level math or English
 - Year to Year Persistence
 - Community College District view

- ### Data and Metric Alignment
- Alignment with CASAS/TE Calculations
 - Aligned program, population, and outcome definitions
 - Lowered age to include 16 and over for TE and COMIS data
 - CASAS/WestEd review of TE calculations to validate AE 3.0 construction
 - Decision made NOT align to CAEP definition for Reportable Individuals since students with 0 < 1 program or contact hours are not included unless the student was flagged as receiving services
 - Alignment with Student Success Metrics
 - Alignment of Adult Ed/ESL and Short Term CTE journey metrics with existing CAEP definitions

- ### AE Pipeline 2020-21
- User Interface & Resource Improvements**
 - User interface support enhancements to improve understanding of metrics and calculations
 - Better dedicated AE resources to improve reporting & understanding of data processes and usage
 - Build 4 with 2019/2020 Data – March 1, 2021**
 - Professional Development – 2020-21**
 - Using LB Data for Program Improvement and Planning
 - Noncredit Code Alignment: Improving noncredit program and student coding to improve outcomes
 - CB21 and AB705: Creating stronger course sequences to college level courses and programs
 - CTE Pathways: Using the adult ed CTE mapping data to improve adult education career outcomes
 - Metrics & Data Elements**
 - Cohort based metrics
 - Review data element changes w CO



Resources

1. COMIS Data Element Dictionary (back on the CO website) <https://webdata.cccco.edu/ded/ded.htm>
2. California Adult Education <https://caladulthood.org>
3. Chancellor's Office Datamart <https://datamart.cccco.edu/Outcomes/Default.aspx>
4. CASAS <https://casas.org>
5. LaunchBoard Resources https://launchboard-resources.wested.org/resources?t_id=all
6. LaunchBoard and Noncredit FAQ Available on LaunchBoard Resources, caladulthood.org, and RP listservs

K-12/COE Reporting for PY 20-21

WIOA Alignment to AB 104

The WIOA Performance Indicators, along with the 5 types of MSG, comprise the framework for the six AB 104 outcomes:

Indicators:

1. Employment
2. Wages

MSGs:

1. Literacy gain
2. Secondary
3. Post-Secondary
4. Training Milestone
5. Skills Progression

AB 104 Outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Completion of postsecondary
4. Placement into jobs
5. Improved wages
6. Post Secondary Transition

CAEP Outcomes

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HSET
- Passed TASC

Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

Literacy Gains

AEBG Outcome	Recording Method
Pre/Post-Test Gains	Enter pre/post-test results
Carnegie Units	No "bubble" but via self reported level
CDCP Certificate	<ul style="list-style-type: none"> • Mastered course competencies • Skills Progression
Occupational Skills Gain	<ul style="list-style-type: none"> • Met Work based Project • Training Milestone
Workforce Preparation	Acquired Workforce Readiness

Literacy Gains – HS Credits

In TE, go to Records – Students – Records and refer to Instructional Levels:

- Select ASE Low upon enrollment
- Select ASE High later in the year once student progresses to the 11th or 12th grade level

Literacy Gains – CTE Related Outcomes

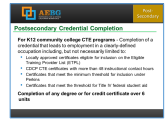
Occupational Skills Gain:

- Usually suggests accomplishment of a portion of a longer term program
 - *For example:* a student enrolls in a long term welding program in CTE, which is five semesters/five modules long. **The student passes a skills check/written test** that indicates the student is ready to finish Module I and enroll in Module II.

Workforce Prep Outcome:

- Usually suggests completion of a shorter term program
 - *For example:* a student enrolls and completes a 15 hour instructional module on job search strategies. **The student earns documentation** such as an informal certificate at the end of the instructional module.

Occupational Outcomes: Post-Secondary vs. Literacy Gains



Post-Secondary:

- Attained Credential
- Occupational licensure
- Occupational certificate

Literacy Gains:

- Occupational Skills Gain
- Workforce Prep Milestone

Post-Secondary =

- Completion of a longer term program

“Literacy Gains” =

- Partial completion of a longer term program
- Completion of a shorter term program

Passing Knowledge-Based Exam

- The Skills Progression MSG has now been replaced by **Passage of an Exam**.
- Learner **passes an exam** during the year that is required for a job, or that demonstrates progress in attaining technical or occupational skills.
- Exam can be a hands on occupational skills demonstration, written test, standardized pre/post-test, or other method of assessment that clearly demonstrates skill progression or attainment.

MSG’s for CTE

The Passage of Exam Measurable Skills Gain for WIOA I aligns with the CAEP Occupational Skills Gain.

- When a student achieves an Occupational Skills Gain, that now entails that the student passes an exam such as work skills demonstration

WORK	
<input type="radio"/>	Got a job
<input type="radio"/>	Increased wages
<input type="radio"/>	Retained job
<input type="radio"/>	Got a better job
<input checked="" type="radio"/>	Met work-based project goal
<input type="radio"/>	Entered job training
<input type="radio"/>	Entered training program
<input checked="" type="radio"/>	Training milestone
<input type="radio"/>	Entered apprenticeship
<input type="radio"/>	Entered military

MSG’s for CTE

The Passage of Exam Measurable Skills Gain for WIOA I aligns with the CAEP Workforce Preparation Outcome

- Workforce Preparation Outcome should include some documentation of work skills progression or attainment.

WORK	
<input checked="" type="radio"/>	Acquired workforce readiness skills
<input type="radio"/>	Reduced public assistance
<input type="radio"/>	Other work outcome

Literacy Gains Outcomes – COVID-19 Update

- Mark when CAEP learners achieve outcomes in Distance Learning classes.
- Record achievements already attained before closures
- Use “passage of exam” process for CTE MSG’s as a guide for recording student achievement.
 - Student passes informal exam such as a (virtual) class assessment, written assignment, or oral interview
 - Completes skills demonstration in workforce preparation activities

Literacy Gains

Literacy Gains Outcomes– COVID-19 Update

- Passes (virtual) class assessment, written assignment, or oral interview
- Learner Mastery
 - Educational Software
 - Local Program Milestones

Literacy Gains



Literacy Gains Outcomes– COVID-19 Update

- Completes skills demonstration in workforce preparation activities
- EL Civics/IET
 - Transitions
 - EL Co-Enrollment

Literacy Gains

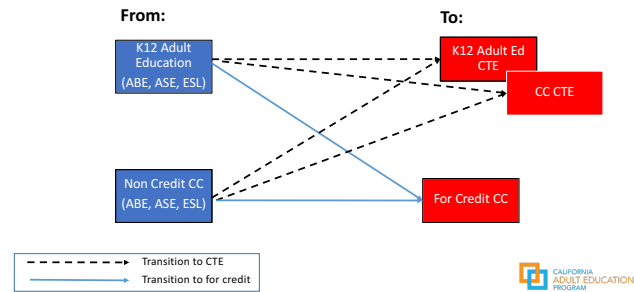


Transition

AEBG Title	Update Record
Transition to ASE	No "bubble" but via instructional program
Transition to Post-Secondary/CTE	<ul style="list-style-type: none"> • Entered job training • Entered training pgm • Entered apprenticeship
Transition to Post-Secondary/College	<ul style="list-style-type: none"> • Enrolled in secondary • Transition to credit



Transition



CAEP Short Term Services

Current Workforce Services

Training Services Received In Program:

On the Job Training Remedial Training (ABE/ESL - "WIOA")

Job Experience Apprenticeship

Entrepreneurial Training (our WIOA Youth) Registered Apprenticeship

ABE/ESL Instructional Training (our WIOA Youth) Youth Occupational Skills Training

Community Training Other Non-Occupational Skills Training

Career Occupational Skills Training Unemployment Training

Transition Services Received In Program:

Assessment/Jobbing Coaching On-the-Job Training (OJT)

Personal Development Training Work Experience

Counseling/Job Search Assistance Post-Secondary Skills to Postsecondary Training

Job Development/Job Search Assistance Postsecondary Academic Education

Occupational Skills Training (our OJT) Other Transition Services

Supportive Services Received In Program:

Transportation Supplementary Instruct. Serv.

Health Care and Mental Health Care Needs-Based Related Payments

Family/Child Care Emergency Financial Services

Housing or Rental Assistance Federal Education Cash Assist.

Personal, Financial, or Legal Counseling Other Supportive Services

Record short term services such as counseling or mentorship that may be received outside of the classroom.

- Supportive Services
- Training Services
- Transition Services



Supportive Services

Supportive Services Received In Program:

Transportation Supplementary Instruct. Serv.

Health Care and Mental Health Care Needs-Based Related Payments

Family/Child Care Emergency Financial Services

Housing or Rental Assistance Federal Education Cash Assist.

Personal, Financial, or Legal Counseling Other Supportive Services

Services that better enable an individual to participate in adult education activities, or related activities such as WIOA Title I -- such as transportation, child care, dependent care, housing, and personal needs



Training Services

Training Services Received In Program:


- On the Job Training
- Skill Upgrading
- Entrepreneurial Training (non-WIOA Youth)
- ABE/ESL in conjunction w/Training (non-TAA funded)
- Customized Training
- Other Occupational Skills Training
- Remedial Training (ABE/ESL - TAA only)
- Prerequisite Training
- Registered Apprenticeship
- Youth Occupational Skills Training
- Other Non-Occupational-Skills Training
- Unspecified Training

Services that help individuals:

- Select programs that relate to economic priorities in local planning region
- Enroll/meet minimum qualifications for longer term employment and/or employment training programs

Services administered to individuals who have been determined to:

- Be unlikely to obtain/retain employment
- Be in need of additional services in order to attain economic self-sufficiency/permanent employment
- Have skills sufficient to enroll in appropriate training program that provides skills necessary for self-sufficiency




Transition Services

Transition Services Received In Program:

- Assessment/Testing/Counseling
- Personal Development Training
- Counseling/Career Development
- Job Development/Job Search Assistance
- Occupational Skills Training (non-QIT)
- On-the-Job Training (OJT)
- Work Experience
- Pre-Employment Skills/Job Readiness Training
- Postsecondary Academic Education
- Other Transition Services

Services that help individuals:

- Facilitate successful transition from school to postsecondary life, such as attaining employment, enrolling in college, or accessing designated pre-employment transition services.
- Provide opportunities to receive training and other services necessary to achieve competitive employment or postsecondary enrollment



CAEP Short Term Services – COVID-19 Update

Current Workforce Barriers:

Training Services Received In Program:

- On the Job Training
- Skill Upgrading
- Entrepreneurial Training (non-WIOA Youth)
- ABE/ESL in conjunction w/Training (non-TAA funded)
- Customized Training
- Other Occupational Skills Training
- Remedial Training (ABE/ESL - TAA only)
- Prerequisite Training
- Registered Apprenticeship
- Youth Occupational Skills Training
- Other Non-Occupational-Skills Training
- Unspecified Training

Transition Services Received In Program:

- Assessment/Testing/Counseling
- Personal Development Training
- Counseling/Career Development
- Job Development/Job Search Assistance
- Occupational Skills Training (non-QIT)
- On-the-Job Training (OJT)
- Work Experience
- Pre-Employment Skills/Job Readiness Training
- Postsecondary Academic Education
- Other Transition Services


Supportive Services Received In Program:

- Transportation
- Health Care and Related Health Care
- Family/Child Care
- Housing or Rental Assistance
- Personal Financing or Legal Counseling
- Supplementary Instruction, Services
- Health-Related Support/Paraprofessionals
- Emergency Financial Services
- Rental Assistance (Cash Based)
- Other Supportive Services

Record short term services received outside of the classroom.

Current Examples:

- Additional Health Care needs & requirements
- Financial services
- Services to assist with new software applications
- Skill upgrades to work remotely
- Job seeking skills



CAEP Short Term Services– COVID-19 Update

Current Workforce Barriers:

Training Services Received In Program:

- On the Job Training
- Skill Upgrading
- Entrepreneurial Training (non-WIOA Youth)
- ABE/ESL in conjunction w/Training (non-TAA funded)
- Customized Training
- Other Occupational Skills Training
- Remedial Training (ABE/ESL - TAA only)
- Prerequisite Training
- Registered Apprenticeship
- Youth Occupational Skills Training
- Other Non-Occupational-Skills Training
- Unspecified Training

Transition Services Received In Program:

- Assessment/Testing/Counseling
- Personal Development Training
- Counseling/Career Development
- Job Development/Job Search Assistance
- Occupational Skills Training (non-QIT)
- On-the-Job Training (OJT)
- Work Experience
- Pre-Employment Skills/Job Readiness Training
- Postsecondary Academic Education
- Other Transition Services


Supportive Services Received In Program:

- Transportation
- Health Care and Related Health Care
- Family/Child Care
- Housing or Rental Assistance
- Personal Financing or Legal Counseling
- Supplementary Instruction, Services
- Health-Related Support/Paraprofessionals
- Emergency Financial Services
- Rental Assistance (Cash Based)
- Other Supportive Services

Record short term services received outside of the classroom.

Current Examples:

- Prerequisite training
- Assessment/Testing
- Job Readiness Training
- Emergency Financial Services
- Health Care Services



CAEP Short Term Services

Supportive Services

- Transportation
- Child Care
- Personal Counseling
- Financial Assistance

Transition Services

- Assessment (other than required pre/post)
- Academic/Career Counseling
- Job Development

Training Services

- Student Orientation
- Community Support Training (OSHA, CPI, etc.)
- Prerequisite Training

Current Workforce Barriers:

Training Services Received In Program:


- On the Job Training
- Skill Upgrading
- Entrepreneurial Training (non-WIOA Youth)
- ABE/ESL in conjunction w/Training (non-TAA funded)
- Customized Training
- Other Occupational Skills Training
- Remedial Training (ABE/ESL - TAA only)
- Prerequisite Training
- Registered Apprenticeship
- Youth Occupational Skills Training
- Other Non-Occupational-Skills Training
- Unspecified Training

Transition Services Received In Program:

- Assessment/Testing/Counseling
- Personal Development Training
- Counseling/Career Development
- Job Development/Job Search Assistance
- Occupational Skills Training (non-QIT)
- On-the-Job Training (OJT)
- Work Experience
- Pre-Employment Skills/Job Readiness Training
- Postsecondary Academic Education
- Other Transition Services

Supportive Services Received In Program:

- Transportation
- Health Care and Related Health Care
- Family/Child Care
- Housing or Rental Assistance
- Personal Financing or Legal Counseling
- Supplementary Instruction, Services
- Health-Related Support/Paraprofessionals
- Emergency Financial Services
- Rental Assistance (Cash Based)
- Other Supportive Services




Student Barriers to Employment

- Agencies will record barriers to employment for all CAEP students at intake.
- CAEP student barriers and their definitions will align with federal WIOA II barriers to employment.
- As part of the federal alignment, ABE/ASE and ESL learners will automatically tie into specific barriers
- For Workforce Preparation/Workforce Re-Entry learners are no longer tied to any specific barriers, and no longer tied to 55+ years of age.

EMPLOYMENT BARRIERS
(With # for each barrier)

- Cultural Barriers
- Disabled
- Displaced Homemaker
- English Language Learner
- Ex-Offender
- Foster Care Youth
- Homeless
- Long-Term Unemployed
- Low Income
- Low Levels of Literacy
- Migrant Farmworker
- Seasonal Farmworker
- Single Parent
- No TANF within 2 yrs



Immigrant Integration AB2098



AB 2098 – Immigrant Integration

- Consortia may report additional measures for assessing the effectiveness of programs in meeting the needs of immigrant learners seeking integration in civic and community life.
- The TE CAEP Summary now has a new column that reports Immigrant Integration Indicators (I³) outcomes.
- TE now includes reports that relates EL Civics COAAPs with Immigrant Integration goal areas.



AB 2098 – Immigrant Integration

Key Points About AB 2098:

1. We already serve this population
2. WIOA II grantees report EL Civics outcomes
3. EL Civics effectiveness is shown through these metrics
4. Most of the data is already there
5. This is not a mandate



CASAS
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CAEP Summary Page 1 of 1
AB2098173

Agency: 4908 - Rolling Hills Adult School (RHAS) Program Year: 2019-2020
Member: N/A Consortium: 28 - Capital Adult Education Regional Consortium

Program Area* (PI)	Literacy Gains (Pre/Post)			CAEP Outcomes										Services				
	Enrolled (E)	Proficient with pre/post (P)	PI Gains Achieved (G)	Enrolled (E)	Other Literacy Gains (O)	HS/HSIE Achieved (H)	Post Secondary Achieved (P)	Enter Employment (E)	Increase Wages (W)	Transition Post-Sec (T)	Enrolled (E)	Enrolled with any Services (S)	Supportive Services (S)	Training Services (T)	Transition Services (T)	Career Services (C)		
English Language Learner (ELL/ELL)	4,153	1,669	1,100	2,282	47	23	19	352	115	27	8,097	1,759	1,678	7	406	628		
Basic Skills (BS)	415	130	85	1,133	179	36	30	221	137	70	1,457	586	678	7	487	57		
High School Diploma (HSD)	148	67	106	782	143	76	24	100	49	18	1,449	336	812	8	884	127		
High School Equivalency (HSE)	178	165	119	827	250	58	26	286	103	36	1,426	538	602	14	814	28		
Career and Technical Education (CTE)	297	256	194	787	75	13	13	0	0	0	0	0	0	0	0	0		
Programs for adults with disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Adults Training for Child School Success	31	28	16	32	1	0	0	0	0	0	0	0	0	0	0	0		
Business Education	384	108	220	788	62	12	12	0	0	0	0	0	0	0	0	0		
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total	5,206	2,639	1,840	6,072	795	213	213	1,000	415	163	15,066	3,983	3,762	31	2,197	1,023		
Students to have an extra program	140	616	491	1,506	266	74	74	0	0	0	0	0	0	0	0	0		
Total unduplicated students	3,282	1,684	1,172	4,316	375	134	134	1,000	415	163	15,066	3,983	3,762	31	2,197	1,023		

Displays outcomes in three separate sections:

1. Literacy Gains (Pre/Post) using NRS Table 4 guidelines
2. Other AB 104 outcomes using WIOA II reporting requirements but not pre/post
3. Services Received that do not impose WIOA II reporting requirements

*All learners in multiple programs are counted in each program in which they are enrolled.
*This table learning gains from pre/post testing.



AEP Data Integrity displays 27 different data elements related to the AEP instructional programs and outcomes.

CASAS AEP Data Integrity

02/20/2019 07:54:45

Agency: 4908 - Rolling Hills Adult School (RHAS) Program

Item Description	Item Count	Item Percent
01 - Missing Birthdate or outside 96-130	9	0.23 %
02 - Less than 12 hours of instruction	578	44.16 %
03 - Zero or Empty Hours of Instruction	151	11.56 %
04 - Total hours between 1-11 hours	385	29.41 %
05 - No Highest Year of School/Degree Earned	88	6.76 %

Item Description lists 27 data elements that may prevent or contribute to official AEP outcomes.

- The DIR displays the item count and percentage for each listed item.
- **Item Percent = Item Count ÷ # of Students Enrolled in 7 AEP Programs**



(9) LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

WORK	EDUCATION
<ul style="list-style-type: none"> ● Got a job ● Increased wages ● Retained job ● Got a better job ● Met work-based project goal ● Entered job training ● Entered training program ● Training milestone ● Entered apprenticeship ● Entered military ● Acquired workforce readiness skills ○ Reduced public assistance ○ Other work outcome 	<ul style="list-style-type: none"> ● Passed GED ● Passed HSET ● Passed TASC ● Earned High School diploma ○ Returned to K-12 ○ Gained computer/tech skills ○ Completed course ● Mastered course competencies ○ Earned certificate ○ Educational achievement ○ Skills progression ○ Transcript or report card ○ Secondary ○ Postsecondary

● Literacy Gains ● Employment
● Secondary ● Wages
● Post-Secondary ● Transition



Work Results:

- Get a job
- Increased wages
- Retained job
- Got a better job
- Met work-based project goal
- Entered job training
- Entered training program
- Training milestone
- Entered apprenticeship
- Entered military
- Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

Education Results:

- Passed GED 2002
- Passed GED 2014
- Passed HSET
- Passed TASC
- Earned High School diploma
- Returned to K-12
- Gained computer/tech skills
- Completed course
- Mastered course competencies
- Earned certificate
- Educational achievement
- Ability progression
- Secondary transcript or report card
- Postsecondary transcript or report card
- Enrolled in secondary program
- Entered college
- Transitioned to credit (transfer)
- Transitioned to credit (non-transfer)
- Attained AA, or A.S. degree
- Attained B.A. or B.S. degree
- Entered graduate studies
- Attained post graduate degree
- Occupational skills licensure
- Occupational skills certificate
- Other recognized diploma, degree, or certificate

Other Results:

- Literacy Gains
- HSE/HSD
- Post-Secondary
- Enter Employment
- Increase Wages
- Transition Post-Sec.

Other Results:

- Literacy Gains
- HSE/HSD
- Post-Secondary
- Enter Employment
- Increase Wages
- Transition Post-Sec.

In TE go to Records--Students--Records

Updates to Resources and Materials

BOY Letter for PY 2020-21

August 16, 2019
 To: Adult Education Program Consortium Directors and Members
 From: Adult Education Program Office
 Subject: Fiscal Year 2019-20 Program and Accountability Requirements for Student Outcome Data Collection and Submission

This letter includes the data submission requirements for all CAEP agencies.

COMING SOON!

2020-21 CAEP Data Dictionary

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Accountability](#)

- A new 2020-21 CAEP Data Dictionary is available on the CASAS Website to help CAEP meet requirements.
- 20-21 version includes several enhancements and updates.

DATA DICTIONARY
TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

The following table indicates the specific data elements required. A check mark (✓) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field	WIA 225/231	WIA EL Civics
1a Student Name / Phone	✓	✓
to Student Address/Email	✓	✓

Data Submission Calendar

CAEP Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2020
Second Quarter	July 1 – Dec 31	January 31, 2021
Third Quarter	July 1 – Mar 31	April 30, 2021
Fourth Quarter-EOY	July 1 – June 30	August 1, 2021


TE Quarterly Data Submission Wizard

- Beginning first quarter of PY 2020-21, agencies will use the TE Quarterly Data Submission Wizard to submit quarterly data, including the Data Integrity Report (DIR).
- Agencies will no longer send separate pdf copies of the DIR when completing quarterly data requirements.

CASAS Assessments Authorized for NRS for 2020-21




- ABE and ASE only:**
 - CASAS GOALS Reading and Math
- ESL only:**
 - Life and Work Listening
 - Life and Work Reading
 - Secondary Level Assessment (SLA):
 - Language Arts 513-14

POWER, AA-AAAAA not authorized for NRS, but are authorized for CA reporting




Use of Assessment Modalities

- ABE/ASE:** Use Reading or Math CASAS GOALS series
- ESL:** Use Life and Work Reading or Listening






Use of Assessment Modalities

- ABE/ASE:** Use Reading or Math GOALS series



- Pre- and post-test pairs must always be from the same test modality.
- If using CASAS GOALS, both the pretest and the post-test must use the same test series. Cannot match GOALS with any other CASAS test series.





Remote Testing

The CDE has decided to permit California agencies to implement **remote testing**.


For more information, go to the California Remote Testing page on the CASAS Website:

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-remote-testing>

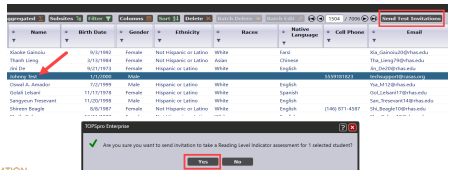

CASAS Reading Level Indicator (RLI)

- Available at no cost only to eTests/TE users.
- Results are shown as “Estimated NRS EFL” for ABE or ESL. No scale scores are given.
- It is NOT an NRS-approved test and may NOT be used for pre- or post-testing to achieve MSGs.**
- The Reading Level Indicator (RLI) is **Form 601R**.
- The RLI will be released in **early to mid-August**.



About the CASAS RLI

- Initiate the RLI by selecting students in TE’s Student Demographics lister.
- Click the **Send Test Invitations** button.

13 Reports in TE

Agency	Program Year: 2018-2019	Completed	Final	Percentage
Integrated Immigration Goal Areas				
Civic and Community Participation				
1.1. Research and describe the cultural backgrounds/borners		225	203	90.26%
Civics and Academics				
1.2. Respond to questions about US history/government for the purpose of naturalization		6	6	100.00%
Digital Literacy				
1.3. Identify strategies and resources for safe internet use		7	7	100.00%
1.4. Use online tools for legal/immigration/education		7	7	100.00%
Education and Career				
1.5. Connect with educational institutions for children/kids		40	33	82.50%
1.6. Identify educational opportunities to achieve a career goal		62	44	71.13%
1.7. Identify and access resources needed to obtain/verify a job		267	190	71.16%
1.8. Identify and demonstrate qualities of an effective employee in the American workplace		170	149	87.65%
Health and Wellbeing				
1.9. Access the health care system/providers		62	53	85.48%
2.0. Access resources for nutrition education and information on healthy foods		102	92	90.19%
Total		1177	1072	91.08%

TE now includes Immigrant Immigration Indicator (I3) reports that track EL Civics COAAs outcomes and relate them to Immigrant Integration goals.



CASAS Web Site

- What's New
- Online Registration
- California Accountability
- AEBG Web page
- CASAS Forums
- Download Centers



www.casas.org



Online Training Registration

- Register for all face to face and Web-based trainings on the CAEP TAP Website:

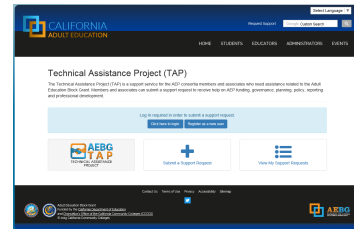
<https://www.caadultedtraining.org/>



CALADULTED.ORG



Request Support from CAEP TAP



CALADULTED.ORG



Wrap Up and Questions



CALADULTED.ORG

Consortium Name	CFADS Funding Channel	County Code	District Code
01 Allan Hancock	Direct Funding	42	69229
02 Antelope Valley	Direct Funding	19	64246
05 Santa Cruz	Direct Funding	44	69799
05 Santa Cruz	Direct Funding	44	10447
06 Southeast Los Angeles	Direct Funding	19	64212
06 Southeast Los Angeles	Direct Funding	19	64303
06 Southeast Los Angeles	Direct Funding	19	64451
06 Southeast Los Angeles	Direct Funding	19	64840
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61150
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	75093
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61192
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61200
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61242
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	75101
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61291
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	61309
07 Mid Alameda County (Chabot-Las Pos	Direct Funding	01	74005
08 West End Corridor	Fiscal Agent	36	67652
09 Citrus	Fiscal Agent	19	64394
10 Coast	Direct Funding	30	66522
10 Coast	Direct Funding	30	66548
11 Tri-Cities	Fiscal Agent	19	64873
12 Contra Costa	Direct Funding	07	61630
12 Contra Costa	Direct Funding	07	61648
12 Contra Costa	Direct Funding	07	10074
12 Contra Costa	Direct Funding	07	61721
12 Contra Costa	Direct Funding	07	61739
12 Contra Costa	Direct Funding	07	61754
12 Contra Costa	Direct Funding	07	61788
12 Contra Costa	Direct Funding	07	61796
14 Desert	Direct Funding	33	73676
14 Desert	Direct Funding	33	67058
14 Desert	Direct Funding	33	67173
14 Desert	Direct Funding	33	10330
15 South Bay (El Camino)	Direct Funding	19	64352
15 South Bay (El Camino)	Direct Funding	19	64634
15 South Bay (El Camino)	Direct Funding	19	75341
15 South Bay (El Camino)	Direct Funding	19	65060
16 Feather River	Direct Funding	32	10322
16 Feather River	Direct Funding	32	66969
16 Feather River	Direct Funding	46	10462
17 Foothill De Anza	Direct Funding	43	69468

17 Foothill De Anza	Direct Funding	43	69609
17 Foothill De Anza	Direct Funding	43	69641
22 Imperial	Fiscal Agent	13	10132
23 Kern	Direct Funding	15	63412
23 Kern	Direct Funding	14	10140
23 Kern	Direct Funding	15	63529
23 Kern	Direct Funding	15	73908
23 Kern	Direct Funding	15	63677
23 Kern	Direct Funding	26	10264
23 Kern	Direct Funding	15	63685
23 Kern	Direct Funding	54	75523
23 Kern	Direct Funding	15	73742
23 Kern	Direct Funding	15	63826
23 Kern	Direct Funding	15	63859
26 Long Beach	Direct Funding	19	64725
27 Los Angeles	Direct Funding	19	64337
27 Los Angeles	Direct Funding	19	64444
27 Los Angeles	Direct Funding	19	64733
27 Los Angeles	Direct Funding	19	64808
28 Capital (Los Rios)	Fiscal Agent	34	10348
33 Monterey	Direct Funding	27	65987
33 Monterey	Direct Funding	27	66092
33 Monterey	Direct Funding	27	66134
34 Mt. San Antonio	Direct Funding	19	64287
34 Mt. San Antonio	Direct Funding	19	64295
34 Mt. San Antonio	Direct Funding	19	64378
34 Mt. San Antonio	Direct Funding	19	64436
34 Mt. San Antonio	Direct Funding	19	74195
34 Mt. San Antonio	Direct Funding	19	73445
34 Mt. San Antonio	Direct Funding	19	64907
34 Mt. San Antonio	Direct Funding	19	73452
36 Napa Valley	Direct Funding	28	66241
36 Napa Valley	Direct Funding	28	10280
36 Napa Valley	Direct Funding	28	66266
36 Napa Valley	Direct Funding	28	66290
38 Southern Alameda County (Ohlone)	Direct Funding	01	61176
38 Southern Alameda County (Ohlone)	Direct Funding	01	61242
38 Southern Alameda County (Ohlone)	Direct Funding	01	61234
40 San Diego North (Palomar)	Fiscal Agent	37	68452
43 Rancho Santiago	Direct Funding	30	66522
43 Rancho Santiago	Direct Funding	30	66621
45 Rio Hondo	Direct Funding	19	64519
45 Rio Hondo	Direct Funding	19	64527
45 Rio Hondo	Direct Funding	19	74328
45 Rio Hondo	Direct Funding	19	65128

46 Riverside About Students	Direct Funding	33	66977
46 Riverside About Students	Direct Funding	33	67033
46 Riverside About Students	Direct Funding	33	67090
46 Riverside About Students	Direct Funding	33	67124
46 Riverside About Students	Direct Funding	33	10330
46 Riverside About Students	Direct Funding	33	67215
46 Riverside About Students	Direct Funding	33	75242
48 San Diego	Direct Funding	37	68338
49 San Francisco	Direct Funding	38	68478
50 Delta Sierra Alliance	Direct Funding	05	10058
50 Delta Sierra Alliance	Direct Funding	39	68569
50 Delta Sierra Alliance	Direct Funding	39	68585
50 Delta Sierra Alliance	Direct Funding	39	68593
50 Delta Sierra Alliance	Direct Funding	34	67413
50 Delta Sierra Alliance	Direct Funding	39	10397
50 Delta Sierra Alliance	Direct Funding	39	68676
50 Delta Sierra Alliance	Direct Funding	39	75499
51 South Bay (San Jose Evergreen)	Direct Funding	43	69401
51 South Bay (San Jose Evergreen)	Direct Funding	43	69427
51 South Bay (San Jose Evergreen)	Direct Funding	43	40360
51 South Bay (San Jose Evergreen)	Direct Funding	43	73387
51 South Bay (San Jose Evergreen)	Direct Funding	43	69674
52 San Luis Obispo	Direct Funding	40	68759
52 San Luis Obispo	Direct Funding	40	68809
52 San Luis Obispo	Direct Funding	40	68841
53 ACCEL (San Mateo)	Direct Funding	41	68890
53 ACCEL (San Mateo)	Direct Funding	41	68924
53 ACCEL (San Mateo)	Direct Funding	41	69047
53 ACCEL (San Mateo)	Direct Funding	41	69062
53 ACCEL (San Mateo)	Direct Funding	41	69070
55 College of the Canyons	Direct Funding	19	65136
56 Santa Monica	Direct Funding	19	64980
57 Sequoias	Direct Funding	16	63891
57 Sequoias	Direct Funding	54	71860
57 Sequoias	Direct Funding	54	75325
57 Sequoias	Direct Funding	16	63925
57 Sequoias	Direct Funding	54	71993
57 Sequoias	Direct Funding	54	72249
57 Sequoias	Direct Funding	54	72256
59 Sierra Joint	Fiscal Agent	31	66928
60 Solano	Direct Funding	48	70524
60 Solano	Direct Funding	48	70540
60 Solano	Direct Funding	48	10488
60 Solano	Direct Funding	48	70573
60 Solano	Direct Funding	48	70581

61 Sonoma	Direct Funding	49	70862
61 Sonoma	Direct Funding	49	10496
63 South Bay (Southwestern)	Fiscal Agent	37	68411
65 Ventura County	Direct Funding	56	73759
65 Ventura County	Direct Funding	56	72454
65 Ventura County	Direct Funding	56	73940
65 Ventura County	Direct Funding	56	72520
65 Ventura County	Direct Funding	56	72546
65 Ventura County	Direct Funding	56	76828
65 Ventura County	Direct Funding	56	72603
65 Ventura County	Direct Funding	56	72652
70 North Central (Yuba)	Fiscal Agent	51	10512
71 Siskiyou	Fiscal Agent	47	10470

Increase

CDE	\$41,726,201
Chancellor's Office	\$12,629,799
Total	\$54,356,000

Member Name	Member Type	20-21 Member May Revise Allocation
Lompoc Unified	Unified School District	\$869,080
Antelope Valley Union High	High School District	\$3,683,597
Pajaro Valley Unified	Unified School District	\$2,720,189
Santa Cruz Co. Office of Education	County Office of Education (COE)	\$59,784
ABC Unified	Unified School District	\$7,815,698
Bellflower Unified	Unified School District	\$26,509
Downey Unified	Unified School District	\$1,312,670
Norwalk-La Mirada Unified	Unified School District	\$3,834,322
Castro Valley Unified	Unified School District	\$2,527,340
Dublin Unified	Unified School District	\$444,831
Hayward Unified	Unified School District	\$1,713,424
Livermore Valley Joint Unified	Unified School District	\$477,710
New Haven Unified	Unified School District	\$284,417
Pleasanton Unified	Unified School District	\$507,005
San Leandro Unified	Unified School District	\$1,497,838
San Lorenzo Unified	Unified School District	\$672,064
Tri-Valley ROP	Regional Occupation Center/Program (RC	\$28,684
Chaffey Joint Union High	High School District	\$6,617,671
Claremont Unified	Unified School District	\$3,967,860
Garden Grove Unified	Unified School District	\$215,398
Huntington Beach Union High	High School District	\$5,183,969
Paramount Unified	District	\$5,644,680
Acalanes Union High	High School District	\$526,465
Antioch Unified	Unified School District	\$940,684
Contra Costa Co. Office of Education	County Office of Education (COE)	\$848,690
Liberty Union High	High School District	\$1,016,841
Martinez Unified	Unified School District	\$1,480,203
Mt. Diablo Unified	Unified School District	\$3,375,043
Pittsburg Unified	Unified School District	\$2,462,236
West Contra Costa Unified	Unified School District	\$2,419,016
Coachella Valley Unified	Unified School District	\$1,519,313
Desert Sands Unified	Unified School District	\$320,162
Palm Springs Unified	Unified School District	\$247,914
Riverside Co. Office of Education	County Office of Education (COE)	\$450,651
Centinela Valley Union High	High School District	\$430,502
Inglewood Unified	Unified School District	\$865,005
Redondo Beach Unified	Unified School District	\$3,277,926
Torrance Unified	Unified School District	\$4,476,590
Plumas Co. Office of Education	County Office of Education (COE)	\$75,522
Plumas Unified	Unified School District	\$254,701
Sierra Co. Office of Education	County Office of Education (COE)	\$205,888
Fremont Union High	High School District	\$2,706,028

Mountain View-Los Altos Union High	High School District	\$3,297,591
Palo Alto Unified	Unified School District	\$1,441,549
Imperial County Office of Education	County Office of Education (COE)	\$1,788,333
Delano Joint Union High	High School District	\$1,309,302
Inyo Co. Office of Education	County Office of Education (COE)	\$45,292
Kern High	High School District	\$9,947,802
McFarland Unified	Unified School District	\$281,603
Mojave Unified	Unified School District	\$278,839
Mono Co. Office of Education	County Office of Education (COE)	\$194,265
Muroc Joint Unified	Unified School District	\$141,246
Porterville Unified	Unified School District	\$1,398,428
Sierra Sands Unified	Unified School District	\$210,948
Tehachapi Unified	Unified School District	\$225,675
Wasco Union High	High School District	\$248,663
Long Beach Unified	Unified School District	\$1,099,424
Burbank Unified	Unified School District	\$2,400,132
Culver City Unified	Unified School District	\$1,460,018
Los Angeles Unified	Unified School District	\$94,968,928
Montebello Unified	Unified School District	\$12,020,903
Sacramento County Office of Education	County Office of Education (COE)	\$10,776,977
Carmel Unified	Unified School District	\$56,637
Monterey Peninsula Unified	Unified School District	\$873,863
Pacific Grove Unified	Unified School District	\$1,326,523
Baldwin Park Unified	Unified School District	\$5,405,612
Bassett Unified	Unified School District	\$2,294,143
Charter Oak Unified	Unified School District	\$1,517,591
Covina-Valley Unified	Unified School District	\$3,144,879
East San Gabriel Valley ROP	Regional Occupation Center/Program (RC	\$99,418
Hacienda la Puente Unified	Unified School District	\$15,543,189
Pomona Unified	Unified School District	\$1,843,925
Rowland Unified	Unified School District	\$1,572,086
Calistoga Joint Unified	Unified School District	\$31,465
Napa Co. Office of Education	County Office of Education (COE)	\$87,621
Napa Valley Unified	Unified School District	\$2,270,831
St. Helena Unified School District	Unified School District	\$22,477
Fremont Unified	Unified School District	\$3,066,270
New Haven Unified	Unified School District	\$483,747
Newark Unified	Unified School District	\$187,785
Vista Unified	Unified School District	\$7,220,386
Garden Grove Unified	Unified School District	\$1,416,072
Orange Unified	Unified School District	\$6,555
El Monte Union High	High School District	\$9,347,909
El Rancho Unified	Unified School District	\$606,926
Tri-Cities ROP	Regional Occupation Center/Program (RC	\$53,658
Whittier Union High	High School District	\$2,783,187

Alvord Unified	Unified School District	\$365,736
Corona-Norco Unified	Unified School District	\$1,643,910
Jurupa Unified	Unified School District	\$975,548
Moreno Valley Unified	Unified School District	\$1,070,594
Riverside Co. Office of Education	County Office of Education (COE)	\$301,105
Riverside Unified	Unified School District	\$2,558,629
Val Verde Unified	Unified School District	\$202,257
San Diego Unified	Unified School District	\$1,076,170
San Francisco Unified	Unified School District	\$354,930
Calaveras Co. Office of Education	County Office of Education (COE)	\$50,224
Lincoln Unified	Unified School District	\$50,000
Lodi Unified	Unified School District	\$1,317,360
Manteca Unified	Unified School District	\$1,236,299
River Delta Joint Unified	Unified School District	\$77,851
San Joaquin Co. Office of Education	County Office of Education (COE)	\$50,224
Stockton Unified	Unified School District	\$3,794,171
Tracy Joint Unified	Unified School District	\$842,804
Campbell Union High	High School District	\$3,241,161
East Side Union High	High School District	\$6,166,749
Metropolitan Education District	Regional Occupation Center/Program (RC	\$2,443,113
Milpitas Unified	Unified School District	\$751,004
Santa Clara Unified	Unified School District	\$1,818,045
Lucia Mar Unified	Unified School District	\$432,031
San Luis Coastal Unified	Unified School District	\$425,135
Templeton Unified	Unified School District	\$60,289
Cabrillo Unified	Unified School District	\$313,718
Jefferson Union High	High School District	\$1,338,166
San Mateo Union High	High School District	\$4,250,848
Sequoia Union High	High School District	\$1,439,673
South San Francisco Unified	Unified School District	\$1,017,773
William S. Hart Union High	High School District	\$820,015
Santa Monica-Malibu Unified	Unified School District	\$655,234
Corcoran Joint Unified	Unified School District	\$198,274
Cutler-Orosi Joint Unified	Unified School District	\$210,488
Farmersville Unified	Unified School District	\$46,691
Hanford Joint Union High	High School District	\$646,024
Lindsay Unified	Unified School District	\$57,240
Tulare Joint Union High	High School District	\$2,679,347
Visalia Unified	Unified School District	\$4,757,169
Roseville Joint Union High	High School District	\$3,086,085
Benicia Unified	Unified School District	\$138,670
Fairfield-Suisun Unified	Unified School District	\$1,511,725
Solano Co. Office of Education	County Office of Education (COE)	\$19,864
Vacaville Unified	Unified School District	\$443,911
Vallejo City Unified	Unified School District	\$1,467,927

Petaluma Joint Union High	High School District	\$1,243,633
Sonoma Co. Office of Education	County Office of Education (COE)	\$180,283
Sweetwater Union High	High School District	\$13,295,320
Conejo Valley Unified	Unified School District	\$1,310,920
Fillmore Unified	Unified School District	\$511,858
Moorpark Unified	Unified School District	\$355,820
Ojai Unified	Unified School District	\$393,879
Oxnard Union High	High School District	\$2,579,586
Santa Paula Unified	Unified School District	\$323,794
Simi Valley Unified	Unified School District	\$4,617,596
Ventura Unified	Unified School District	\$3,843,087
Sutter County Office of Education	County Office of Education (COE)	\$2,903,067
Siskiyou Co. Office of Education	County Office of Education (COE)	\$872,462
		\$371,638,279

Grand Total

CDE	\$413,364,480
Chancellor's Office	\$125,199,520
Total Amount	\$538,564,000

Increase from Gov's Signed Budget 20-21	New Final Allocation - 20- 21
\$97,561	\$966,641
\$413,511	\$4,097,108
\$305,360	\$3,025,549
\$6,712	\$66,496
\$877,371	\$8,693,069
\$2,976	\$29,485
\$147,357	\$1,460,027
\$430,432	\$4,264,754
\$283,713	\$2,811,053
\$49,936	\$494,767
\$192,345	\$1,905,769
\$53,627	\$531,337
\$31,928	\$316,345
\$56,915	\$563,920
\$168,143	\$1,665,981
\$75,444	\$747,508
\$3,219	\$31,903
\$742,884	\$7,360,555
\$445,422	\$4,413,282
\$24,180	\$239,578
\$581,940	\$5,765,909
\$633,658	\$6,278,338
\$59,100	\$585,565
\$105,599	\$1,046,283
\$95,272	\$943,962
\$114,148	\$1,130,989
\$166,164	\$1,646,367
\$378,874	\$3,753,917
\$276,405	\$2,738,641
\$271,553	\$2,690,569
\$170,554	\$1,689,867
\$35,941	\$356,103
\$27,830	\$275,744
\$50,589	\$501,240
\$48,327	\$478,829
\$97,103	\$962,108
\$367,972	\$3,645,898
\$502,531	\$4,979,121
\$8,478	\$84,000
\$28,592	\$283,293
\$23,113	\$229,001
\$303,772	\$3,009,800

\$370,179	\$3,667,770
\$161,825	\$1,603,374
\$200,753	\$1,989,086
\$146,979	\$1,456,281
\$5,084	\$50,376
\$1,116,716	\$11,064,518
\$31,612	\$313,215
\$31,302	\$310,141
\$21,808	\$216,073
\$15,856	\$157,102
\$156,984	\$1,555,412
\$23,681	\$234,629
\$25,334	\$251,009
\$27,914	\$276,577
\$123,419	\$1,222,843
\$269,433	\$2,669,565
\$163,898	\$1,623,916
\$10,660,978	\$105,629,906
\$1,349,437	\$13,370,340
\$1,209,796	\$11,986,773
\$6,358	\$62,995
\$98,098	\$971,961
\$148,912	\$1,475,435
\$606,821	\$6,012,433
\$257,535	\$2,551,678
\$170,361	\$1,687,952
\$353,036	\$3,497,915
\$11,160	\$110,578
\$1,744,840	\$17,288,029
\$206,994	\$2,050,919
\$176,479	\$1,748,565
\$3,437	\$34,902
\$9,814	\$97,435
\$254,927	\$2,525,758
\$2,536	\$25,013
\$344,212	\$3,410,482
\$54,304	\$538,051
\$21,080	\$208,865
\$810,542	\$8,030,928
\$158,965	\$1,575,037
\$736	\$7,291
\$1,049,373	\$10,397,282
\$68,132	\$675,058
\$6,024	\$59,682
\$312,434	\$3,095,621

\$41,057	\$406,793
\$184,541	\$1,828,451
\$109,513	\$1,085,061
\$120,182	\$1,190,776
\$33,801	\$334,906
\$287,225	\$2,845,854
\$22,705	\$224,962
\$120,809	\$1,196,979
\$40,608	\$395,538
\$5,679	\$55,903
\$0	\$50,000
\$148,970	\$1,466,330
\$139,804	\$1,376,103
\$8,803	\$86,654
\$5,679	\$55,903
\$428,368	\$4,222,539
\$95,306	\$938,110
\$363,845	\$3,605,006
\$692,264	\$6,859,013
\$274,258	\$2,717,371
\$84,306	\$835,310
\$204,089	\$2,022,134
\$48,499	\$480,530
\$47,725	\$472,860
\$6,768	\$67,057
\$35,217	\$348,935
\$150,219	\$1,488,385
\$477,190	\$4,728,038
\$161,614	\$1,601,287
\$114,253	\$1,132,026
\$92,053	\$912,068
\$73,555	\$728,789
\$22,258	\$220,532
\$23,629	\$234,117
\$5,241	\$51,932
\$72,521	\$718,545
\$6,426	\$63,666
\$300,777	\$2,980,124
\$534,028	\$5,291,197
\$346,436	\$3,432,521
\$15,567	\$154,237
\$169,703	\$1,681,428
\$2,230	\$22,094
\$49,832	\$493,743
\$164,786	\$1,632,713

\$141,570	\$1,385,203
\$24,830	\$205,113
\$1,492,500	\$14,787,820
\$147,161	\$1,458,081
\$57,460	\$569,318
\$39,943	\$395,763
\$44,216	\$438,095
\$289,578	\$2,869,164
\$36,348	\$360,142
\$518,360	\$5,135,956
\$431,416	\$4,274,503
\$325,892	\$3,228,959
\$97,941	\$970,403
\$41,726,201	\$413,364,480

Consortium Name	CFADS Funding Channel	Member Name	Member Type
ACCEL (San Mateo)	Direct Funding	San Mateo County CCD	College
Allan Hancock	Direct Funding	Allan Hancock Joint CCD	College
Barstow	Fiscal Agent	Barstow CCD	College
Butte-Glenn	Fiscal Agent	Butte CCD	College
Coast	Direct Funding	Coast CCD	College
Coastal North	Fiscal Agent	MiraCosta CCD	College
College of the Canyons	Direct Funding	Santa Clarita CCD	College
Contra Costa	Direct Funding	Contra Costa CCD	College
Delta Sierra Alliance	Direct Funding	San Joaquin Delta CCD	College
Desert	Direct Funding	Desert CCD	College
Feather River	Direct Funding	Feather River CCD	College
Foothill De Anza	Direct Funding	De Anza College	College
Foothill De Anza	Direct Funding	Foothill College	College
Gateway (Merced)	Fiscal Agent	Merced CCD	College
Gavilan	Fiscal Agent	Gavilan CCD	College
Glendale	Fiscal Agent	Glendale CCD	College
Inland AE Consortium San Bern	Fiscal Agent	San Bernardino CCD	College
Kern	Direct Funding	Kern CCD	College
Lake Tahoe	Fiscal Agent	Lake Tahoe CCD	College
Lassen	Fiscal Agent	Lassen CCD	College
Long Beach	Direct Funding	Long Beach CCD	College
Los Angeles	Direct Funding	Los Angeles CCD	College
Marin	Fiscal Agent	Marin CCD	College
Mendocino-Lake	Fiscal Agent	Mendocino-Lake CCD	College
Mid Alameda County (Chabot-L	Direct Funding	Chabot-Las Positas CCD	College
Monterey	Direct Funding	Monterey Peninsula CCD	College
Morongo Basin	Fiscal Agent	Copper Mt CCD	College
Mt. San Antonio	Direct Funding	Mt. San Antonio CCD	College
Napa Valley	Direct Funding	Napa Valley CCD	College
North Coast	Fiscal Agent	Redwoods CCD	College
North Orange	Fiscal Agent	North Orange CCD	College
Northern Alameda County (Per	Fiscal Agent	Peralta CCD	College
Palo Verde	Fiscal Agent	Palo Verde CCD	College
Pasadena	Fiscal Agent	Pasadena CCD	College
Rancho Santiago	Direct Funding	Rancho Santiago CCD	College
Rio Hondo	Direct Funding	Rio Hondo CCD	College
Riverside About Students	Direct Funding	Riverside CCD	College
Salinas Valley	Fiscal Agent	Hartnell CCD	College
San Diego	Direct Funding	San Diego CCD	College
San Diego East	Fiscal Agent	Grossmont-Cuyamaca CCD	College
San Francisco	Direct Funding	San Francisco CCD	College
San Luis Obispo	Direct Funding	San Luis Obispo County CCD	College

Santa Barbara	Fiscal Agent	Santa Barbara CCD	College
Santa Cruz	Direct Funding	Cabrillo CCD	College
Santa Monica	Direct Funding	Santa Monica CCD	College
Sequoias	Direct Funding	Sequoias CCD	College
Shasta-Tehama-Trinity	Fiscal Agent	Shasta-Tehama-Trinity Joint CCD	College
Solano	Direct Funding	Solano CCD	College
Sonoma	Direct Funding	Sonoma County CCD	College
South Bay (El Camino)	Direct Funding	El Camino CCD	College
South Bay (San Jose Evergreen)	Direct Funding	San Jose-Evergreen CCD	College
South Bay (San Jose Evergreen)	Direct Funding	West Valley-Mission CCD	College
South Orange	Fiscal Agent	South Orange County CCD	College
Southeast Los Angeles	Direct Funding	Cerritos CCD	College
Southern Alameda County (Ohlone)	Direct Funding	Ohlone CCD	College
Southwest Riverside	Fiscal Agent	Mt. San Jacinto CCD	College
Stanislaus Mother Lode (Yosemite)	Fiscal Agent	Yosemite CCD	College
State Center	Fiscal Agent	State Center CCD	College
Victor Valley	Fiscal Agent	Victor Valley CCD	College
West Hills	Fiscal Agent	West Hills CCD	College
West Kern	Fiscal Agent	West Kern Adult Education Network Joint Power	College

20-21 Member Allocation	Increase from Gov's Signed Budget 20-21	New Final Allocation 20-21
\$465,274	\$52,231	\$517,505
\$653,451	\$73,355	\$726,806
\$833,152	\$93,527	\$926,679
\$2,012,308	\$225,897	\$2,238,205
\$1,450,782	\$162,861	\$1,613,643
\$1,096,731	\$123,117	\$1,219,848
\$368,412	\$41,357	\$409,769
\$552,209	\$61,990	\$614,199
\$270,525	\$30,591	\$301,116
\$428,524	\$48,105	\$476,629
\$212,490	\$23,853	\$236,343
\$198,788	\$22,316	\$221,104
\$198,788	\$22,316	\$221,104
\$3,038,060	\$341,045	\$3,379,105
\$1,325,289	\$148,774	\$1,474,063
\$983,637	\$110,420	\$1,094,057
\$9,646,870	\$1,082,934	\$10,729,804
\$1,334,678	\$149,828	\$1,484,506
\$823,461	\$92,440	\$915,901
\$864,657	\$97,065	\$961,722
\$1,099,423	\$123,418	\$1,222,841
\$7,173,728	\$805,305	\$7,979,033
\$1,353,187	\$151,906	\$1,505,093
\$1,411,677	\$158,472	\$1,570,149
\$333,810	\$37,474	\$371,284
\$77,424	\$8,692	\$86,116
\$748,601	\$84,036	\$832,637
\$691,638	\$77,642	\$769,280
\$202,574	\$22,836	\$225,410
\$1,026,819	\$115,266	\$1,142,085
\$3,538,499	\$397,223	\$3,935,722
\$7,374,034	\$827,791	\$8,201,825
\$748,601	\$84,036	\$832,637
\$1,716,160	\$192,652	\$1,908,812
\$2,841,435	\$318,972	\$3,160,407
\$441,175	\$49,524	\$490,699
\$485,873	\$54,543	\$540,416
\$3,379,907	\$379,420	\$3,759,327
\$3,228,508	\$362,424	\$3,590,932
\$7,618,211	\$855,202	\$8,473,413
\$3,194,372	\$357,828	\$3,552,200
\$370,498	\$41,590	\$412,088

\$748,601	\$84,036	\$832,637
\$366,572	\$41,151	\$407,723
\$387,907	\$43,546	\$431,453
\$245,977	\$27,612	\$273,589
\$1,027,195	\$115,310	\$1,142,505
\$34,173	\$3,836	\$38,009
\$909,218	\$95,512	\$1,004,730
\$363,908	\$40,851	\$404,759
\$1,202,775	\$135,021	\$1,337,796
\$412,445	\$46,300	\$458,745
\$4,434,542	\$497,811	\$4,932,353
\$476,013	\$53,436	\$529,449
\$71,230	\$7,996	\$79,226
\$4,450,225	\$499,572	\$4,949,797
\$4,015,642	\$450,787	\$4,466,429
\$13,831,644	\$1,552,707	\$15,384,351
\$2,003,958	\$224,959	\$2,228,917
\$1,024,855	\$115,047	\$1,139,902
\$748,601	\$84,036	\$832,637
\$112,569,721	\$12,629,799	\$125,199,520

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
01 Allan Hancock Community College Consortium	\$1,522,531	\$170,915	\$1,693,446
02 Antelope Valley Regional Adult Education Consortium	\$3,683,597	\$413,511	\$4,097,108
03 Barstow Area Consortium for Adult Education	\$833,152	\$93,527	\$926,679
04 Butte-Glenn Adult Education Consortium	\$2,012,308	\$225,897	\$2,238,205
05 Greater Opportunity Through Adult Learning (Santa Cruz)	\$3,146,545	\$353,223	\$3,499,768
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	\$13,465,212	\$1,511,572	\$14,976,784
07 Chabot-Las Positas/Mid-Alameda County Consortium	\$8,487,123	\$952,744	\$9,439,867
08 West End Corridor/ Chaffey Regional AE Consortium	\$6,617,671	\$742,884	\$7,360,555
09 Citrus College Adult Education Consortium	\$3,967,860	\$445,422	\$4,413,282
10 Coast Adult Education Consortium	\$6,850,149	\$768,981	\$7,619,130
11 Tri City Adult Education Consortium	\$5,644,680	\$633,658	\$6,278,338
12 Contra Costa Adult Education Consortium	\$13,621,387	\$1,529,103	\$15,150,490
13 Morongo Basin AEBG Consortium (Copper Mountain)	\$748,601	\$84,036	\$832,637
14 Desert Regional Consortium	\$2,966,564	\$333,019	\$3,299,583
15 South Bay Adult Education Consortium (El Camino)	\$9,413,931	\$1,056,785	\$10,470,716
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	\$748,601	\$84,036	\$832,637
17 Foothill De Anza/ NSCCSTC	\$7,842,744	\$880,408	\$8,723,152
18 Gavilan Regional Adult Career and Education Services	\$1,325,289	\$148,774	\$1,474,063
19 Glendale Community College District Regional Consortium	\$983,637	\$110,420	\$1,094,057
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	\$7,618,211	\$855,202	\$8,473,413
21 Salinas Valley Adult Education Consortium	\$3,379,907	\$379,420	\$3,759,327
22 Imperial County Adult Education Consortium	\$1,788,333	\$200,753	\$1,989,086
23 Kern AEBG Consortium	\$15,616,741	\$1,753,096	\$17,369,837
24 Lake Tahoe Adult Education Consortium	\$823,461	\$92,440	\$915,901
25 Lassen County AB86 Consortium	\$864,657	\$97,065	\$961,722
26 Long Beach Adult Education	\$2,198,847	\$246,837	\$2,445,684
27 Los Angeles Regional Adult Education Consortium	\$118,023,709	\$13,249,052	\$131,272,761

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
28 Capital Adult Education Regional Consortium	\$10,776,977	\$1,209,796	\$11,986,773
29 Marin County Adult Education Block Grant Consortium	\$1,353,187	\$151,906	\$1,505,093
30 Mendocino-Lake Consortium	\$1,411,677	\$158,472	\$1,570,149
31 Gateway Adult Education Network (Merced)	\$3,038,060	\$341,045	\$3,379,105
32 Coastal North County Adult Education Consortium (MiraCosta)	\$1,096,731	\$123,117	\$1,219,848
33 Monterey Peninsula Consortium	\$2,334,447	\$262,060	\$2,596,507
34 Mt. San Antonio Regional Consortium for Adult Education	\$32,112,481	\$3,604,868	\$35,717,349
35 Southwest Riverside County Adult Education Regional Consortium	\$4,450,225	\$499,572	\$4,949,797
36 Napa Valley Adult Education Consortium	\$2,614,968	\$293,550	\$2,908,518
37 North Orange County Regional Consortium for Adult Education (NOCRC)	\$3,538,499	\$397,223	\$3,935,722
38 Southern Alameda County Consortium (Ohlone)	\$3,809,032	\$427,592	\$4,236,624
39 Palo Verde Consortium	\$748,601	\$84,036	\$832,637
40 Education to Career Network of North San Diego County (Palomar/Vista)	\$7,220,386	\$810,542	\$8,030,928
41 Pasadena Area Consortium	\$1,716,160	\$192,652	\$1,908,812
42 Northern Alameda Consortium for Adult Education	\$7,374,034	\$827,791	\$8,201,825
43 Rancho Santiago Adult Education Consortium	\$4,264,062	\$478,673	\$4,742,735
44 North Coast Adult Education Consortium (Redwoods)	\$1,026,819	\$115,266	\$1,142,085
45 Rio Hondo Region Adult Education Consortium	\$13,232,855	\$1,485,487	\$14,718,342
46 About Students Regional Consortium (Riverside)	\$7,603,652	\$853,567	\$8,457,219
47 Inland Adult Education Consortium (San Bernardino)	\$9,646,870	\$1,082,934	\$10,729,804
48 San Diego Adult Education Regional Consortium	\$4,304,678	\$483,233	\$4,787,911
49 San Francisco Adult Education Consortium	\$3,549,302	\$398,436	\$3,947,738
50 Delta Sierra Regional Alliance (San Joaquin)	\$7,689,458	\$863,200	\$8,552,658
51 South Bay Consortium for Adult Education (San Jose)	\$16,035,292	\$1,800,083	\$17,835,375
52 San Luis Obispo County Adult Education Consortium	\$1,287,953	\$144,582	\$1,432,535

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
53 ACCEL San Mateo County	\$8,825,452	\$990,724	\$9,816,176
54 Santa Barbara AEBG Consortium	\$748,601	\$84,036	\$832,637
55 Santa Clarita Valley Adult Education Consortium	\$1,188,427	\$133,410	\$1,321,837
56 Santa Monica Regional Consortium for Adult Education	\$1,043,141	\$117,101	\$1,160,242
57 Sequoias Adult Education Consortium (SAEC)	\$8,841,210	\$992,492	\$9,833,702
58 Shasta-Tehama-Trinity Adult Education Consortium	\$1,027,195	\$115,310	\$1,142,505
59 Sierra Joint Consortium	\$3,086,085	\$346,436	\$3,432,521
60 Solano Adult Education Consortium	\$3,616,270	\$405,954	\$4,022,224
61 Sonoma County Adult Education Consortium	\$2,333,134	\$261,912	\$2,595,046
62 South Orange County Regional Consortium (SOCRC)	\$4,434,542	\$497,811	\$4,932,353
63 South Bay Adult Education Consortium (Southwestern)	\$13,295,320	\$1,492,500	\$14,787,820
64 State Center Adult Education Consortium	\$13,831,644	\$1,552,707	\$15,384,351
65 Ventura County Adult Education Consortium	\$13,936,540	\$1,564,482	\$15,501,022
66 Victor Valley Adult Education Regional Consortium	\$2,003,958	\$224,959	\$2,228,917
67 West Hills College Consortium	\$1,024,855	\$115,047	\$1,139,902
68 West Kern Consortium	\$748,601	\$84,036	\$832,637
69 Yosemite (Stanislaus Mother Lode) Consortium	\$4,015,642	\$450,787	\$4,466,429
70 North Central Adult Education Consortium (Yuba)	\$2,903,067	\$325,892	\$3,228,959
71 Adult Education Pathways (Siskiyou)	\$872,462	\$97,941	\$970,403
Total	\$484,208,000	\$54,356,000	\$538,564,000



August 12, 2019

To: Adult Education Program Consortium Directors and Members

From: Adult Education Program Office

Subject: Fiscal Year 2019–20 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 2019–20 Program Year. This letter and the enclosed documents outlining data collection, reporting, FAQs, and due dates for data deliverables are located in the [Student Data Collection and Reporting](#) section of the adult education website and will provide further clarification and details on program accountability requirements. 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 2019–20 program year must submit the required student data. The CDE and CCCCCO 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 six-outcome areas designated by AB104:

- 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, barriers, and program outcome information.
- California Community College Districts (CCDs) are required to use the Chancellor’s Office Management Information System (MIS) to enter their adult learner demographics, barriers, and program outcome information. (See enclosed FAQs on MIS reporting).

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

Program Changes for 19-20: the following is a short list of student data reporting changes for the CAEP that will be effective July 1, 2019. These program changes will affect all reporting district/agencies for TOPSPro and MIS reporting of CAEP student data. For more details, you may attend upcoming regional training and/or listen to webinars that cover the

changes.

- CAEP will not track service hours in 19-20. (However, we are still tracking services).
- Agencies will record student barriers at intake (applies to all program areas).
- The Passage of Exam Measurable Skills Gain for WIOA I will align with the CAEP Occupational Skills Gain and Workforce Preparation Outcome.
- State level reports will roll up the three Career Technical Education program areas into one CTE reporting program. However, local districts/agencies may continue to report in those three program areas (short-term vocational, workforce reentry (now called workforce preparation), and pre-apprenticeship).
- For state and local level reports in TOPSPro and Launchboard, “Adults Served” is a required reporting category in AB104 and will be a summary count of anyone with at least 1 instructional contact hour or who received a service.
- In addition, “Adults Served” will be disaggregated in counts by CASAS and the LaunchBoard to identify ‘service only’ students, students receiving 1-11 instructional contact hours, and ‘participants’ who received 12 or more instructional contact hours over a single program year.

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 for populating the adult education metrics in the new Student Success Metrics dashboards. Failure to enter all student data into MIS could result in underreporting of student data in the LaunchBoard, the Student Success Metrics, and in end of year reporting to the legislature. The two exceptions to this for 19-20, would be the reporting of Educational Functioning Levels (EFLs), and high school diplomas / high school equivalency. 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 (see enclosure)
- [Adult Education Dashboard Data Element Dictionary](#)
- Adult Education Data and Accountability Guidance for 19/20 (this letter)
- [Measuring Our Success: Data and Accountability](#)
- Additional clarifying documentation (FAQs) for 19/20 on data collection and measurable skill gains (see enclosure)

Data Accountability Training

The Adult Education Program Office has contracted with the Sacramento County Office of Education (SCOE) to create the Technical Assistance Project (TAP), which offers online and in-person trainings regarding a variety of topics, including meeting Adult Education Program accountability requirements, implementing approved assessments, and using the two data collection systems. The state office 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. Currently, the TAP is coordinating eight regional training events around the State between August and November. More details regarding these training sessions are available on the [Events](#) page of the California Adult Education 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 Technical Assistance Project (TAP) by phone at 1- 888-827-2324 or by e-mail at tap@aebg.org.

Sincerely,

Neil Kelly
Adult Education Program Office

Enclosure: 2019-20 CAEP Data Collection, Reporting, FAQs, and Due Dates for Data Deliverables

2019-20 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/Export Wizard](#).
3. Agencies are required to submit a PDF copy of the CAEP Data Integrity Report.

Data Submission	Due Date	Submit Electronically
First Quarter Data	October 31, 2019	Via TOPSpro® Enterprise
First Quarter CAEP Data Integrity Report	October 31, 2019	E-mail to caep@casas.org (or fax to 858-292-2910)
Second Quarter Data	January 31, 2020	Via TOPSpro® Enterprise
Second Quarter CAEP Data Integrity Report	January 31, 2020	E-mail to caep@casas.org (or fax to 858-292-2910)
Third Quarter Data	April 30, 2020	Via TOPSpro® Enterprise
Third Quarter CAEP Data Integrity Report	April 30, 2020	E-mail to caep@casas.org (or fax to 858-292-2910)
End-of-Year Data	August 1, 2020	Via TOPSpro® Enterprise
Fourth Quarter Data Integrity Report	August 1, 2020	E-mail to caep@casas.org (or fax to 858-292-2910)

Critical TE 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.

INSTRUCTIONS

Submit Your TOPSpro® Enterprise Data Online

- For agencies using TOPSpro® Enterprise Online, once you submit your agency's **CAEP Data Integrity Report**, CASAS will consider your data to be complete and submitted.

If you have any questions regarding these requirements or the end-of-year 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.

FAQs on Community College MIS Reporting System

REPORTING ADULT ED LEARNING GAINS / MSGs IN MIS

Question: Practitioners have asked many questions about the reporting of measurable skills gains through TOPSpro® Enterprise vs capturing them through MIS. There are too many questions to answer individually without excessive duplication, so we have developed the following general guidance, which addresses the range of questions that have been submitted to the CAEP TAP and the State CAEP Office.

Response: CAEP has multiple methods for capturing measurable skills gains in basic skills or ESL. These include:

- For K12 adult schools or colleges that receive WIOA Title II funding through the California Department of Education, CAEP captures information on students that attained an increase in their Educational Functioning Level from data reported to CASAS through TOPSpro® Enterprise. CASAS provides annual updates to the Chancellor's Office for populating the LaunchBoard AE Pipeline dashboard and for the annual report to the legislature. This data is based on pre and post-testing protocols using the CASAS standardized assessment.
- For colleges that do not receive WIOA Title II funding and do not use a standardized assessment for pre and post testing their adult learners, CAEP captures skills gains by capturing course progression using the CB21 rubric and course flags for course level prior to college level. The calculation for this method is based on subsequent enrollment in a higher-level course in the sequence. For example, if a student is enrolled in an ESL course flagged as CB21 level D and subsequently enrolls into a course flagged as CB21 level C, they are automatically captured as having achieved a measurable skills gain. There is no separate reporting for these students, however colleges should review the CB21 coding of their basic skills and ESL courses to ensure that data captured using this methodology is accurate.
- For colleges that do not receive WIOA Title II funding, but who do conduct pre and post testing of students using a federally approved testing instrument such as CASAS or TABE, the Chancellor's Office has created new student data element SA07. SA07 allows the college to identify the educational functioning level of the student based on the cut scores for that instrument (available from the testing provider). SA07 should be entered for the student upon their initial assessment and every time the student is reassessed using the same instrument. SA07 creates a new date stamped record every time it is updated for the student. CAEP uses the updated records to identify when a student has been assessed at a higher educational functioning level and captures that as a measurable skills gain in the LaunchBoard and for reporting to the legislature. (Please note: there is an issue with using SA07 currently. We hope to get the problem corrected during the 19-20 program year).

Practitioners have asked if it is possible to enter CASAS or TABE scores directly into MIS. It is not possible to enter test scores directly. Colleges who use these instruments are responsible for

using the EFL cut scores from the test provider to identify the EFL level of their students and enter the EFL level using SA07.

The three methods for capturing measurable skills gains for students are designed to account for the different ways in which colleges are capturing skills progression in basic skills or ESL noncredit programs. The use of any standardized assessment as a diagnostic instrument for capturing skills gains is a local control decision by colleges and is not required for the receipt of CAEP funding, but the use of CASAS as an assessment *is* required for any college receiving WIOA Title II funding. Colleges are expected to rigorously follow all testing and reporting requirements by the California Department of Education related to the WIOA Title II funded programs and students.

Practitioners have asked if there are priorities for which methodology colleges should use to capture and report their data related to measurable skills gains. For the purpose of displaying data in the LaunchBoard and end of year reporting to the legislature, the CASAS TOPSpro[®] Enterprise and MIS data sets are matched and analyzed to identify if a student has achieved a skills gain in *either* data set, which is then recorded as a positive result. TE and MIS both show a positive result for the student; the result is de-duplicated to avoid a duplicate count.

Question: I am a WIOA II community college grantee. Do I have to report my EFLs and High School Diploma / High School equivalency outcomes in MIS for 19-20?

Response: No. For community colleges that receive WIOA Title II funding through the California Department of Education, CAEP captures information on students that attained an increase in their Educational Functioning Level, passed their High School Equivalency, or received a High School Diploma from data reported to CASAS through TOPSpro[®] Enterprise. CASAS provides annual updates to the Chancellor's Office for populating the LaunchBoard AE Pipeline dashboard and for the annual report to the legislature. The EFL data is based on pre and post-testing protocols using the CASAS standardized assessment.

REPORTING TRANSITION SERVICES IN MIS

Question: My college is at the adult school offering transition services to students not yet enrolled at my college. What do I do? My consortium wants my college to document our work to justify funding.

How can MIS track participants in support services even without enrollment records?

Response: All colleges have the ability to create student records manually for students who did not enter the colleges through the regular application process. There are specific data elements for noncredit student support activities in MIS that can be used to capture the work you are doing with students for transition support. You should talk to your research, IT, and counseling departments at the college to identify the preferred process for your institution. Because of the CAEP policy changes for 19-20, all CAEP agencies will report only the service contacts and the type of service delivered. The CAEP is not requiring the tracking of service hours for the 19-20 program year. Tracking service contact types and how those align with student outcomes is an area that the CAEP State Office will continue to explore.

COMMUNITY COLLEGES PROCESS FOR REPORTING WIOA II & MIS ADULT ED STUDENT DATA

Question: Practitioners have asked if they are receiving WIOA Title II funding and report to CDE using TOPSpro® Enterprise whether they still have to report through MIS and have asked multiple questions regarding how the reporting process works through MIS as well as reporting deadlines for MIS Reporting.

Response: Colleges should collect and maintain complete student records including all data elements required by the Chancellor's Office in their MIS system *regardless* of what other reporting requirements they may have related to other funding they receive. Colleges who receive any other funding source, such as WIOA Title II or Perkins, are subject to all the reporting requirements of those other sources as well as the general mandate as colleges to maintain complete student records and data in their MIS systems. By choosing to receive WIOA Title II funding and having to report data to CDE for those funds, it in no way lessens the burden to maintain complete data records of students in MIS.

There is no separate reporting process for collecting CAEP noncredit student data through MIS. Virtually all the student data pulled from MIS is based on the student's enrollment record and uses existing course codes and other data elements to help identify student characteristics, enrollment, completion and other outcomes. Practitioners have expressed confusion regarding this process. Here are some important things to understand about the college MIS submission process:

- All community colleges upload their MIS records approximately 30 days after the end of the term. Because colleges have different term dates, the actual submissions may vary.
- Every college has its own timeline for when they pull their data from their local system and prepare it for submission to the Chancellor's Office. You should communicate with your research or IT office to find out if your college has internal deadlines for updating data for submission
- Because of the variation in submissions by institutions, we strongly recommend that practitioners review and update their data at the end of every term to ensure that data uploads for your institution are complete.

Practitioners should review and validate their data in MIS just as they would for any other student and should work with their research office or IT department for the best way to review that data. Practitioners should be working closely with their research or IT departments on any questions about data entry, data validation, or the process for data cleanup for submission to the Chancellor's Office. These should be existing, well established processes at your college.

While the majority of student, course, and program data elements should be captured in MIS through the process of enrollment and registration, there are some student characteristics data elements, which colleges should review on a regular basis to ensure that their data is complete. These are flags which are not attached to a course and therefore must be entered by the college for the individual student. These include:

- Student Barriers to Employment data elements (there are multiple SG data elements that correspond to the CAEP and WIOA Special Populations)

- SB23 - Student apprenticeship status (used for pre-apprenticeship students)
- SA07 - Student Educational Functioning Level
- SG10 - Student participation in Integrated Education and Training status
- SG21 - Student Work Based Learning Status

Regarding the use of SA07: For colleges that do not receive WIOA Title II funding, but who do conduct pre and post testing of students using a federally approved testing instrument such as CASAS or TABE, the Chancellor's Office has created the student data element SA07. The Student Educational Functioning Level (SA07) is the most sensitive as it can be updated every time the student is assessed to identify the student has attained a new educational functioning level (EFL). Practitioners using SA07 are strongly urged to review this data for their students at the end of every term to ensure that it is up to date in their local MIS system.

Detailed descriptions of each of these flags are available in the CCCCO Data Element Dictionary on the [chancellor's office web site](#).

Practitioners have asked if they can choose to use TOPSpro® Enterprise instead of MIS to report their student data. The answer is no. The majority of student information used in the LaunchBoard and for reporting to the legislature is based on information collected and stored in MIS. In very limited circumstances, such as EFL attainment and high school diploma / high school equivalency, the LaunchBoard calculations look at both the CASAS data and MIS as a part of the calculation. The enrollment and student records in MIS are a much more accurate and validated source of information for student data than data extracted from MIS and reported through a third party reporting tool.

ENTERING DATA INTO SA07 FOR EDUCATION FUNCTIONING LEVEL ATTAINMENT

Question: I am unable to enter data into SA07 because it requires an entry into SA01 for the type of assessment used, however the federally approved assessment our college uses is not listed in SA01 so we are unable to enter data into SA07.

Response: When SA07 was created, we were unaware that it included an internal logic check for a value in SA01. This is an issue identified by many colleges affecting their data entry. Because the assessments for EFL attainment are not being used for placement, we believe this logic check should not be in place and we are working within the Chancellor's Office for a fix to this issue. We hope to have a solution by the fall of 2019.

DATA ELEMENTS FOR MIS

Question: What is the complete list of data elements that have been highlighted in the Launchboard for adult education program reporting? Please provide an explanation of which data elements are being collected through TOPSPro, which data elements are being collected through MIS, and a timeline of when those data elements will start being collected through MIS. How do colleges check for complete data or missing data in MIS before it is due? In TE, there is the DIR and AEBG summary tables to review. What is the tool in MIS?

Response: There is a complete Data Element Dictionary posted to the caladulted.org website that identifies every data element in every calculation for data displayed in the [Adult Education LaunchBoard](#). As of this moment, we do not have a single list of every MIS data element identified in the dictionary, but based on the request we will ask for one to be compiled.

Colleges should have regular process for data validation and review before their regular data uploads to the Chancellor's Office. Practitioners should consult with their Research and IT offices to learn more about the processes at their institution.

MEMORANDUM OF UNDERSTANDING
BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION 2020-21

This Memorandum of Understanding shall stand as evidence that the following districts intend to work together toward the mutual goal of collaborating to meet the goals of the Barstow Area Consortium for Adult Education (BACAE), hereafter referred to as the Consortium, to improve the delivery of adult education in the Barstow Area Consortium for Adult Education. This agreement is entered into between the following School Districts, hereafter referred to as MEMBERS.

- Baker Valley Unified School District
 - Barstow Community College
 - Barstow Unified School District
 - Silver Valley Unified School District
1. Barstow Community College shall serve as the Consortium Fiscal Agent, hereafter referred to as FISCAL AGENT.
 2. Term: The term of this MOU shall become effective as of July 1, 2020 and shall expire June 30, 2021 and shall apply to the 2020-2021 fiscal year (California Adult Education Program Year Six).
 3. Cost of Services: The MEMBER shall be directly apportioned the sum declared in the BACAE Consortium Fiscal Administration Declaration as approved by the Barstow Area Consortium for Adult Education for the current program year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.
 4. Leveraging of Regional Resources: MEMBERS agree to disclose amounts received from other resources that may be used to address the California Adult Education Program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any California Adult Education Program (CAEP) funds they may receive, to enhance the region's adult education delivery system and to do so in a coordinated effort with the Consortium.

Furthermore, PROVIDER MEMBERS with adult schools agree to apply for WIOA Title II: AEFLA grant funds (supplemental funding and to be determined in accordance with WIOA Title II: AEFLA funding award timelines).

5. Eligible Member: A MEMBER is a member in good standing, as defined by California Education Code Sections 84900-84920, of the Consortium and agrees to maintain its membership and participation in the Consortium. Failure to maintain its membership in the consortium and demonstrate effectiveness will result in a loss of funding.
6. General: The Barstow Area Consortium for Adult Education has been formed, in accordance with AB86, Section 76, Article 3, in accordance with AB 104, and Sections 84900-84920 of the California Education Code to develop a regional plan to improve the delivery of adult education and address existing gaps in programs and services. Funds

apportioned shall be used only for supporting the following adult education programs designed for adult education students in the following areas:

- A. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- B. Programs for immigrants eligible for educational services in citizenship, English as a Second Language, and Workforce Preparation.
- C. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
- D. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
- E. Programs for adults with disabilities.
- F. Programs in Career Technical Education that are short term in nature and have high employment potential.
- G. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

7. Mutuality, Shared Leadership, and Collaboration: The Consortium's governance and decision-making processes are based on recognition of and respect for the interrelationships of the districts and their constituent groups. The commitment to this principle is demonstrated in the following ways:

- Members of the Consortium publicly acknowledge the importance of participatory governance and the rewards to all for collaborative participation.
- Members agree to participate and provide input throughout the implementation process to ensure shared leadership.

8. Member Role and Participation: This principle supports the use of democratic processes to ensure that the voices of all MEMBERS are included. Any MEMBER of the Consortium can bring items and issues to the consortium as a whole. In order for this principle to be fully implemented, all members of the Consortium are asked to fulfill the following responsibilities of Consortium membership:

- Each MEMBER Board of Education/Trustees will designate two voting representatives to the Consortium Board and ensure attendance at and participation in regular Consortium meetings. Each MEMBER district will be allowed one vote. A simple majority of MEMBERS present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.
- MEMBERS will vote on items concerning fiscal and implementation decisions.
- Each MEMBER will provide data and information relevant to adult education as needed for the implementation, assessment, and revision of a regional plan and annual plans.
- Each MEMBER will agree to participate as necessary in the implementation process including participation as needed in sub-groups and or committees.
- MEMBERS agree that in the interest of the Consortium and key stakeholders they will function as a team member with other MEMBERS of the group, follow through on tasks, report meeting outcomes back to key stakeholders within their organizations, work toward common understanding and consensus in an

atmosphere of respect, support the implementation of recommendations once group consensus is reached, and welcome change and innovation.

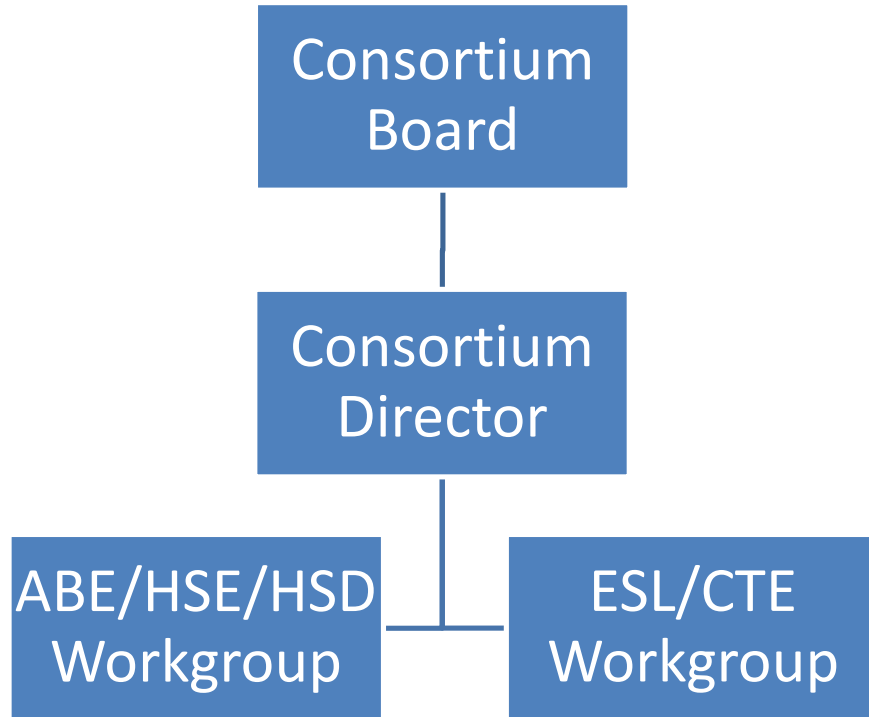
9. Community Partnerships: Partner organizations identified by the Consortium through an application process will be invited to participate in Consortium meetings and activities. They are recognized as valuable stakeholders and partners in the implementation of educational services for adults.
10. Committees: The Consortium Board may create committees or workgroups as needed. In addition to the Consortium Board, two workgroups, based on current program areas, are hereby established. The two workgroups include: ABE/HSE/HSD and ESL/CTE. These workgroups are comprised of and open to educators, industry experts, partner representatives, and other representatives from all stakeholders with an interest in promoting adult education efforts in the region.
11. Transparency: The Consortium values transparency and strives to maintain an open and honest approach to decision-making, operations and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated by adherence to the Brown Act.
12. Fiscal Administration of Consortium: BACAE utilizes a fiscal agent funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the BACAE Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received by MEMBERS on a yearly basis.

Fiscal Agent Role and Responsibilities: The Fiscal Agent (FA) will be identified to the State as the fiscal coordinator on behalf of the Barstow Area Consortium for Adult Education for the Adult Education Block Grant. The Fiscal Agent shall be responsible for the submission of the Consortium Fiscal Administration Declaration (CFAD) to the California Community College Chancellor's Office according to an allocation schedule recommended by the Consortium Director and approved by the Consortium Board. The Fiscal Agent shall not amend the CFAD approved by the Consortium Board. The Fiscal Agent will be responsible for:

- Acting as the employer of record for consortium staff.
- Dispersal of monthly CAEP funding to MEMBERS.
- Contracting and coordinating with MEMBER districts to maintain the governance structure and systems of the Consortium.
- Fiscal reporting to the State as required by the Adult Education Block Grant.
- Compliance with State requirements for administration of the Adult Education Block Grant

The Fiscal Agent shall receive in its allocation and hold separate from its regular adult education program, and from other funds, \$30,000.00 for the costs of managing the consortium and for pan-consortium activities managed by the Consortium Director. The Consortium Director shall determine the annual budget for this amount in accordance with the BACAE Regional Plan, the BACAE Annual Plans and applicable laws.

13. Organizational Structure and Staffing:



Consortium Director: The Consortium Director is hired and supervised by the Fiscal Agent based upon the recommendation of the Consortium Board. The Consortium Director reports to Consortium Board and has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The Consortium Director will manage all board meetings, report on the progress of the organization, answer questions of the Board members and carry out the duties described in the job description. The board can designate other duties, as necessary.

14. Allowable Expenses: Funds may only be expended on allowable costs as defined in AB86, AB104, Sections 84900-84920 of the California Education Code, and in accordance with the Barstow Area Consortium for Adult Education Regional Plan (Consortium Three Year Plan) and the Barstow Area Consortium for Adult Education Annual Plan for the 2020-2021 program year. Failure to comply with the provisions of this MOU, applicable laws, and the Consortium Plans may result in the reduction of funding to the MEMBER, loss of funding to the MEMBER, and/or the reallocation of a portion or all of the MEMBER'S funds to other BACAE MEMBERS. A reduction, loss, or reallocation of funding shall affect only the current fiscal year unless a permanent reduction, loss, or reallocation is determined appropriate by the BACAE Board. All changes to MEMBER allocations and funding levels will be made in accordance with applicable law and the BACAE Governance policies and procedures. Indirect costs may not be collected by the MEMBER.

15. Records and Audit: In accordance with the Adult Education Block Grant, the BACAE Regional Plan, and the BACAE Annual Plan for the 2020-2021 program year, the MEMBER agrees to provide fiscal records and measures of effectiveness performance data to the FISCAL AGENT on a quarterly basis. Both FISCAL AGENT and MEMBERS shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement.
16. Compliance with Law: All parties shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives. With respect to employees, parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, worker's compensation insurance, and discrimination in employment.
17. Indemnification: FISCAL AGENT and MEMBERS shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of the FISCAL AGENT or MEMBERS or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer—employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts of omissions occurring under this Agreement or any extension of this Agreement.
18. Amendments: This agreement may be amended by mutual agreement in writing by the parties.
19. Termination: Termination of this agreement can only be completed if in compliance with state laws and policies.

Barstow Community College

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Barstow Community College approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2020-2021 fiscal year.

Eva Bagg, Superintendent/President
Barstow Community College

Date

Barstow Unified School District

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Barstow Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2020-2021 fiscal year.

Scott Godfrey, Assistant Superintendent
Barstow Unified School District

Date

Baker Valley Unified School District

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Baker Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2019-2020 fiscal year.

Cecil Edwards, Superintendent
Baker Valley Unified School District

Date

Eric Huynh, Chief Business Officer
Baker Valley Unified School District

Date

Silver Valley Unified School District

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Silver Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2020-2021 fiscal year.

Jeff Youskievich, Assistant Superintendent
Silver Valley Unified School District

Date

BACAE Annual Plan: 2020-2021

Plans & Goals

Executive Summary

The Barstow Area Consortium for Adult Education (BACAE) is in California's Mojave High Desert and covers mostly rural geography. The region is in San Bernardino County, the largest county in the United States. There are five CAEP Consortia in San Bernardino County. BACAE consists of four Member districts: Baker Valley USD, Barstow Community College, Barstow USD, and Silver Valley USD. The San Bernardino Workforce Development Board's economic development plans do not address the specific needs of this Consortium. BACAE undertook several community surveys and a research project to learn more about the communities served by the Consortium and their needs.

The Barstow Area student population demographics in the BACAE service area consists of the following: 80.7% Socio-Economically Disadvantaged; 58.1% Hispanic; 19.1% African American; 20.8% English Learners; 13% Students with Disabilities; 14.2% Homeless; 13% Education Attainment/No HS Diploma; 5.4% Unemployment Rate (Prior to COVID-19).

COVID-19

To address the needs of rural areas and the current COVID-19 crisis, BACAE will expand and advance each Member Districts' Distance Learning policies. The Consortium College Transition Counselors provide referrals to students in need of food, employment, clothing, health, shelter and/or public assistance. Transition Counselors will send monthly newsletters via email to all students, and post to the Consortium website, outlining the services available across the region served. The BACAE Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

Budget Reductions

BACAE commits to ongoing monitoring of the CAEP budget and strives to maintain level funding for all Member Districts.

Systemic Racial Injustices

This year, BACAE will hold courageous conversations that include stakeholders and staff at the program level that address systematic racial injustice. Responding to the current civil unrest by looking critically at Adult Ed student data and developing an action plan to address deficiencies the Consortium will focus on improving the participation numbers and learning gaps. The focus will be to assess student subgroups' progress and completion rates in the programs of study and make changes as needed to increase performance outcomes. Member Districts' Equity Plans will be reviewed to ensure they are inclusive of all students and support individual needs via fiscal provisions.

Member Districts have pledged to conduct a critical assessment of their district equity policies and practices that may have inadvertently had the effect of failing to create the desired inclusive learning environment and inadequately addressed the barriers to adult learning

opportunities, participation, and successful completion. District Members' have committed to hiring practices that fully service and support students of color, students with disabilities, and students with varied socio-economic backgrounds, including a qualified diverse workforce reflecting our student populations. BACAE will expand relationships with a greater diversity of community partners to leverage existing resources in often marginalized populations.

Regional Planning Overview

BACAE holds Member Districts to a spirit of collaboration in all decision making. This Annual Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the San Bernardino Workforce Development Board's Vision2Succeed. BACAE envisions working together and leveraging resources to create regional stability among Adult Education providers. This Annual Plan aligns to the adopted BACAE Three-Year Plan.

Gaps in service/regional need

The key area this year will be to address COVID-19 Pandemic student needs by providing a safe learning environment according to state and county provisions and implementing effective Distance Learning (DL), hybrid or fully online education model. BACAE will collaborate and employ a collective impact outlook to ensure DL is accessible to all students in all AE programs. BACAE will address the new gaps in service that have surfaced since the onset of COVID-19 Pandemic. Some challenges BACAE is facing are students not having technology devices, no access to internet, lack of digital literacy, and unfamiliarity with navigating communication platforms. BACAE is committed to a collective impact approach, and strives to include as many community partners in our planning and implementation as possible.

How did you know? What resources did you use to identify these gaps?

BACAE Member Districts engage in ongoing analyses to identify gaps in services and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. BACAE members have actively communicated with Adult Education students using a variety of methods and have conducted COVID-19/Distance Learning surveys to learn about DL barriers that prevent student participation. BACAE Members understand that success will be found through integrating with local organizations, expanding participation in Adult Education programs, and linking its graduates to local workplaces. The Barstow Consortium for Adult Education can play a major role in turning around the community's economic decline.

Description of How Effectiveness Will Be Measured

The BACAE Board recognizes that Adult Education is a key component in building community equity across the region we serve. Effectiveness is measured through student enrollment numbers and performance outcomes.

Gaps in Service

2020-21 Strategies

Strategy #1

Expand and improve outreach and marketing to target identified populations to increase enrollment for all Member Districts through increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs.

Strategy #2

Educate the community about Consortium activities and roles resulting in a greater awareness of community organizations, and stronger partnerships; Hold Bi-Annual Community Stakeholder meetings.

Strategy #3

Expand service hours and classes offered across all Member Districts; Increase number of classes offered; Greater student persistence resulting in faster and higher literacy gains; Better understanding of data-driven and data-informed instruction.

Strategy #4

Increase student participation in work-based and on-the-job learning activities; Greater transition to the workforce and job promotion; Identify industry sectors interested in offering programs.

Strategy #5

Develop a Career Pathway and courses for entrepreneurship; Greater number of people opening and operating small businesses in the region; Establish a pilot course for entrepreneurship program.

Strategy #6

Workplace/Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment and the development of pilot programs in all Members Districts for contextualized ESL.

Strategy #7

Basic Skills Courses resulting in increased program offerings and enrollment; Pilot programs for Basic Skills established by all Members.

Seamless Transitions

2020-21 Strategies

Strategy #1

Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 10% increase in the number of program completions and literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.

Strategy #2

Create short-term CTE programs to support Adult Schools students transitioning to the College; Create curriculum to support career exploration; and the College Guided Pathways Implementation of two career pathways; Make Adult Education CTE programs available through DL.

Strategy #3

Increase number of ABE/ASE/ESL courses based on community need and enrollment demand; Increase number and flexibility of class scheduling (including more hours and weekends); Create greater student persistence and increased attainment of literacy gains through a better understanding of data usage; Make ABE/ASE/ESL courses available through DL.

Strategy #4

Increase completion in all programs and create a greater number of students transitioning to post-secondary programs and the workforce realized through a 5% increase in completion growth.

Strategy #5

Develop co-enrollment opportunities between Adult Schools and Barstow Community College resulting in a greater transition of students to postsecondary, for credit programs and the implementation of two pathways aligned to college courses.

Strategy #6

Implement consortia-wide agreement for acceleration into college level courses using Educational Functional Level (EFLs), CASAS scale scores and other multiple measures; develop a process for a seamless transition to postsecondary and an agreement on criteria for student enrollment and support.

Strategy #7

Implement a transition plan for students with identified disabilities from the K-12 programs into Adult Education and the necessary processes and procedures between the Adult Education schools and the SELPAs of each Consortium Member through the implementation of processes and procedures for students.

Strategy #8

Create a cadre of Adult Education mentors and implement a program of adult education mentors, especially in outlying places, who are trained on the options and pathways available in Adult Education; Conduct a needs assessment; Define the purpose and vision of the mentor program; Identify stakeholders.

Strategy #9

Increase number of pre- and post-test pairs on CASAS tests; Narrow the gap between the state performance outcome averages and Member Districts based on pre- and post-test scores reported via the TOPSpro DIR and MIS reports. Each Consortium Member will increase their respective pre- and post-test score pairs by 3%-5%.

Strategy #10

Increases number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Increase number of students who engage in classes for enough hours to qualify for pre- and post-testing; Each Consortium Member will increase their respective student hours by 3%-5%.

Student Acceleration

2020-21 Strategies

Strategy #1

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment; Increase performance outcomes resulting in a 10% increase in transitions validated through DIR and MIS reports.

Strategy #2

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college through the development of a **Student Handbook**; Conduct student workshops; and conduct a study to determine community needs for Career Pathways.

Strategy #3

Create structures for work-life-study balance and support structures that helps people integrate work and life with the demands of studying through a pilot program for mentorship.

Shared Professional Development

2020-21 Strategies

Strategy #1

Develop an ongoing professional development plan for all Members and Partners. Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. The BACAE Board and Member District faculty/staff will attend (virtually or in-person) regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development.

Strategy #2

Program specific and Distance Learning professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles) will result in an increased level of data-driven placement and instruction.

Leveraging Resources

2020-21 Strategies

Strategy #1

Engage with the Workforce Development Board across all Consortium communities. Develop policies and procedures for cross-agency referrals resulting in an increase in labor force participation; increased job promotions; increased wages.

Strategy #2

Leverage resources to serve more adult learners through a collective impact model. Develop a strategic plan to identify economies of scale across Member Districts resulting in the implementation of strategies to leverage existing resources.

Strategy #3

Barstow Adult School will sign shared use agreements to provide a greater level of services to students and facility access for Consortium Member Districts.

Strategy #4

Partner with the Workforce Development Board to develop an employability skills program, IET opportunities, and employer focused basic skills training. Identify areas for collaboration. Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and the Workforce Development Board.

Strategy #5

Create a Childcare Resource Guide for Parents to reduce the impact of the childcare barrier on adult students. Convene a community stakeholder meeting to draft the framework of the Guide.

Strategy #6

Host an American Job Center representative at Member sites, based on local need. Establish a career and job placement liaison. Execute an MOU with the Workforce Development Board.

Strategy #7

Identify transportation alternatives for adult students that will result in increased enrollment, program participation, and decrease in barriers to academic programs. Identify funding through local transportation providers.

Fiscal Management

Narrative

BACAE's Annual Plan aligns to the BACAE Three-Year Plan. All allocations meet the goals, objectives and strategies outlined in the Three-Year Plan.

Approach to Incorporating Remaining Carry-over Funds

The Consortium District members will be using 2019-2020 carry-over funds to support the transition to fully online and providing Distance Learning to all our Adult Education students through: offering staff professional development, provision of digital devices; providing WiFi accessibility; delivering integrated digital literacy, and purchasing web-based software that is aligned with OTAN and IDEAL Consortium Distance Learning guidelines.



2019-20 BACAE Allocation	\$926,679
2020-21 Proposed BACAE COLA	\$21,221
2020-21 Proposed BACAE Allocation	\$947,900
May Revise Budget Cut	\$114,748
Revised 2019-20 BACAE Allocation	\$833,152
July Revise Budget	926,679

2020-2021 CFAE with May Revise

Governor's May Revised Budget

Governor's
July Revised
Budget

Agency	2019-20 CFAD	% of Allocation	COLA- PARKED- WITH FISCAL AGENT	Governor's February Allocation (CFAD)	12.1055314889466%	COLA- PARKED- WITH FISCAL AGENT	Revised CFAD Allocation 2020-2021	2020-21 CFAD
Baker Valley Adult School								
TOTAL	\$64,348	7%		\$64,348	\$7,790		\$56,558	\$64,348
Barstow Community College								
TOTAL	\$308,455	33%	\$21,221	\$329,676	\$39,909	\$18,652	\$289,767	\$308,455
Barstow Adult School								
TOTAL	\$345,507	37%		\$345,507	\$41,825		\$303,682	\$345,507
Silver Valley Adult School								
TOTAL	\$208,369	22%		\$208,369	\$25,224		\$183,145	\$208,369
TOTAL	\$926,679			\$947,900	\$114,748		\$833,152	\$926,679