



Barstow Area Consortium for Adult Education

Board **MINUTES**

Barstow Community College, Administration Conference Room

Tuesday, June 6, 2023 (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

Meeting URL: <https://barstow-edu.zoom.us/j/88613207682> Meeting ID: 886 1320 7682

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 pm

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input checked="" type="checkbox"/> Cecil Edwards	<input type="checkbox"/>	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/>	<input type="checkbox"/> Terri Walker
Barstow AS	<input type="checkbox"/> Scott Godfrey	<input type="checkbox"/>	<input checked="" type="checkbox"/> Michelle Colleoc
Silver Valley	<input type="checkbox"/> Jeff Youskievicz	<input type="checkbox"/> Brice Scott	<input type="checkbox"/>
Consortium Staff	<input type="checkbox"/> Elena Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/> Katherine Matta
Guests	<input checked="" type="checkbox"/> Hasani X	<input type="checkbox"/> Amy McLaren	<input checked="" type="checkbox"/> Heather Bradford
	<input checked="" type="checkbox"/> Sonia Reay		

1. [Ⓜ]Approval of Minutes – May 2, 2023

Motioned to approve by C. Edwards; 2nd by E. Bagg Passed Unanimously

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. Guest Speakers – Heather Bradford, Sonia Reay, Hasani X

- 4.1 Hasani X reported summary of year-long inquiry on marketing
- 4.2 Heather Bradford report on the 2022-2023 Ft. Irwin BSEP program and data
- 4.3 Sonia Reay reported a brief of the BCC CTE non-credit certificate program at SBC Probation

5. Consortium Director’s Report

5.1 Director’s Updates – E. Rivera shared the following:

- Reminded District Members there is no meeting in July, however, she would be working with each District Member and stakeholders to contribute to the BACAE 2023-2024 Annual Plan.
- Each BACAE Adult School will now have a BCC College Corner bulleting board to promote opportunities for students to transition to the college and obtain job seeking opportunities.

- A BACAE Community Resource Guide is being developed to highlight available services for AE students.

5.2 CAEP Upcoming Deadlines & Other Dates –

- June 1: 21/22 and 22/23 Member Expense Report due in NOVA (Q3) - COMPLETED
- June 30: 21/22 and 22/23 Member Expense Report certified by Consortia in NOVA (Q3)
- June 30: End of Q4
- July 15: Student Data due in TOPSPro (Q4) FINAL
- Aug. 15: Annual Plan for 2023-2024 due in NOVA
- Sept. 1: 21/22 and 22/23 Member Expense Report due in NOVA (Q4)
- Sept. 1: July 1, 2022 to July 30, 2023 Instructional Hours and Expenses by Program Area due (Estimates only) in NOVA
- Sept. 1: 22/23 Certification of Allocation Amendment due in NOVA
- Sept. 30: 21/22 and 22/23 Member Expense Report certified by Consortia in NOVA (Q4)
- Sept. 30: End of 2023-2024 Q1

5.4 Member Program Update: BAS – M. Colleoc report there are 264 students enrolled, Graduation on May 20 had 78 graduates and 2 GED certificates. BAS will be open during the summer for GED students. Coordinator and 2 staff members will be attending the CASAS Summer Institute.

5.5 Member Program Update: BCC – E. Bagg reported BCC enrollment is strong that is exceeding pre-COVID rate. Consultant Hasani X has been E. Rivera reported GED prep will continue in the summer term. CASAS Pre/Posting numbers are improving with the collaboration of AE & TLSC team efforts. Each of the BCC AE program numbers are growing due to collaboration and marketing.

5.6 Member Program Update: BVUSD – C. Edwards reported that AE classes will continue during the summer. Eight students have enrolled at BCC, thanks to the BCC Outreach visits.

5.7 Member Program Update: SVUSD – B. Scott shared there were 15 AE HS graduates. Current students will continue to be served during the summer and enrollment is continuous.

5.9 BCC Fiscal Agent Report: T. Walker reported all June 2023 invoices are being processed. Currently BVUSD has 1 outstanding warrant. She reminded the board that July & August invoices will be processed together as soon as final allocation is approved.

5.10 Marketing & Social Media Update: May 2023 Report by Phoenix Design was reviewed. District Members would like to for more social media post to be made to increase engagement.

6. Discussion Items

6.1 BACAE Governance Plan – 2023-2024 Each District Member must have 2 voting members on the BACAE Board. Each of the District Members will have board approved new board at the beginning of 2023-2024 academic year.

6.2 BACAE Board Meeting Dates & Locations for 2023-2024 – AB 2449
 It was moved for the BACAE board meeting to move to be in-person starting in August 2023. Meetings will continue to be on the first Tuesday of the month, however the time will change to 8am to 10pm (except for Aug. 1). The meeting will rotate locations to ensure fairness amongst District Members. The schedule will be as follows:

2023-2024 BACAE Board Meetings		
Date	Time	Location
Aug. 1, 2023	2pm – 4pm	BAS
Sept. 5, 2023	8am – 10am	SV
Oct. 3, 2023	8am – 10am	BCC

Nov. 7, 2023	8am – 10am	Baker
Dec. 5, 2023	8am – 10am	BAS
Jan. 9, 2024	8am – 10am	SV
Feb. 6, 2024	8am – 10am	BCC
March 5, 2024	8am – 10am	Baker
April 2, 2024	8am – 10am	BAS
May 7, 2024	8am – 10am	SV
June 4, 2024	8am – 10am	Baker
July 2024	---	Dark

Motion to approve by J. Youskievicz; 2nd by E. Bagg Passed Unanimously

6.3 2023-2024 Annual Plan – Discussion & Feedback

7. Action Items

7.1 [⌘]Approval of BACAE 2023-2024 MOU – All District Members collectively agreed to continue with the BACAE MOU. E. Rivera will send out MOU to each District Member for signatures.
 Motioned to approve by C. Edwards; 2nd by E. Bagg Passed Unanimously

7.2 [⌘]Approval of Contract for Phoenix Design for the 2023-2024 (managed by BCC) – Discussion to have District Members provide more material for posts and to create press releases, event information, and student stories to be uploaded on website and social media.
 Motioned to approve by J. Youskievicz; 2nd by C. Edwards Passed Unanimously

8. Announcements

8.1 Conferences/Webinars

- CASAS National Summer Institute – June 12-15, 2023 - Garden Grove, CA
- GED National Conference – July 18-20, 2023 – NYC
- 6th Consortia Regional Professional Development Day – August 1, 2203 at San Bernardino Valley College

8.2 2022-2023 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 1st Tuesday of the Month)

2022-2023
June 6, 2023 – Annual Plan
July 2023 - DARK

2023-2024	
August 1, 2023 - Annual Plan Vote	September 5, 2023
October 3, 2023	November 7, 2023
December 3, 2023	January 2, 2024 - changed to January 9, 2024 due to winter break
February 6, 2024	March 5, 2024
April 2, 2024	May 7, 2024
June 4, 2024	July 2024 - DARK

9. Adjournment: 3:59 pm Motioned to approve by C. Edwards; 2nd by J. Youskievicz Passed Unanimously



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

SOCIAL MEDIA REPORT

Aug 2023

FACEBOOK PAGE SUMMARY



Reach



4,206

[View details](#)



Post engagement



619

[View details](#)



Link clicks



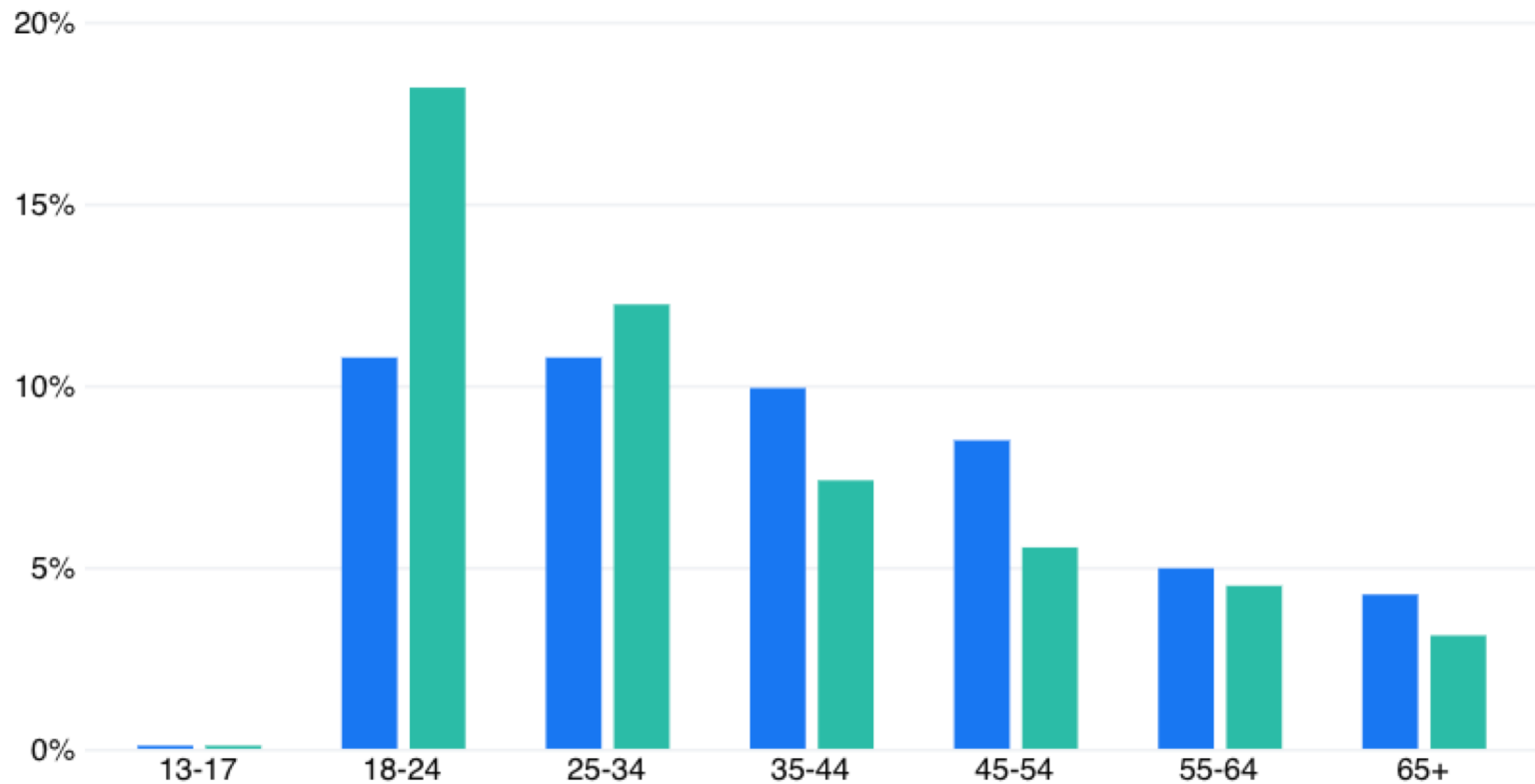
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[View details](#)

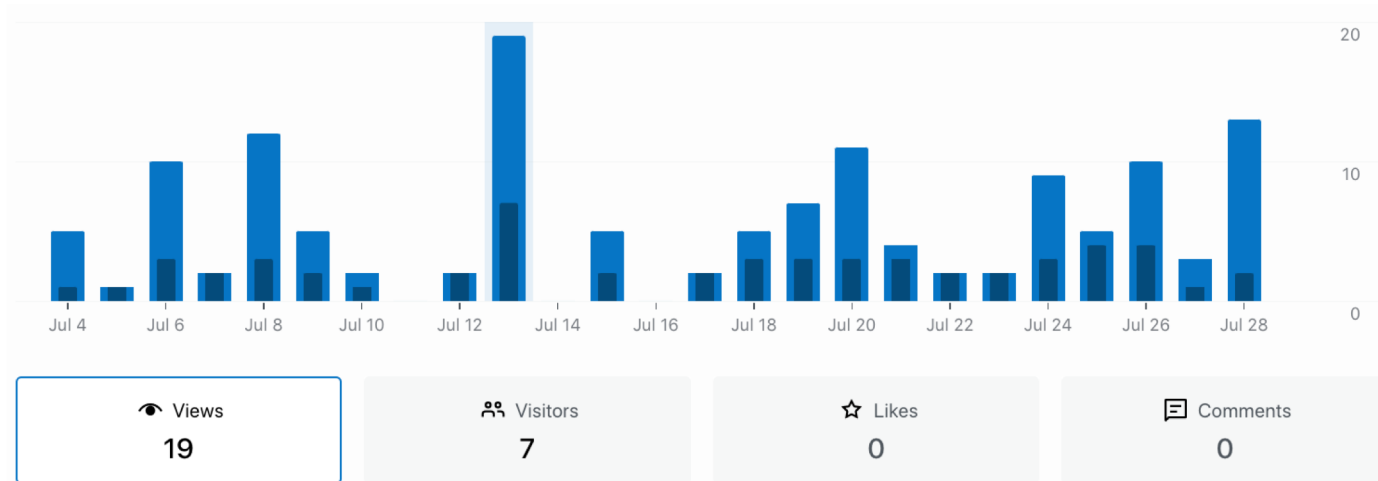
Social Media Audience

– Gender and Age –

49.1% Women 50.9% Men



BARSTOW WEBSITE TRAFFIC



July 13, 2023	
Views	19
Visitors	7
Views Per Visitor	2.71

BARSTOW WEBSITE TRAFFIC AND PAGE PER VIEW

Posts & pages

Views

Home	61
Programs & Classes	30
High School Equivalency – GED	12
Career Technical Education (CTE)	12
English as a Second Language	7
Technology Courses	6
High School Diploma	4
Contact Us	3
Citizenship Preparation	2
Member Schools	2
Consortium Documents	1
In the News	1
Home page / Archives	1
Inglés como segundo idioma	1
Escuelas miembros	1
Equivalencia de educación secundaria – GED	1
Consortium Meetings	1

BARSTOW WEBSITE LINKS CLICKS

Referrers	Views
Facebook	31
Search Engines ▾	7
Instagram ▾	4
barstow.edu	3
barstowaebg-org.cdn.ampproject.org	1
caladulted.org	1
dalcix.marihome.online	1
WordPress Android App	1
helensblog.online	1



Federal and State Update

June 2023



Welcome

Gary Adams

Dean

Workforce & Economic Development Division
Chancellor's Office

Carolyn Zachry, Ed.D.

Education Administrator/State Director, Adult Education Office,
California Department of Education

Agenda



Federal Updates

- WIOA Title II Update
 - Funding
- OCTAE Action Plan
- Primary and Secondary Goals
- Changes at the Federal Level
- Save the Date New Administrator/Agency Orientation

State Updates

- CAEP COLA
- Healthcare Funding
- AB 1491 Carry Over Information
- LAO Report

Federal Update (1)

WIOA Title II-GANS available early July.

- Increase if annual award of 4.11%
- Payment Point Values
 - ABE/ELA-\$416
 - ELCE-\$104
 - ASE-\$588
 - E&E Positive Outcomes-\$21
 - One time funding for exit reporting on E&E-\$100
 - IELCE-\$104
 - IET-\$355
 - Additional subsidy
- All payment points apart from ASE are combined from 2020-21 and 2021-22.

Federal Update (2)

- Assurances Reminder-Starting July 1, 2023.
 - The grantee, in order to limit the number of Periods of Participation, must ensure that no more than 89 consecutive days elapse between course offerings.



Federal Update (2)

OCTAE Action Plan for California

- OCTAE has established performance goals for CA for follow up reporting.
- CA statewide goals of *–either–*
45% use of Student SSN
–or–
60% Student survey response rate.

Breaking

News

Individual Tax Identification Number (ITIN)

Collection begins July 1!

- Spot in TE
- Same procedure as a SSN

ITIN

BREAKING NEWS

Federal Update (3)

- Local providers must collect and report quarterly participant data to CDE on performance outcomes for the exit-based indicators.
- Local providers must submit quarterly reports to CDE on local efforts to prepare participants to respond to post-exit program surveys and evidence of the impact of local efforts on survey response rates.



New Quarterly Deliverable Since January 2023

Select the ways your agency is preparing participants to respond to the Employment and Earnings program surveys to improve response rates. This requirement **does not apply** if your data submission is for a Section 225 program.

The role of the CAEP office is to develop policies that align to the education code. These policies should support the work in the consortia. While we are two systems working together, just as consortia have worked to blend two systems, we strive to ensure that the differences in our systems don't hinder the implementation of policies and support.

This checklist contains four areas: **Intake & Exit** (collected on this page) and **Follow-up & Administration** (collected on the next page).
Select at least one option from **at least one** of these four areas. If your agency has **not** made any initiatives to improve your responses, please indicate how your agency will do so moving **forward** under "Other Initiatives" (see next page).

Not applicable because this is a Section 225 program

Intake.

- Provided "seamless" and "student friendly" intake procedure
- Emphasized importance of survey and correspondence upon intake
- Ensured it is easy and comfortable for students to provide SSN and other important personal contact information
- Collected accurate Student Contact Information - and review, correct, and update it frequently
- Tracked "at-risk" students with multiple barriers such as "economic migrants"

Exit

- Developed a formal process for student exit similar to intake process
- Identified exiters and provide "warning" in advance about follow-up communication
- t7** Communicated with current students about follow up, not just exited students

Select the ways your agency is preparing participants to respond to the Employment and Earnings program surveys to increase response rates.

If your agency has not made any initiatives to improve your responses, please indicate how your agency will do so moving forward. "Other Initiatives".

The CAEP office is charged with implementing the education code is implemented that we are following the additional items outlined in legislation. We are watching to see if the Governor will sign AB 1491 which address Carry Over. If signed the CAEP office will be following that legislation and implementing the requirements. In addition to that legislation, the CAEP office is excited about the \$130 million dollars in healthcare funding which can truly change the lives of students. Recent Trailer Bill Language will ensure that there is field input.
<Do you want to add information about the workgroup and a new TAP?>

Follow-up

- Developed an "Alumni Program" for previous students
- Considered additional emails (and other communication) to provide "reach out" and "warning" to students about following up
- Identified optimal days and times to contact students

Administration

- Carefully considered which staff are responsible for follow up and documented plan in local policy
- Provided more student level incentives for survey responses and SSN
- Increased students' digital literacy skills
- Appealed to the local district, school board, or college board to develop policy to allow local collection of students' SSN that follows guidelines such as HIPAA and FERPA

Other Initiatives

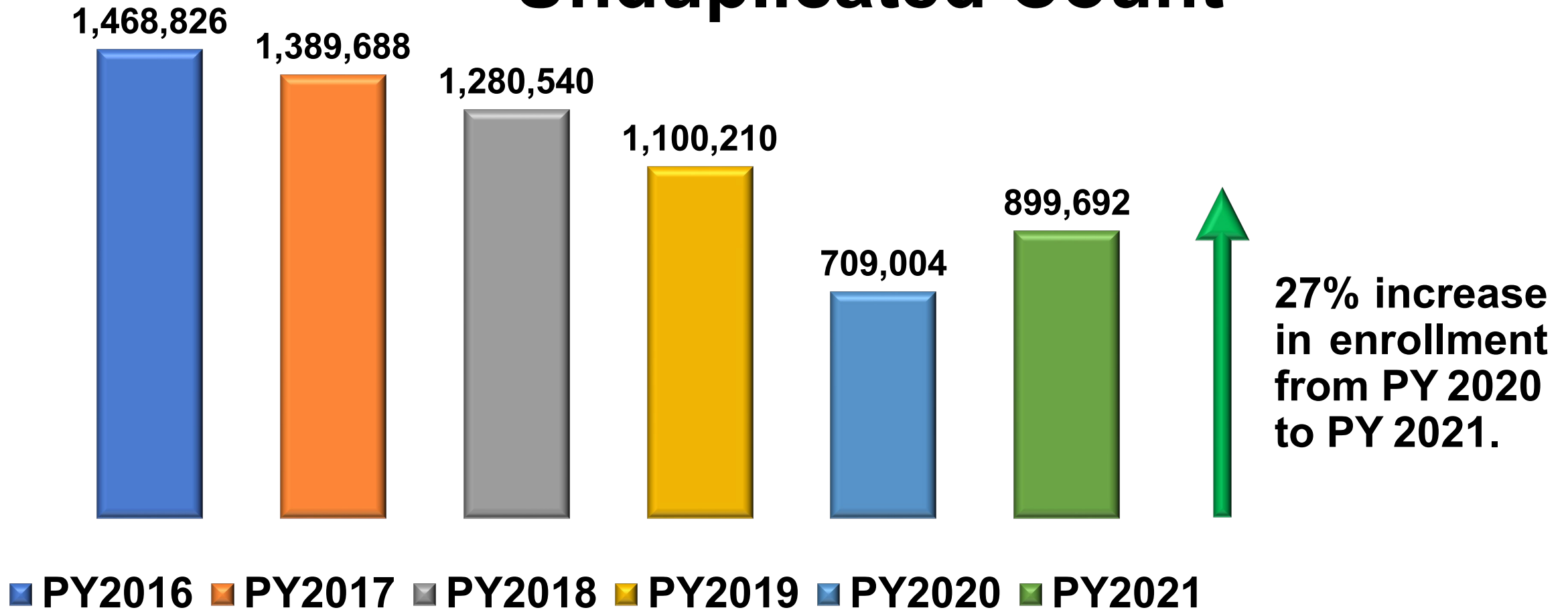
Other Initiatives: Improved contact information validation by establishing weekly in-program communication with participants



Enrollment Trends

Information from the Annual State Directors Meeting

Adult Education Program Enrollment Unduplicated Count



Enrollment by Ethnicity

Source: NRS Table 2

Percent change from PY2020 to PY2021:

**American Indian/ Alaska
Native**

↑ 13.46%

Asian

↑ 31.59%

**Black or African
American**

↑ 20.33%

Hispanic

↑ 34.69%

**Native Hawaiian or Other
Pacific Islander**

↑ 7.51%

White

↑ 16.79%

More than 1 Race

↑ 30.35%

**American Indian or Alaska
Native**

7,599

8,622

Asian

55,923

73,591

Black or African American

135,267

162,772

Hispanic

316,636

426,490

**Native Hawaiian or Other
Pacific Islander**

2,796

3,006

White

173,129

202,199

More than one race

17,654

23,012

■ PY2020

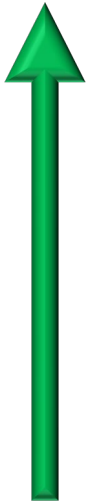
■ PY2021

Source: NRS Table 3

Enrollment by Age

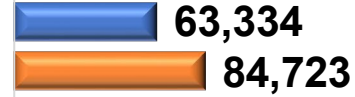
Percent increase
for each age group:

16-18	34%
19-24	23%
25-44	25%
45-54	30%
55-59	30%
60+	36%

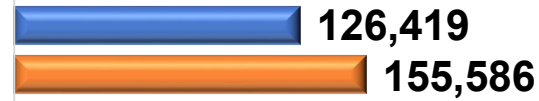


60 and Older

16-18



19-24



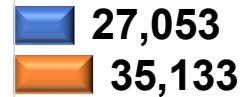
25-44



45-54



55-59



■ PY2020

■ PY2021



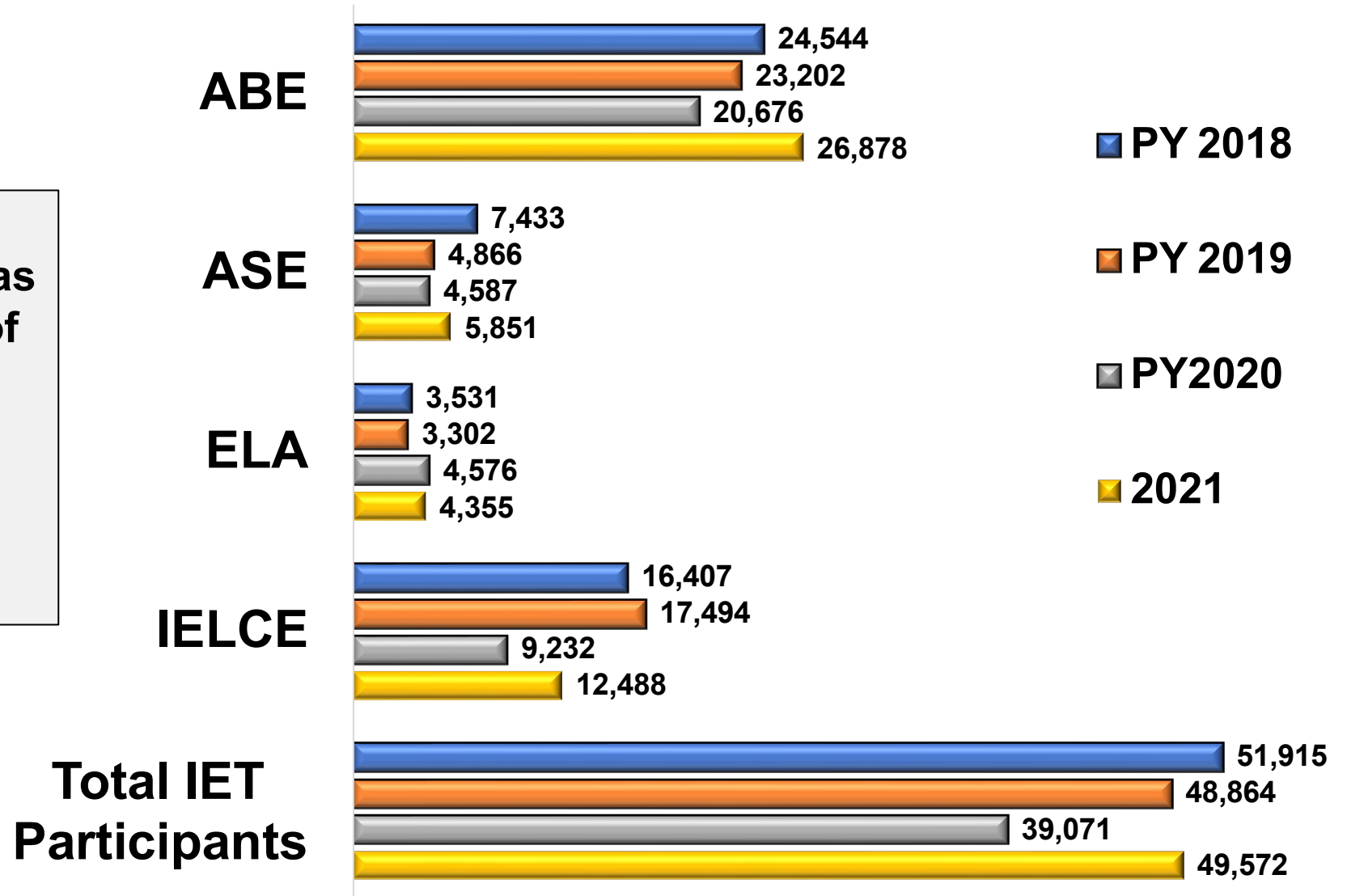
Top Reported Barriers to Employment

English Language Learners, Low Levels of Literacy, Cultural Barriers	847,120*
Low-Income Individuals	255,598
Single Parents (Incl. single pregnant women)	79,432
Ex-offenders	67,699
Long-term Unemployed (27 or more consecutive weeks)	62,750
Individuals with Disabilities (incl. youth)	40,715

*All Title II participants should be reported as English Language Learners, Low Levels of Literacy, Cultural Barriers.

Enrollment in IET Programs

Total IET participation reported in PY 2021 was 49,572 which is 5.5% of total enrollment. IET experienced an increase in enrollment of 10,501 participants (+27%) over PY2020.



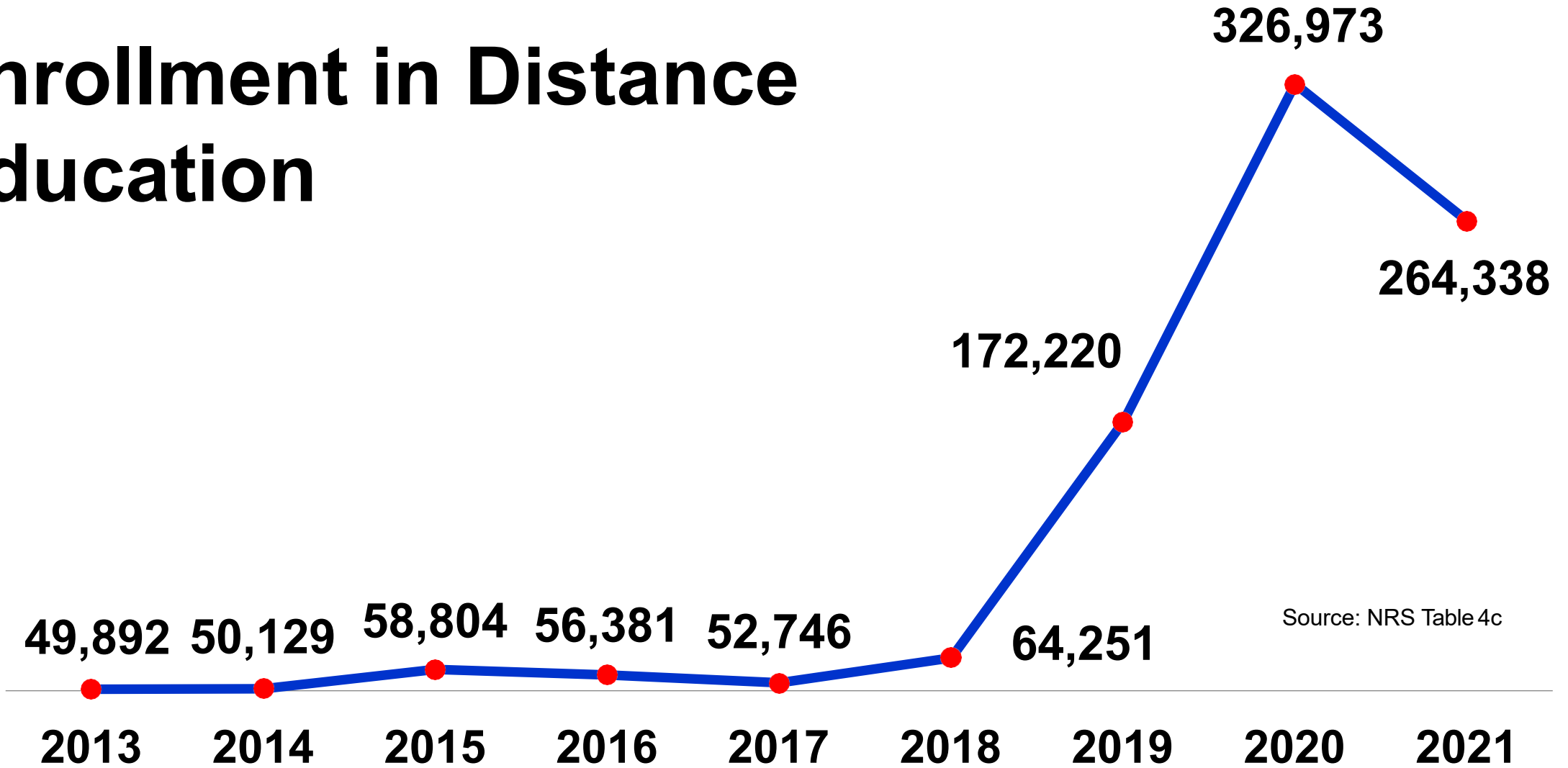
Source: NRS Table 3



Distance Education



Enrollment in Distance Education

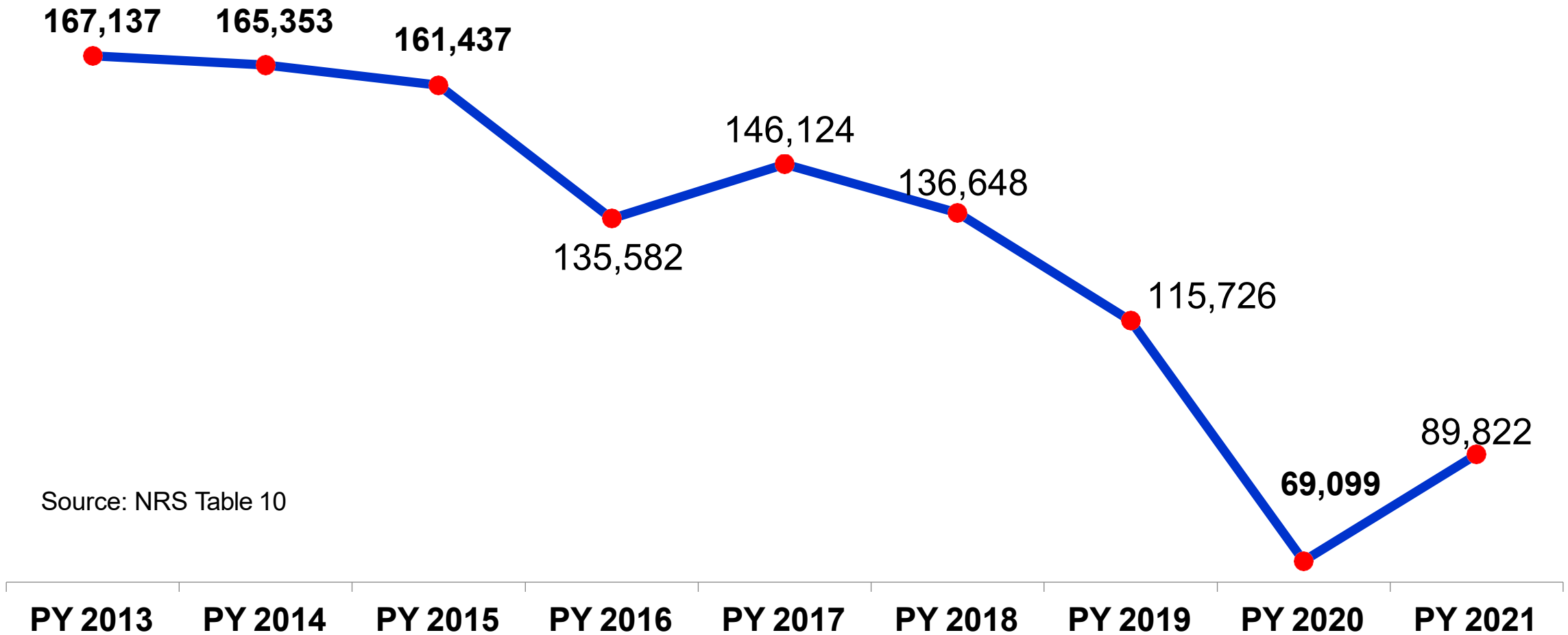


Source: NRS Table 4c

Corrections Education

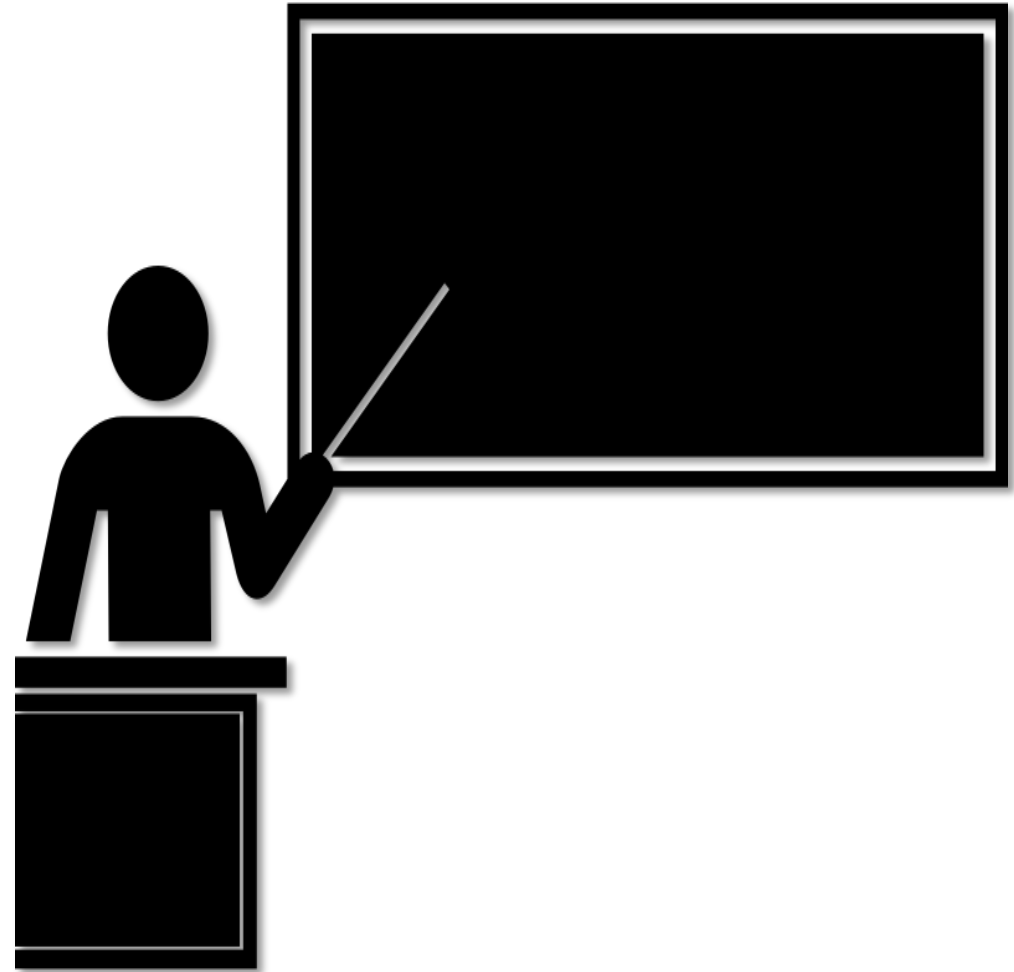


Enrollment in Corrections Education



Source: NRS Table 10

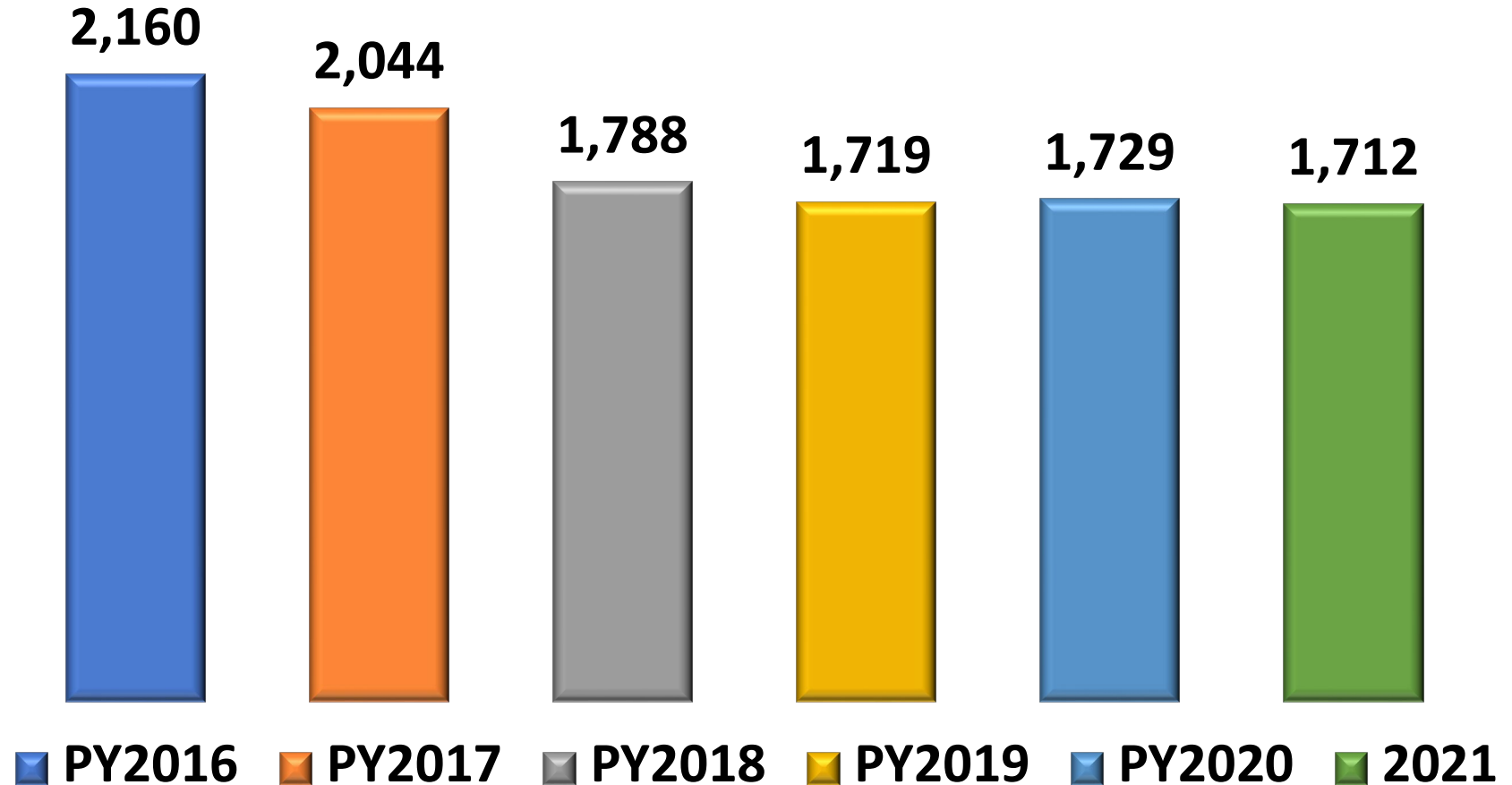
Providers and Services





Adult Education Program Providers

Holding steady –
1% decrease in the
number of adult
education
providers from PY
2020 to PY 2021.

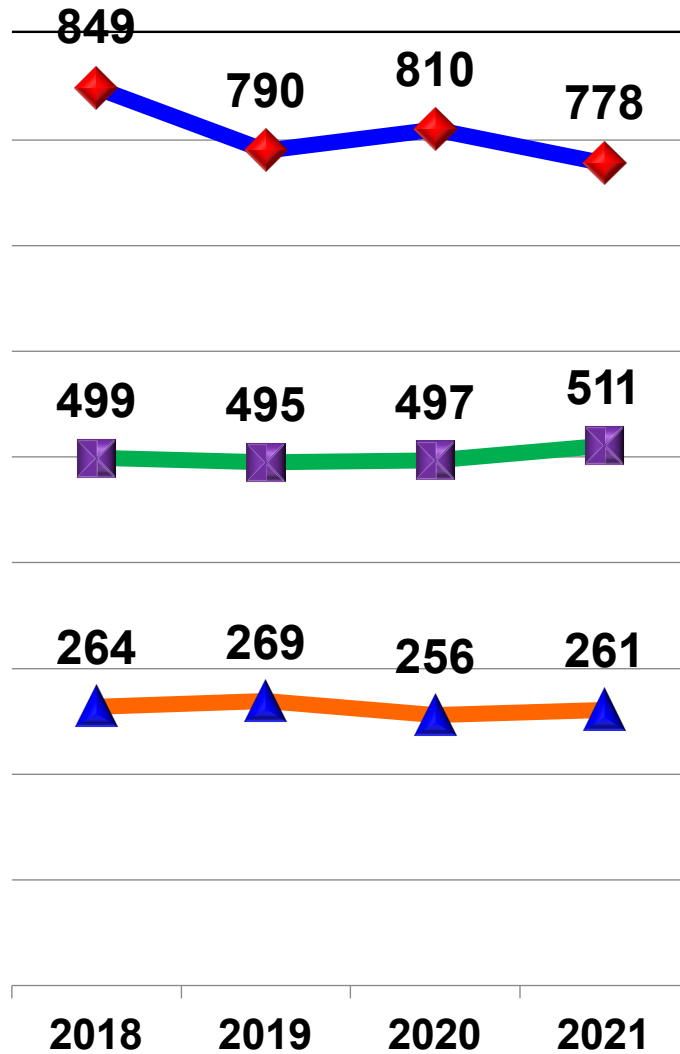


Source: NRS Table 14

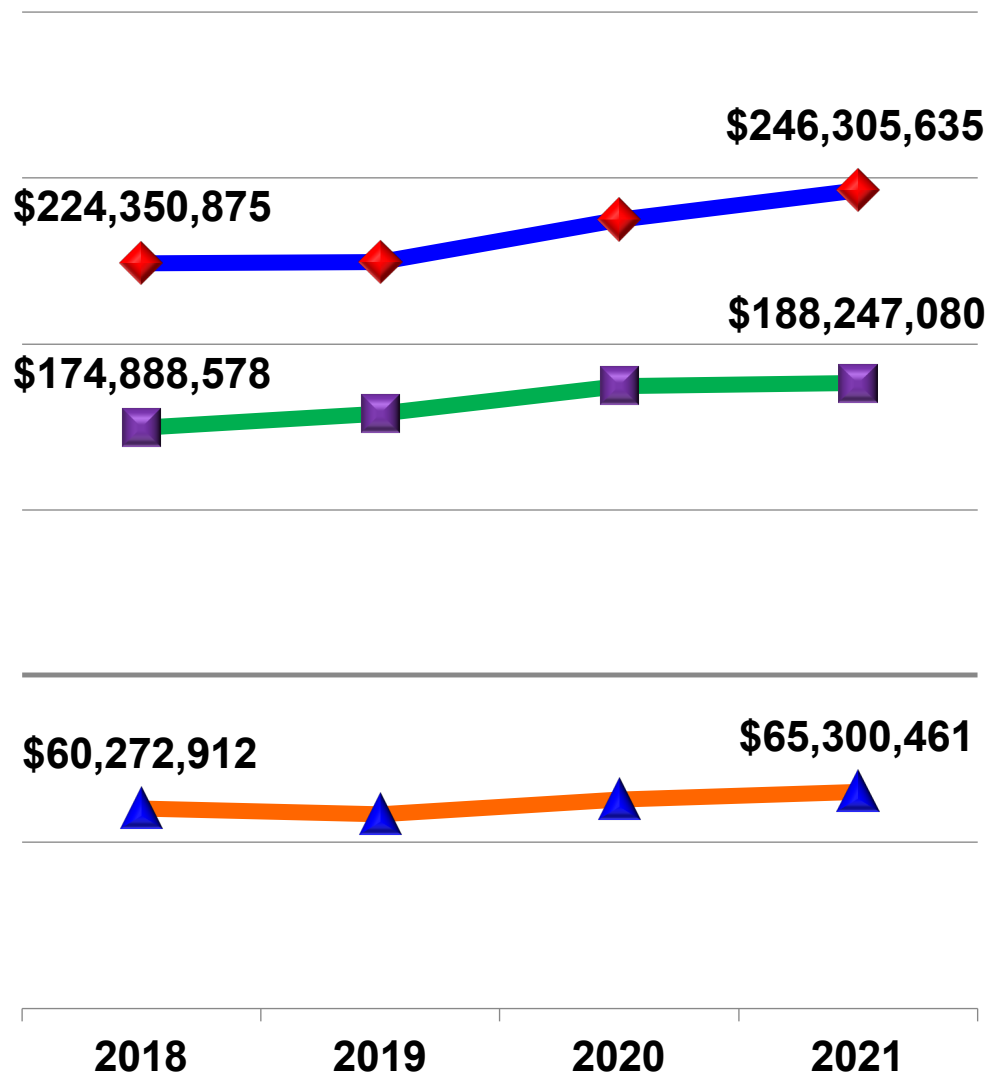


Largest Provider Categories and Funding Changes

Providers



Federal Funding



- ◆ Local Education Agencies
- Community Junior or Technical Colleges
- ▲ Community-based Organizations

Other provider categories in 2021:

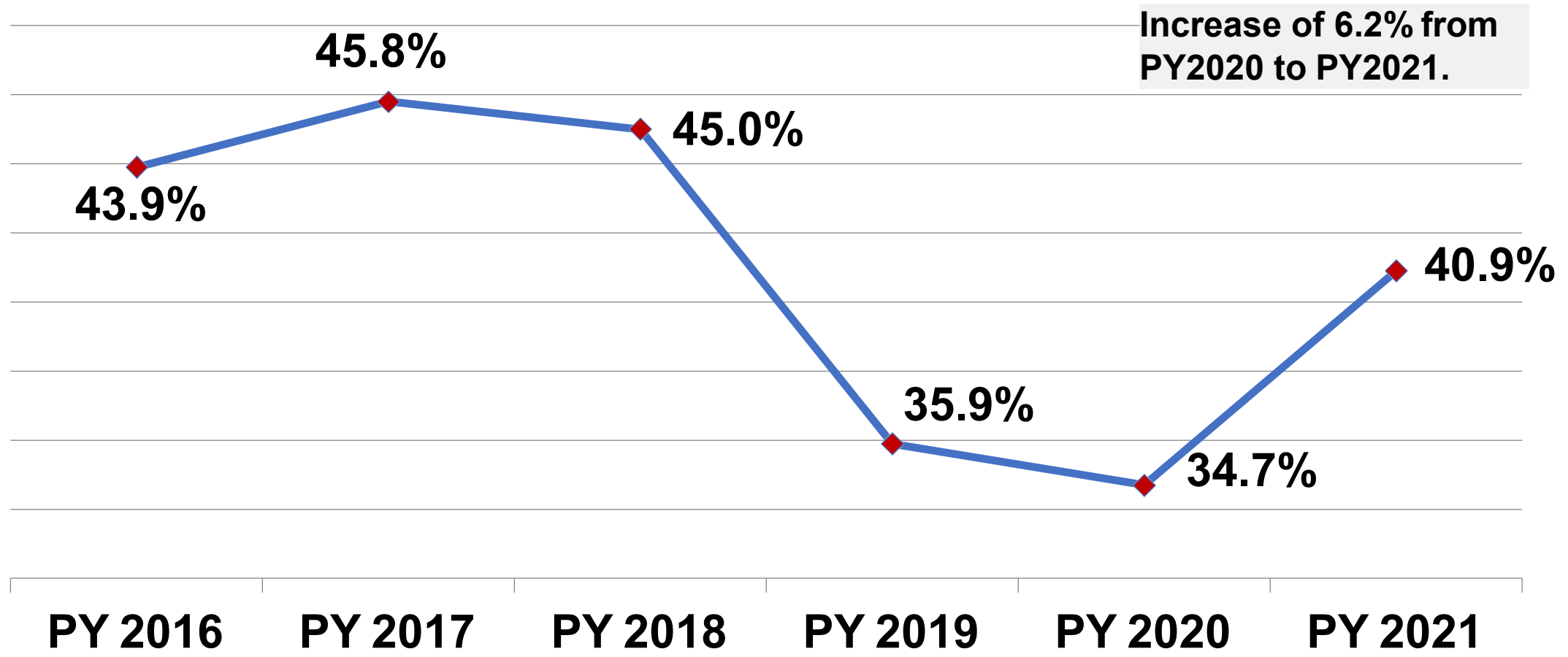
- 162 providers (e.g., libraries, faith-based organizations, 4-year colleges, correctional institutions, etc.)
- Total funding ranging from \$420k to \$25.3M.

Outcome Data: Measurable Skill Gains (MSG)

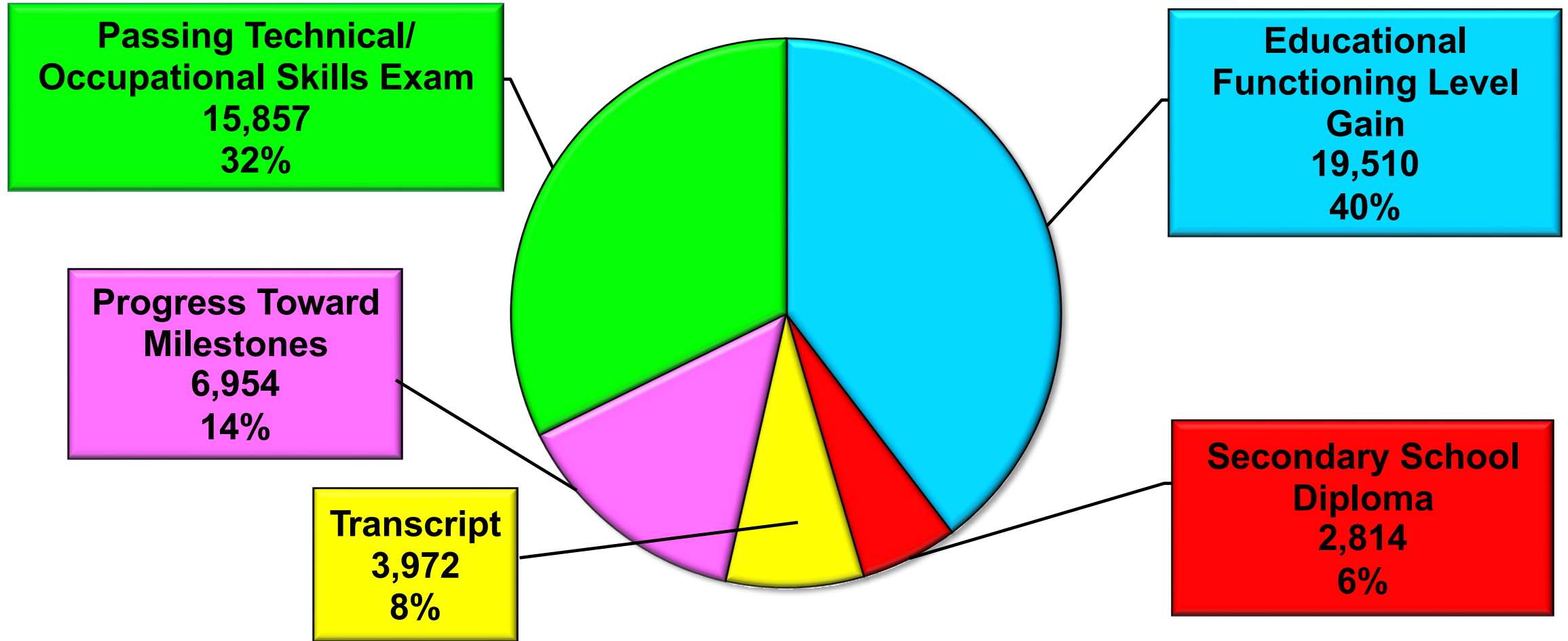




MSG Performance for All Participants



Measurable Skill Gains (MSG) Types in PY2021 for Integrated Education and Training (IET) Programs



Total MSG Outcomes: 49,107

Post-Testing Rates in 2020 and 2021

ENTERING EDUCATIONAL FUNCTIONING LEVEL	PY 2020	PY 2021	% Change
ABE Level 1	32.93%	52.52%	+19.59%
ABE Level 2	47.28%	51.00%	+3.72%
ABE Level 3	45.20%	48.94%	+3.74%
ABE Level 4	42.10%	46.31%	+4.21%
ABE Level 5	30.00%	35.71%	+5.71%
ABE Total	42.13%	47.56%	+5.43%
ESL Level 1	39.10%	69.62%	+30.52%
ESL Level 2	48.73%	58.41%	+9.68%
ESL Level 3	49.05%	57.52%	+8.47%
ESL Level 4	50.82%	61.24%	+10.42%
ESL Level 5	51.57%	61.91%	+10.34%
ESL Level 6	49.99%	60.10%	+10.11%
ESL Total	48.40%	61.36%	+12.96%
Total	44.88%	54.65%	+9.77%

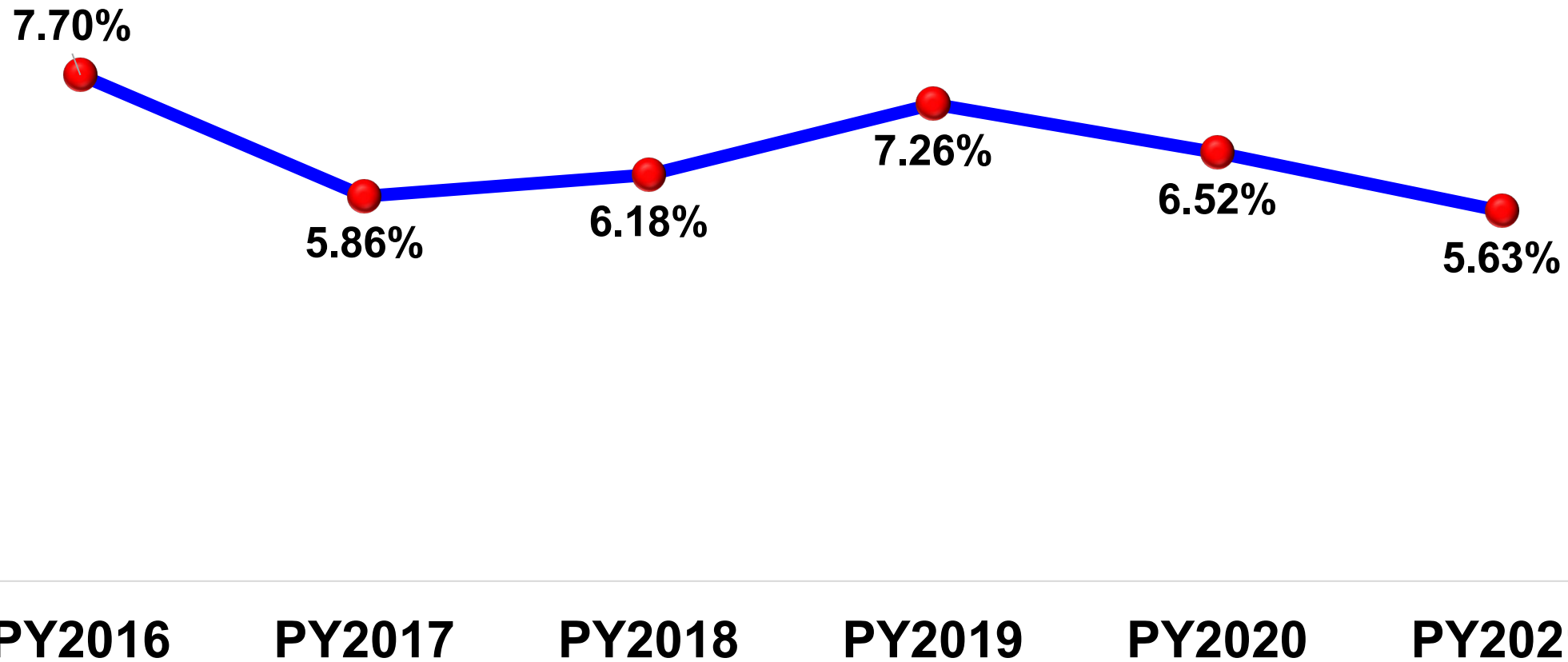


**9.77%
overall
increase
from 2020
to 2021.**

Participant Data across WIOA Core Programs



Title II Co-Enrollment in WIOA Partner Programs

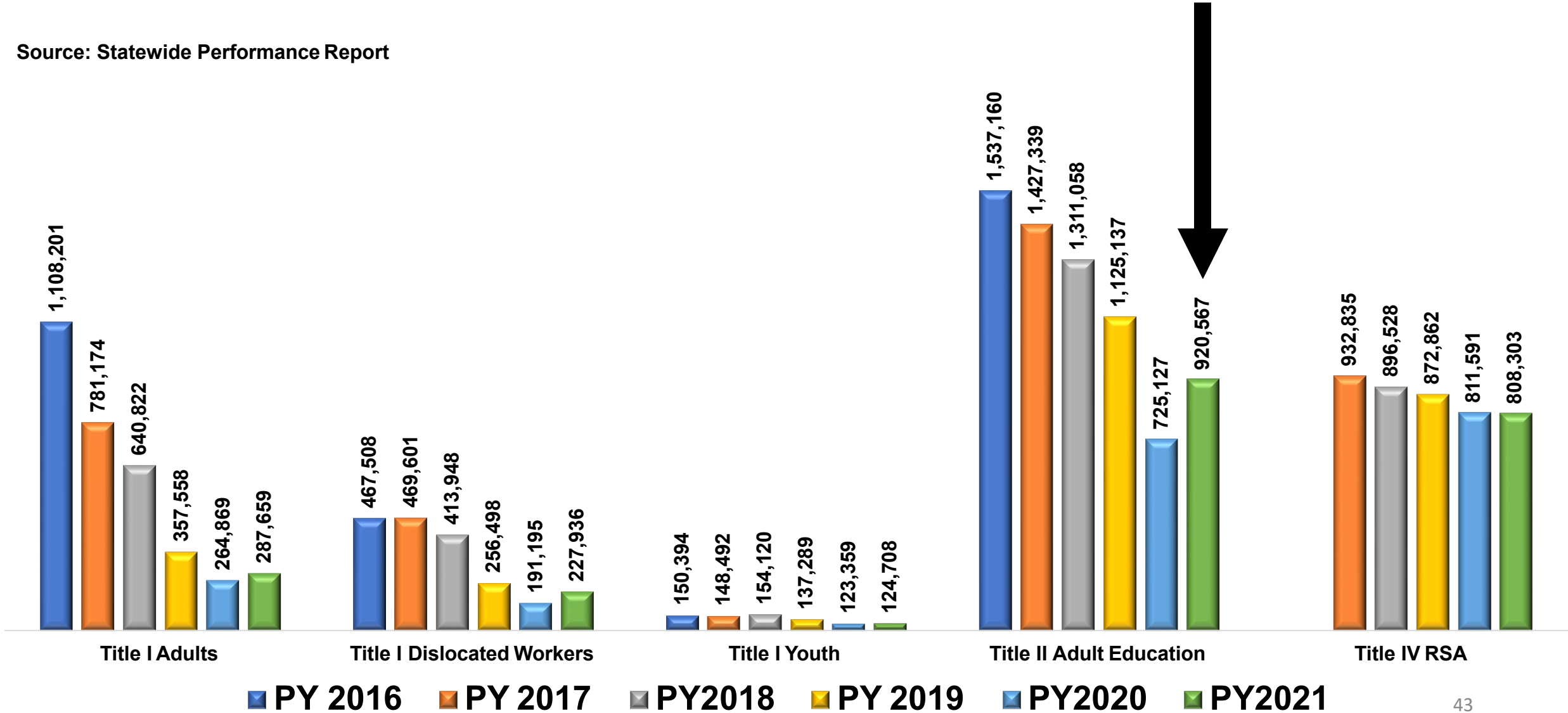


English Language Learners, Low Levels of Literacy, Cultural Barriers Across the Core Programs

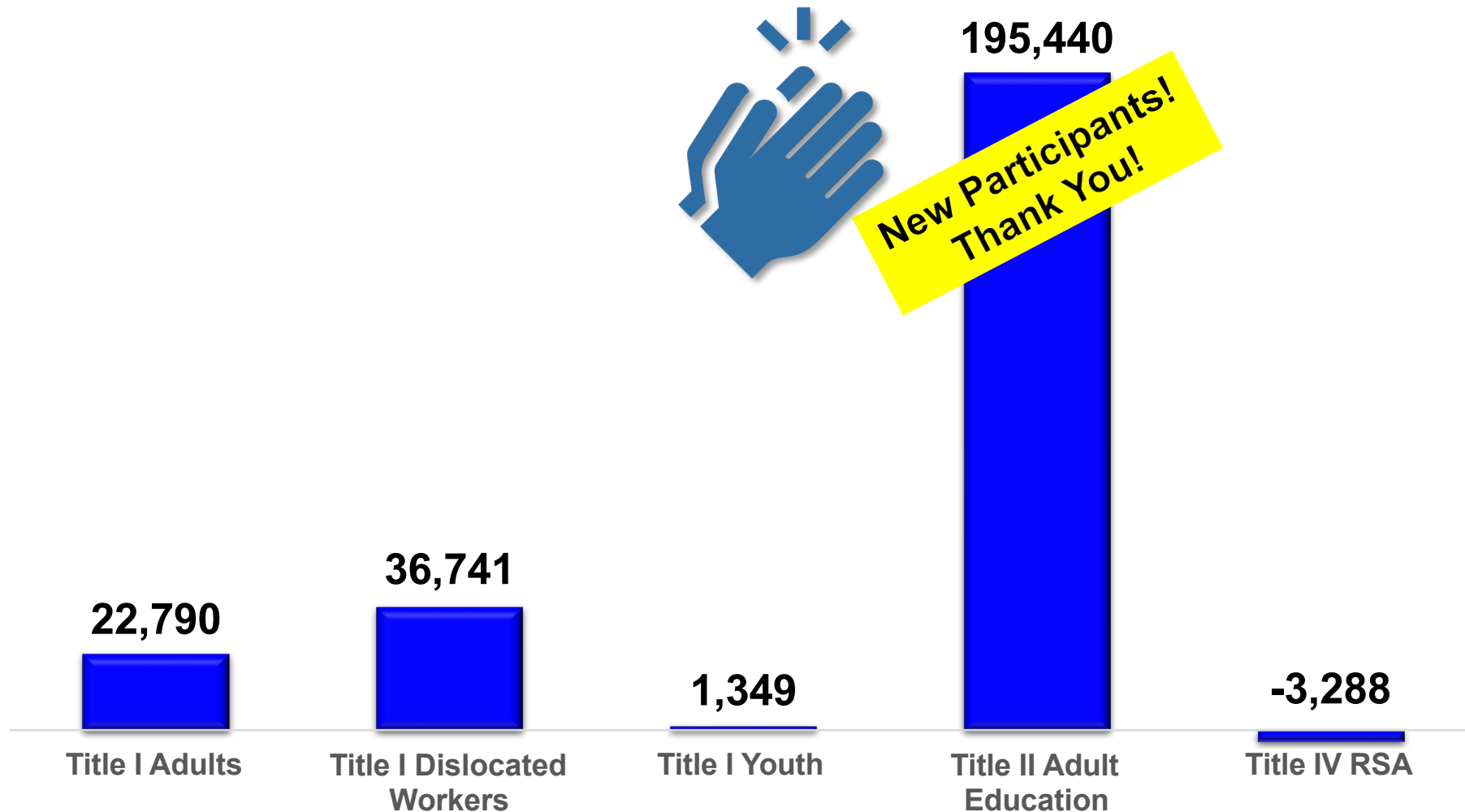


Total Participants Served in the Title I, II, and IV Programs

Source: Statewide Performance Report



WIOA Program Enrollment Change from PY 2020 to PY 2021





CSAC



CALIFORNIA
STUDENT AID
COMMISSION



Two Applications: CADAA & FAFSA

CA DREAM ACT

1) To apply for a Cal Grant submit a California Dream Act Application by March 2.
2) Due to scheduled site maintenance, the on-line California Dream Act Application will be unavailable every Wednesday and Sunday from 11:30 p.m. to 2:30 a.m. (PST). We apologize for any inconvenience this may cause.

NEW
FIRST TIME USER

- New to the CA Dream Act?
- Start a New application
- Do not submit multiple applications

Start

RETURNING USER

- Renew your application
- Submit a saved application
- Make a correction or add a school to your application

Login

PARENT SIGNATURE

- Request a parent PIN
- Forgot your parent PIN?
- Sign the student application

Submit



CADAA CA Dream Act Application

Visit: dream.csac.ca.gov

Federal Student Aid
U.S. DEPARTMENT OF EDUCATION

UNDERSTAND AID ▾ APPLY FOR AID ▾ COMPLETE AID PROCESS ▾ MANAGE LOANS ▾

Complete the FAFSA® Form

Use the *Free Application for Federal Student Aid* (FAFSA®) form to apply for financial aid for college or graduate school.


New to the FAFSA® Process?
Completing the FAFSA form is free. Fill it out now.

Start Here

Returning User?
Correct info | Add a school
View your *Student Aid Report* (SAR)

Log In

FAFSA® Announcements



FAFSA Free Application for Federal Student Aid

Visit: studentaid.gov/fafsa-app

Check Out Our Websites for Additional Resources



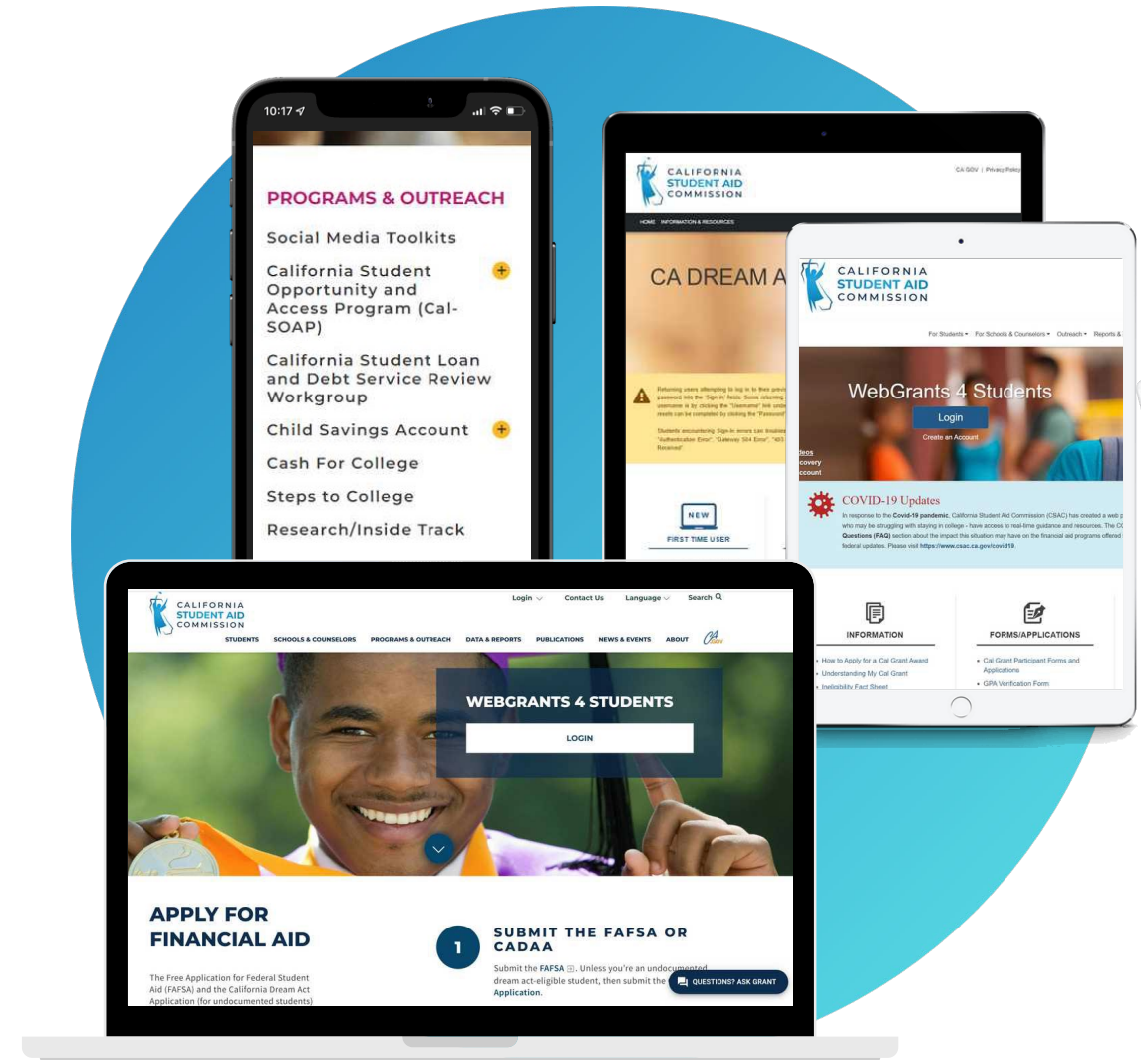
Find CSAC Programs and Resources:
csac.ca.gov/outreachcommunity-programs



CA Dream Act Application
dream.csac.ca.gov



Create a WebGrants Account
mygrantinfo.csac.ca.gov





CSAC on Social Media



Instagram
[instagram.com/castudentaid](https://www.instagram.com/castudentaid)



Facebook
[facebook.com/calstudentaid/](https://www.facebook.com/calstudentaid/)



TikTok
[tiktok.com/@castudentaid](https://www.tiktok.com/@castudentaid)



@CASTUDENTAID

— WELCOME —

BACK TO SCHOOL

**Video for 2023-2024 will be available June 20th
on the OAR site.**



State Updates





CAEP Funding

Fiscal Year	Allocations	COLA Increase
2022-23	\$597,137,000	6.56%
2023-24 (Governor's January Proposal)	\$645,684,000	8.13%
2023-24 (May Revise)	\$646,222,000	8.22%



\$130 Million Healthcare Pathways Overview

- ❑ One-time \$130 Million Healthcare Pathway investment distributed across three years:
 - ✓ \$30M in FY22-23
 - ✓ \$50M in FY23-24
 - ✓ \$50M in FY24-25

- ❑ Intended for English language learners (ELL) across all levels of English proficiency

- ❑ Targeted to training new Nursing Assistants, Medical Assistants, Dental Assistants, Social & Human Services Assistants, Pharmacy Technicians, Phlebotomists, Emergency Medical Technicians



Goals/ Outcomes

Outcome objectives for the Governor's Care Economy Workforce Development Package investment include:

- 1. Increase the number of care economy providers, particularly in underserved areas of the state,**
- 2. Provide additional training for existing care economy providers, and**
- 3. Increase diversity and cultural competency within care economy professions statewide**



Guiding Principles for Competitive Funding Design

- Streamline process
- Minimize administrative burdens
- Make data-informed funding decisions
- Focus on student-centered deliverables
- Letter of Interest (LOI) vs. RFA





Two-Step Selection Process

- 1. Identify eligible Consortia based on a selection criteria**
- 2. Grantee selection process includes narrowing down grantees based on their expressed interest and commitment to legislative and reporting requirements.**



STEP #1 – Grantee Selection

- Invitations for Letters of interest (LOI) will be issued to CAEP consortia based on eligibility criteria:
 - **30% ELL students**
 - **25% ELL Resident,**
 - **25% ELL Resident Growth,**
 - **10% Unmet Demand,**
 - **10% Regional Poverty**

- Eligible CAEP consortia must comply with legislative and reporting requirements.



Funding Considerations

- Letter of Interest (LOI) – Tentatively June-July 2023
- Eligible California Adult Education Program (CAEP) Consortia will be invited to apply via LOI
- Eligible Consortia must commit to Grantee Commitments outlined in LOI
- Eligible Consortia must submit a workplan and timeline for completing the work.



STEP #2 – Grantee Commitments



Eligible Grantees must commit to the Grantee Commitments outlined in the Letter of Interest



We are soliciting feedback on the Grantee Commitments for this competitive funding



STEP #2 – Grantee Commitments

Grantees will submit a workplan with specific deliverables described in the LOI:

- 1. Grantees will provide the logic model they are using to inform and ensure outcomes.**
- 2. Demonstrate thoughtful consideration of program partners and how they were selected.**
- 3. Establish baseline reports that will be used to show measurable gains based on the dollars received.**
- 4. Provide how program pathways were selected based on in-demand, in-region healthcare occupational needs, and describe the programs that will be implemented to accelerate student completion rates.**

STEP #2 – Grantee Commitments

5. Show documentation of employer commitment & regional collaboration leveraging local resources & partnerships and how the partnership will be sustained post grant award.

6. Identify career & student support resources for student outcomes achievement including services for refugee and immigrant adult learner populations.

7. Provide a detailed program budget with object-level codes & clear narrative for each expenditure line item, including all services, materials, salaries, & instruction.

8. Grantees must monitor, track & submit student data throughout the grant period



AB 1491 – Carryover Legislation



AB 1491 Overview

- Impacts Education Code Sections 84901 & 84914
- Tracking begins FY 2023-24
- Has two parts that impacts members and consortia differently:
 - ✓ **Members** vote to set a carryover % threshold within their consortium
 - ✓ **Member** funding for one year may be impacted after two years are assessed
 - ✓ **Consortia** exceeding 20% carryover annually will be monitored by the Chancellor's Office and CDE.
 - ✓ **Consortia** exceeding 20% carryover annually will be required to submit a written expenditure plan and assigned technical assistance by the Chancellor's Office and CDE.

AB 1491 Overview (cont'd.)

- Member carryover impacts consortia carryover.
- FY 2023-24 Q4 will be certified September 30th, 2024
- As a result, AB 1491 authorizes the consortium to reduce a member's "excessive" carryover funding (EC 84914). Consistent with:
 - ✓ The member no longer wishes to provide services consistent with the adult education plan.
 - ✓ The member cannot provide services that address the needs identified in the adult education plan.
 - ✓ The member has been ineffective in providing services that address the needs identified in the adult education plan, **including having excessive carryover for at least two consecutive fiscal years** beginning with the 2023–24 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.



Timeline Review

AB1491 Timeline FY 2023-2025

Date	Activity Description	Timing
February 2023	<ul style="list-style-type: none"> ➤ Preliminary Allocations are released for FY 2023-24 ➤ AB1491 guidance is released 	
March-April 2023	<ul style="list-style-type: none"> ➤ Regional Consortia host public meetings to make financial & programmatic decisions ➤ FY 2022-23 Q2 expenditure reports are certified (March) ➤ AB1491 guidance webinar held 	
May 2023	<ul style="list-style-type: none"> ➤ CFAD is certified by the regional consortia <ul style="list-style-type: none"> ○ Excessive member carryover will be defined by individual consortiums and included in the CFAD. CFAD will be revised to capture this information. ➤ May Revise 	
June 2023	<ul style="list-style-type: none"> ➤ State budget is approved & signed 	



LAO Report: *Redesigning California's Adult Education Funding Model* (Dec. 2022)





LAO Report

- ✓ Acknowledges the importance of data & a strong data infrastructure.
- ✓ Recognizes the importance of regional flexibility and approaches to adult learners
- ✓ Raises an important conversation about maximizing the use of public dollars



- ✓ Analysis does not distinguish between CAEP adult education community college noncredit classes & other community college noncredit courses.
- ✓ Analysis maintains community college noncredit uniformly receive \$7,000 per FTES.
- ✓ Actually, Career Development & College Preparation (CDCP) students in noncredit are supported at \$6,788 per FTE. However, non-CDCP students receive \$4,009, or about 41% difference.

Future Discussion



- Focus on student outcomes like wage gain or employment, not processes.
- Prioritize data quality and accuracy to measure progress, points of intervention & evaluation.
- Questions for on-going discussion:
 - ✓ what has worked,
 - ✓ what did not, &
 - ✓ where are there promising practices that we can elevate statewide.



Q & A

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