



Barstow Area Consortium for Adult Education

Board **MINUTES**

Barstow Community College, Administration Conference Room

Tuesday, March 16, 2021 (2:00 p.m. – 4:00 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://barstow-edu.zoom.us/j/94538921984>

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: **2:04 p.m.**

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input type="checkbox"/> Cecil Edwards	<input type="checkbox"/>	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/>	<input checked="" type="checkbox"/> Herbert English
			<input checked="" type="checkbox"/> Pattie Alaimalo
			<input type="checkbox"/> Terri Walker
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input checked="" type="checkbox"/> Michelle Colleoc
Silver Valley	<input type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Brice Scott	<input checked="" type="checkbox"/> Amy McLaren
Consortium Staff	<input type="checkbox"/> Elena Rivera	<input checked="" type="checkbox"/> Mitch Rosin	<input checked="" type="checkbox"/> Jackie Diaz

1. [Ⓜ]Approval of Minutes – February 22, 2021

Motion to approve by S.Godfrey; 2nd by B. Scott

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 CAEP Deadlines – Upcoming March 2021


- Mar 1: 18/19 and 19/20 and 20/21 Member Expense Report due in NOVA (Q2) - **COMPLETED**
- Mar 1: Close out of 18/19 Member Funds due in NOVA - **COMPLETED**
- Mar 31: 18/19 and 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q2) - **COMPLETED**
- Mar 31: Close out of 18/19 funds in NOVA certified by Consortia in NOVA - **COMPLETED**
- Mar 31: End of Q3

April 2021

- Apr 30: Student Data due in TOPSPro (Q3)

4.2 [Ⓜ]CAEP Webinar: Effective Practices – Transitions (PowerPoint and Brief)

- 4.3 ³CAEP Guidance: Notice of Targeted Technical Assistance (TTA) for Consortia Effectiveness
M.Rosin- Targeting 5 consortia for assistance starting July 1st they will be assigned to provide technical assistance, the criteria is WASP or WIOA
- 4.4 Member Program Update: BAS
M.Colleoc- There are currently 285 students enrolled, 187 in high school diploma, 98 in HSC. 7 current graduates. Made a new breakthrough progress with a student who has been with BAS for 8 years. Brice has been assisting BAS with Chromebooks.
- 4.5 Member Program Update: BCC
E.Bag- Continuing to explore on campus facilities to renovate for the innovation entrepreneur center. Elena is in preliminary conversation with researcher Helga Wild to look at a follow up on the impacts of Covid-19 to our Barstow Community, with the interest of bringing people back that have been devastated by the virus and try to understand them.
J.Diaz- Elena and the Ad. Ed. team is currently working on CASAS testing with ESL students, working around their schedule. They are also working on an ESL survey that will end on March 30th.
- 4.6 Member Program Update: BVUSD
No report
- 4.7 Member Program Update: SVUSD
B.Scott- They are currently receiving many students from Barstow Adult School. 110 total students enrolled, 6 student in the ESL program, breaking record on the most ESL students enrolled in the SVUSD so far the ESL students are using the program to the fullest extent and are very proud of it. Total of 8 graduations with one recent graduation occurring the day before, continuing CASAS testing and trying to make changes to support the students who test.
- 4.8 BCC Fiscal Agent Report
P. Alaimalo- Reports that all warrants for all the districts have been redeemed and they have just processed the April invoices. No one cashed checks.
- 4.9 ³Marketing & Social Media Update: Phoenix Design
M.Rosin- Numbers continue to be pretty strong, we are getting five-thousand post reaches for the prior 30 days and 203 post engagements. The board previously asked for a targeted ad campaigns and the demographics for male and female ratio of 35 to 44. English is still the predominate language. The web traffic continues to fluctuates but an increase is shown in March, possibly due to people enrolling.
5. Discussion Items
- 5.1 ³CFAD Allocations for 2021-2022
M.Rosin- This will be a voting item in the next boarding meeting.

					
2020-21 BACAE Allocation	\$926,679				
2021-22 Proposed BACAE COLA	\$13,899				
2021-22 Proposed BACAE Allocation	\$940,578				
Agency	2020-21 CFAD	% of Allocation		Portion of COLA based on % of Allocation	Tentative 2021-22 CFAD
Baker Valley Adult School					
TOTAL	\$64,348	7%		\$965	\$65,313
Barstow Community College					
TOTAL	\$308,455	33%		\$4,626	\$313,081
Barstow Adult School					
TOTAL	\$345,507	37%		\$5,182	\$350,689
Silver Valley Adult School					
TOTAL	\$208,369	22%		\$3,125	\$211,494
TOTAL	\$926,679				\$940,578

6. Action Items – NONE

7. Announcements

7.1 Conferences

- March 21 – 24, 2021: COABE – Virtual
- March 3, 2021: CCAOE – Virtual
- April 21 – 23, 2021: CCAE – Virtual
- April 30 – May 1, 2021: Career Non-Credit Education Institute – Virtual
- June 14 – 16, 2021: CASAS – Virtual

7.2 2020-2021 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 3rd Tuesday of the Month)

2021
April 20, 2021 – CFAD Vote
May 18, 2021
June 15, 2021 – Annual Plan Retreat

7.3 BACAE Working Group Meetings (Zoom)

2021
March 11, 2021 Cancelled
April 8, 2021 Cancelled
May 13, 2021

M.Rosin- Stakeholder's Meeting on March 25 is moved to April 1; April 1 Working Group is now the Stakeholders Meeting; April 8 Working Group is cancelled due to Spring Break.

8. Adjournment: **2:21 p.m.**

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



March 15, 2021

To: Elena Rivera, Patricia Alaimalo, and Mitch Rosin

From: The CAEP Office

Subject: Notice of Selection of Targeted Technical Assistance (TTA) for Consortia Effectiveness

Dear Elena, Patricia, and Mitch,

The CAEP Office is pleased to inform you that you have been selected for Targeted Technical Assistance (TTA) beginning in March 2021. The purpose of the TTA is to provide consortia leads and their members with structured, intensive coaching and support to positively effect consortia and member outcomes. Refer to the [memo](#) released via email on March 2 by the CAEP Office that announced and described this new form of technical assistance to our adult education field.

A number of criteria factored into the selection process. Some of these criteria included non-WIOA status, rural or remote location, enrollments, outcomes, and program cost-per-participant data available at the time of selection, and current access to professional development services through State Leadership Projects (CALPRO, CASAS, OTAN) and the CAEP contractors (CAEP TAP, West Ed, CASAS). The CAEP Office intends to provide more equitable access to supports and services through this project and hopes that it is of great benefit to the consortia chosen to participate.

Within a week of receipt of this letter, your assigned TTA coach will reach out to you as the consortium lead to further discuss the targeted technical assistance activities and expectations. Your consortium's assigned coach is Ryan de la Vega. The primary contact for the coach will be the consortia director(s); however, many activities will benefit from having other consortium members and partners involved. One of the first activities will be to conduct an in-depth, self-assessment and analysis of consortium data with your coach. This first phase of TTA will occur between now and June 30, 2021. Consortia will be encouraged to continue with TTA for an additional 12 months to fully implement and measure established goals from Phase 1.

Due to the ongoing pandemic, all coaching and supports will occur virtually at this time. We will reevaluate site visits as it becomes safe to do so. Coaches will work with consortia leads to determine communication methods, intensity of services, and deliverable timelines. The CAEP Office will also request periodic evaluation and feedback from consortia throughout the TTA process.

The California Adult Education Program – Technical Assistance Project (CAEP TAP) and Outreach and Technical Assistance Network (OTAN) have been contracted to lead the TTA process on behalf of the State CAEP Office.

If you have any questions regarding this memo, please contact CAEP TAP at tap@caladulted.org or by calling 888-827-2324.

Sincerely,

The CAEP Office





CAEP State Priorities Defined

Equity - Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantage populations.

Leadership – Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 Adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.

Learner Transition – Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, pre-apprenticeship, bridges and boot camps, and mirrored courses.

Marketing - Marketing programs and learner recruitment are ongoing responsibilities for consortium members. It is also vital that local communities understand and support regional consortia. Programs aligned to this area should share successful marketing strategies and practices, such as employing social media in marketing, budgeting for marketing, using data to target marketing efforts, or strategies for keeping marketing current and effective.

Program Development/Curriculum/Classroom - Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.

Program Evaluation – Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs aligned to this area could focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, or engaging stakeholders in the evaluation process.



Technology and Distance Learning – This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.

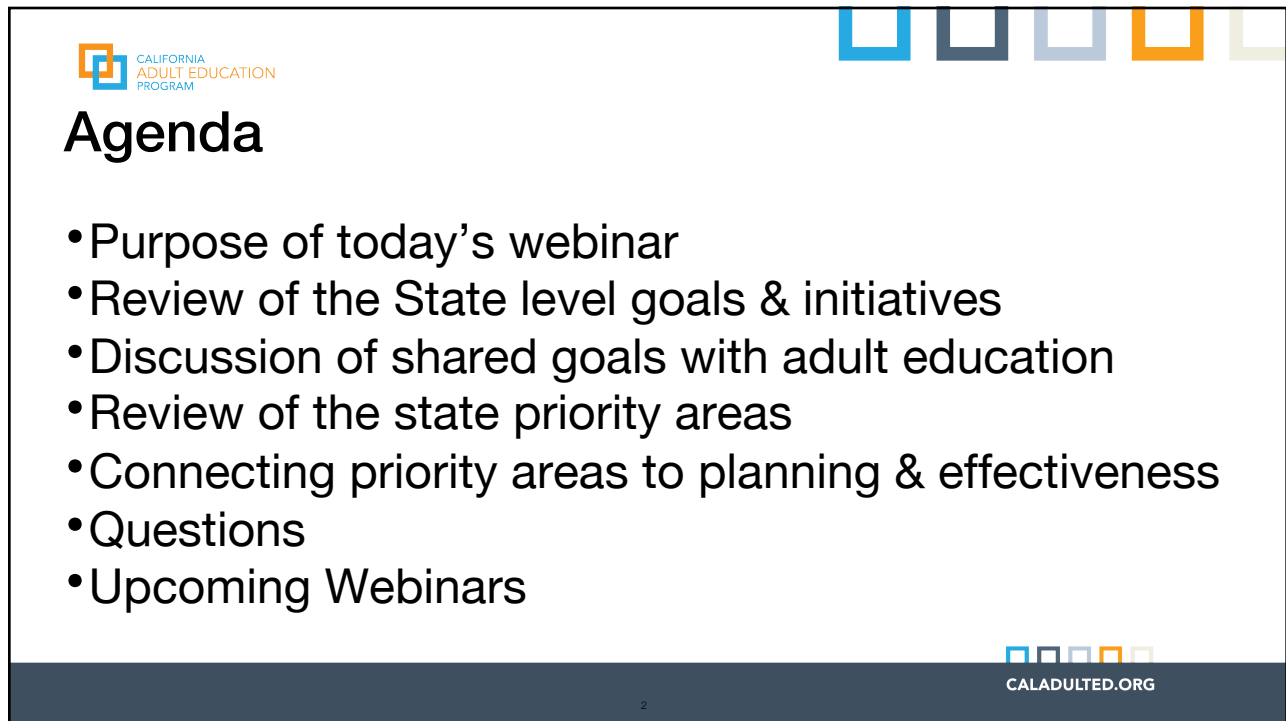




The slide features the California Adult Education Program logo in the top left and a small version in the top right. The main visual is a collage of three images: a woman with glasses looking at a screen, two construction workers in hard hats looking at a tablet, and a nurse in scrubs talking to a patient. Below the images is a dark blue banner with the text 'CAEP State Priorities' and 'Neil Kelly – State CAEP Office'. A row of five small icons is positioned above the banner.

CAEP State Priorities
Neil Kelly – State CAEP Office

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The slide features the California Adult Education Program logo in the top left and a decorative row of five colored squares in the top right. The main content is a list of agenda items. At the bottom right, there is a small version of the logo and the website address 'CALADULTED.ORG'. A small number '2' is centered at the bottom of the slide.

Agenda

- Purpose of today’s webinar
- Review of the State level goals & initiatives
- Discussion of shared goals with adult education
- Review of the state priority areas
- Connecting priority areas to planning & effectiveness
- Questions
- Upcoming Webinars

CALADULTED.ORG

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Purpose of Today's Webinar

- The purpose of today's webinar is to review the State level vision goals and initiatives and how that translates to adult education/noncredit.
- Share the structure and priority areas that will assist in the rollout of professional development to support these efforts
- Discuss how the our shared goals will drive your planning efforts and push for greater member effectiveness.



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State Level Goals and Initiatives

- California Department of Education Superintendent's Initiatives
- The California Community College System Vision Goals



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Superintendent's Initiatives

- Closing the Digital Divide
- Statewide Literacy
- Reducing Chronic Absenteeism
- Closing the Achievement Gap
- Jobs for Tomorrow



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Vision Goals

- Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.



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Vision Goals (cont.)

- Over five years, increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.



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Adult Education Shared Goals

- Increase credential and high school diploma/high school equivalency obtainment.
- Increase transfer to community college credit coursework.
- Decrease unit obtainment and help students achieve the 12 hours of instruction milestone.
- Increase employment for CTE students (and all CAEP students).
- Reduce regional gaps in the 71 CAEP regional consortia.



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State Priority Areas

- Equity
- Leadership
- Learner Transition
- Marketing
- Program Development/Curriculum/Classroom
- Program Evaluation
- Technology and Distance Learning



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Equity

Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantage populations.



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Leadership

Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.



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Learner Transition

Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, dual enrollment, pre-apprenticeship, bridges and boot camps, and mirrored courses.



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Marketing

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Program Development

Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.



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Program Evaluation

Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs aligned to this area could focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, or engaging stakeholders in the evaluation process.



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Technology and Distance Learning

This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.



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Planning & Effectiveness

- 3-Year Plans
- Consortium and member effectiveness
- Governance
- Proposed legislation – data review & carry-over of CAEP funds



Questions





Upcoming CAEP State Priority Webinars

- 4/20/21: What's NonCredit Coding Got to Do with It: Getting the Most Out of Your Data (Program Evaluation)
- 4/27/21: Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard (Program Evaluation)
- 4/28/21: CAEP Data Dive (Program Evaluation)
- 4/30/21: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement (Program Evaluation)
- 5/5/21: Three-year Consortium Planning Using the AEP Dashboard (Program Evaluation)
- 5/7/21: Utilizing SB554 Deeper Dive (Learner Transition)



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Upcoming CAEP State Priority Webinars

- 5/12/21: Why Do My Data Reports Look Different: AEP Dashboard and CASAS TopsPro Enterprise (Program Evaluation)
- 5/14/21: Regional Recruitment Deeper Dive (Marketing)
- 5/18/21: Barriers to Education (Equity)
- 5/19/21: What's it all About: CB 21, NRS Educational Functioning Levels, and Curriculum Alignment (Program Evaluation)
- 5/21/21: Role of Adult Education in Economic Recovery (Program Development)
- 5/25/21: Performance Goals (Program Evaluation)
- TBD: "Beyond Emergency Remote Teaching: Strategies and Resources to Promote Collaboration and Equity for Effective, Sustainable, Technology-driven Instruction." (Curriculum)



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The screenshot displays the CAEP TAP website interface. At the top left is the logo for the California Adult Education Program. The main heading reads "Request Support from CAEP TAP". Below this is a navigation bar with links for HOME, STUDENTS, EDUCATORS, ADMINISTRATORS, and EVENTS. A search bar is located in the top right corner. The central content area is titled "Technical Assistance Project (TAP)" and includes a brief description of the service. A light blue box prompts users to log in or register. Below this are three main action buttons: "Submit a Support Request" (with a plus icon) and "View My Support Requests" (with a list icon). The footer contains contact information, legal links, and logos for the Adult Education Block Grant and the California Community Colleges.

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**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

March 29, 2021

Dear Adult Educators:

Subject: Student Funding in Adult Education Programs

California state law mandates compulsory education for students through 18 years of age. Students that have not completed the course work for a high school diploma may continue through age 20 provided that they are continuously enrolled or concurrently enrolled in the K–12 system. It is the fiscal responsibility of the K–12 district, through the collection of average daily attendance and local control funding, to cover all the costs of educating continuously enrolled and concurrently enrolled students that may attend an Adult Education Program for credit courses toward a high school diploma.

Students over the age of 18 who have dropped out at any age and elect to complete their high school diploma program must do so in an Adult Education Program, either at a community college where high school diplomas are offered, or through a K–12 adult education school. Funds to provide educational programs for these students are available through the California Adult Education Program (CAEP) budget and the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA). These students do not generate average daily attendance funds for the school district or the adult school. Therefore, services are limited by the monetary allocations from the CAEP budget and WIOA, Title II: AEFLA funds provided to the adult education agencies.

Students under 18 may enroll in an adult education school only for purposes of making up credits toward graduation, or taking enrichment courses not offered at the K–12 comprehensive high school. This enrollment must be accompanied by permission from the school counselor and, in addition, the student's parent or legal guardian. The district must insure that the adult education school can meet the educational needs of the student. The district must also incur all legal liability and is responsible for all costs using funds collected through K–12 average daily attendance and local control funding. The district may not use CAEP or WIOA, Title II: AEFLA funds for these students regardless of the courses taken.

If you have any questions regarding this subject, please contact the Adult Education Office by email at adulthoodeducation@cde.ca.gov.

Sincerely,

Carolyn Zachry, Ed.D., Education Administrator and State Director
Adult Education Office


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AB-1491 Adult education: consortia: carryover of allocated funds. (2021-2022)

SHARE THIS:



Date Published: 03/26/2021 04:00 AM

AMENDED IN ASSEMBLY MARCH 25, 2021

CALIFORNIA LEGISLATURE— 2021-2022 REGULAR SESSION

ASSEMBLY BILL

NO. 1491

Introduced by Assembly Member McCarty

February 19, 2021

~~An act to amend Section 66030 of the Education Code, relating to public postsecondary education. An act to amend Sections 84901 and 84914 of, and to add Section 84914.5 to, the Education Code, relating to adult education.~~

LEGISLATIVE COUNSEL'S DIGEST

AB 1491, as amended, McCarty. ~~Public postsecondary education: educational equity. Adult education: consortia: carryover of allocated funds.~~

Existing law establishes the Adult Education Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Existing law requires the chancellor and the Superintendent, with the advice of the executive director of the State Board of Education, to divide the state into adult education regions and approve one adult education consortium in each of those regions. Existing law authorizes a community college district, school district, or county office of education, or a combination of these entities in a joint powers authority, to be members of an adult education consortium. Existing law requires, as a condition of receipt of an apportionment from the program, that an adult education consortium approve a distribution schedule for apportionment to members of the consortium.

This bill would provide requirements and procedures to be followed when a member of an adult education consortium, or the consortium itself, has a carryover, as defined, of funds from the immediately preceding fiscal year. The bill, on and after July 1, 2022, with certain exceptions, would generally prohibit a member of an adult education consortium and the consortium itself from carrying over more than 15% of its allocation from the immediately prior fiscal year. The bill would authorize the consortium to reduce the annual allocation for a member if the consortium finds that the member has unspent funds remaining from the immediately prior fiscal year. The bill would require a consortium member to certify its expenditures for the immediately prior fiscal year on or before September 1, and for the consortium itself to do the same on or before October 31.

~~Existing law states the intent of the Legislature that public higher education strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or certain specified~~

~~characteristics, a reasonable opportunity to develop fully their potential:~~

~~This bill would make a nonsubstantive change to that statement of legislative intent.~~

Vote: majority Appropriation: no Fiscal Committee: ~~no~~yes Local Program: no

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

SECTION 1. *Section 84901 of the Education Code is amended to read:*

84901. For purposes of this article, the following definitions shall apply, unless otherwise specified:

(a) "Adult" means a person 18 years of age or older.

(b) "Carryover" means the annual amount of unspent adult education program funds from prior fiscal years expressed as a percentage of the current fiscal year's allocation.

~~(b)~~

(c) "Consortium" means an adult education consortium approved pursuant to this article.

~~(c)~~

(d) "Executive director" means the executive director of the State Board of Education.

~~(d)~~

(e) "Program" means the Adult Education Program established by Section 84900.

SEC. 2. *Section 84914 of the Education Code is amended to read:*

84914. (a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

(1) The amount of funds to be distributed to each member of the consortium for that fiscal year.

(2) A narrative justifying how the planned allocations are consistent with the adult education plan.

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

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(D) The member has unspent funds remaining from the immediately prior fiscal year that exceeds a percentage of the current fiscal year's allocation that was previously agreed to by the members of the consortium.

(2) A member shall not maintain a carryover of more than 15 percent for more than two fiscal years.

(3) On or after July 1, 2022, the members of the consortium may vote on whether to reduce the allocation of a member that has exceeded the carryover limit of 15 percent in the immediately prior fiscal year, and in such an instance, each member of the consortium shall have one vote.

~~(2)~~

(4) For any *fiscal* year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount

of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.
- (c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

SEC. 3. *Section 84914.5 is added to the Education Code, to read:*

84914.5. (a) *On or before September 1 of each fiscal year, a member of a consortium shall certify its expenditures for the immediately prior fiscal year.*

(b) *On and after July 1, 2022, and except as provided in subdivision (b) of Section 84914, all of the following shall apply:*

(1) *No more than 15 percent of a member's annual allocation may be carried over into the next fiscal year by a member of a consortium unless a written plan for expenditure aligned with the adult education plan is approved by the members of the consortium by October 31 of that fiscal year in accordance with the consortium's governance process.*

(2) *In any fiscal year, a member's plan to exceed 15 percent carryover from the immediately prior fiscal year shall be submitted to the consortium on or before September 30. The plan shall become effective only upon its approval by the consortium.*

(3) *In any fiscal year, a member with a carryover exceeding 15 percent without a plan approved pursuant to this subdivision shall be deemed ineffective, and its allocation shall be reduced in the next fiscal year by the amount equal to the amount over 15 percent for reallocation to other members of the consortium.*

(c) (1) *On or before October 31 of each fiscal year, a consortium shall certify its expenditures for the immediately prior fiscal year.*

(2) *On and after July 1, 2022, both of the following shall apply:*

(A) *No more than 15 percent of the consortium's annual allocation may be carried over to the next fiscal year.*

(B) *A consortium that carries over more than 15 percent of its annual allocation shall have its allocation reduced in the next fiscal year by the amount equal to the amount over 15 percent that the consortium carried over in the immediately prior fiscal year.*

~~SECTION 1. Section 66030 of the Education Code is amended to read:~~

~~66030.(a)It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or the characteristics listed in Section 66270, a reasonable opportunity to develop fully their potential.~~

~~(b)It is the responsibility of the governing boards of institutions of higher education to ensure and maintain multicultural learning environments free from all forms of discrimination and harassment, in accordance with state and federal law.~~



BARSTOW
AREA
CONSORTIUM
FOR **A**DULT **E**DUICATION

SOCIAL MEDIA REPORT

Apr 2021

FACEBOOK PAGE SUMMARY

Page Views

March 18 - April 14

74

Total Page Views ▲4%

Post Reach

March 18 - April 14

2,467

People Reached ▼55%

Post Engagement

March 18 - April 14

74

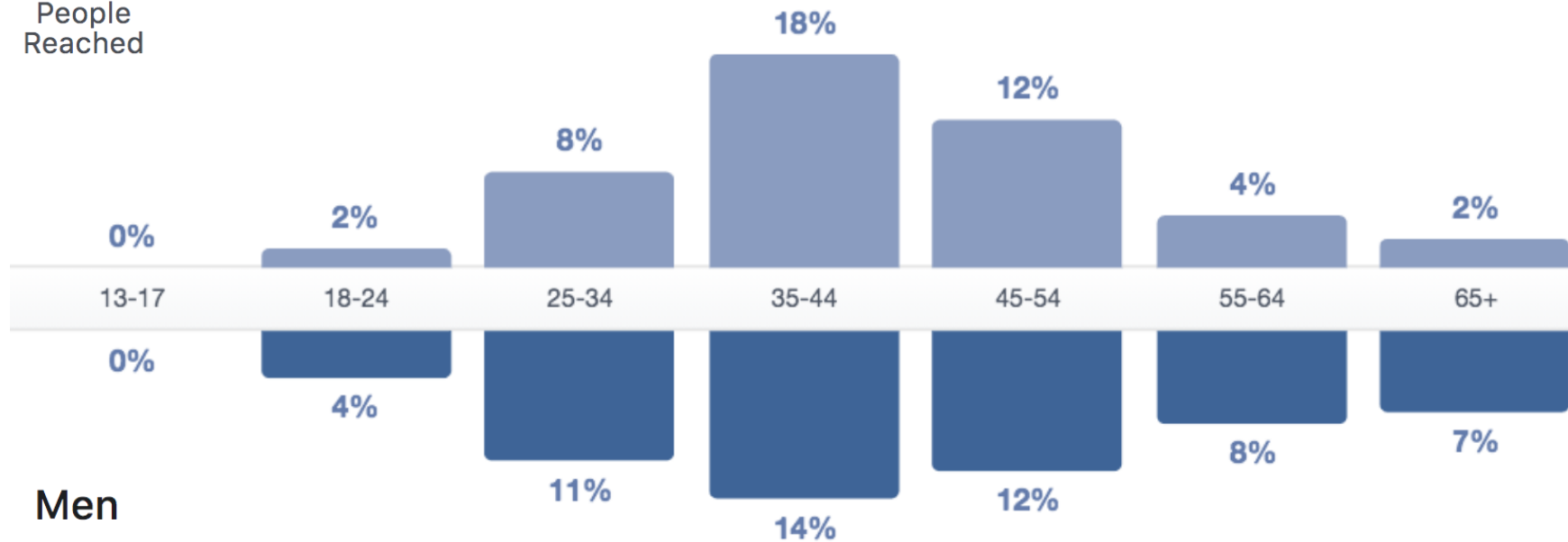
Post Engagement ▼65%

Social Media Audience

– Gender and Age –

Women

46%
People Reached



Men

54%
People Reached

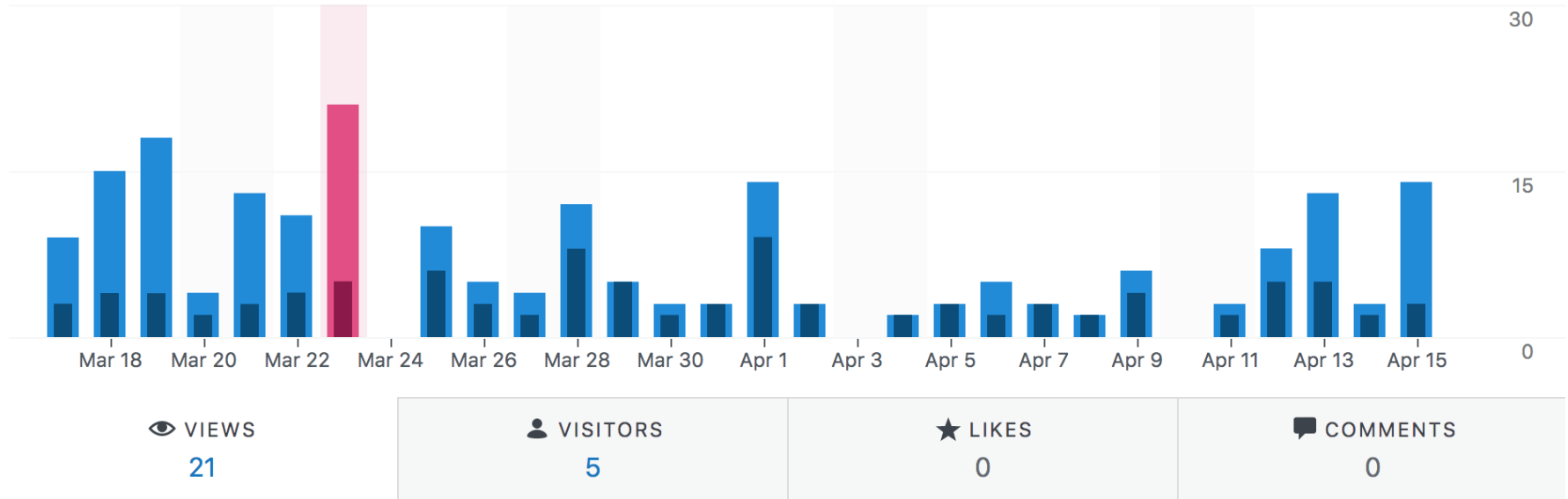
Social Media Audience

– Language Group –

Language	People Reac...
English (US)	1,562
Spanish	566
Spanish (Spain)	56
English (UK)	22
French (France)	5
Simplified Chinese (Chi...	4
Arabic	3
Korean	2
Russian	1
Italian	1
Hindi	1

Portuguese (Brazil)	1
German	1
Malay	1
Vietnamese	1

BARSTOW WEBSITE TRAFFIC



MARCH 23, 2021

- Views: 21
- Visitors: 5
- Views per Visitor: 4.20












BARSTOW WEBSITE TRAFFIC AND PAGE PER VIEW

Stats for 30 days ending April 15, 2021 (Summarized)

Title	Views
Home	109
Programs & Classes	49
Contact Us	27
Consortium Meetings	20
Consortium Documents	6
Home page / Archives	1

BARSTOW WEBSITE LINKS CLICKS

Stats for 30 days ending April 15, 2021 (Summarized)

Referrer	Views
  Search Engines	38
 frc.edu	... 30
  Facebook	19
 pcoe.k12.ca.us	... 8
 frc.hiretouch.com	... 5
 bradleylive.xyz	... 1
 kellyonline.xyz	... 1
 primoblog.xyz	... 1
 frmzd.johnnyhaley.top	... 1