CALIFORNIA ADULT EDUCATION PROGRAM

California Adult Education Program (CAEP) 2022 Update

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Welcome!

Facilitators:

- Gary Adams – Dean, California Community Colleges Chancellor's Office
- Dr. Carolyn Zachry – Education Administrator/State Director, California Department of Education
- Mayra Diaz – CAEP Program Lead, California Community Colleges Chancellor's Office
- Neil Kelly – Educational Consultant, California Department of Education
- Jessica Keach - Senior Research Associate, WestEd
- Blaire Willson Toso - Senior Program Manager, WestEd
- Veronica Parker – Coordinator, CAEP TAP

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Agenda

- **Personnel Transitions within Chancellor's Office and CDE**
- **CAEP Funding Update for 2022-23**
- **New CFAD and Governance Certification**
- **Brown Act Update**
- **New CTE Related Ed Code (EC 84906)**
- **LaunchBoard Updates (what's to come this Spring)**
- **New CAEP Fact Sheets**
- **Three-Year Plan in NOVA**
- **Questions**

Personnel Transitions

CCCCO and CDE

State CAEP Office

Mayra Diaz
CAEP Program Lead
Chancellor's Office

Lindsay Williams
Program Manager
Chancellor's Office

Neil Kelly
Educational Consultant,
California Department of Education

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Governor's Proposed Budget 22-23

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Governor's Proposed Budget 22-23

Proposed 2022-23 Funding for Adult Education

The FY 22-23 budget will provide the California Adult Education Program with:

- COLA Increase (5.33%, $29.9 M)
- One-time $130.0 M investment to support health-care focused vocational pathways for English language learners.

*Amounts subject to change based on May Revise

California Adult Education Funding (In Millions)

Program	2021-22 Revised	2022-23 Proposed	Change Amount	Percent Change	Explanation of Change
Adult Education Program	$566.4	$596.3	29.9	5.3%	5.33% COLA
Adult Ed Program - Healthcare Vocational Education (one-time)	$0.0	$130.0	N/A	N/A	One-time funding spread across 3 years.

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Governor's Proposed Budget 22-23

- 2022-23 Allocation: **$590,244,000**
- Data & Accountability/Leadership: **$6,000,000**
- Grand Total in 2022-23 Budget: **$596,244,000**

- Plus the additional one-time Investment in Healthcare-Focused Adult Ed Pathways: **$130,000,000**
  - Funding would be spread across three years ($30 million in 2022-23, $50 million in 2023-24, and $50 million in 2024-25)
  - Intended to support learners across all levels of English proficiency.

*Amounts subject to change based on the May Revise

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Reminder!

CAEP Funds Are Restricted Funds

- CAEP funds were issued under AB104 legislation and are in ARTICLE 9. Adult Education Program [84900 - 84920] of the education code.
- CAEP funds are apportionment, they are not a grant, and at this time are not subject to flexibility.
- CAEP funds are restricted to adults 18 years and older
- Can only be used in the seven CAEP approved program areas
- Must have an approved regional consortium plan specific to K12 adult education and community college noncredit programs.

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2022-2023 Allocation Process

- **February** – Release of CAEP Preliminary Allocations for 22-23
- **March-April** – Public meetings to decide allocations
- **May 2nd** – CFAD due in NOVA/ Governance Certification Process also due with CFAD
- **May Revise** (mid May)
- **June** – Final three-year plans due
- **July 1** – State Budget Signed
- **August** – release of CFAD funds

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CFAD and Governance Certification

Consortium Fiscal Administration Declaration (CFAD)

- CFAD is based on the CAEP preliminary allocations released at the end of February each year and derived from the Governor's Budget.
- CFAD captures member allocations for each consortium as well as the consortium's chosen disbursement method.
- Consists of five main components
  - Fiscal Declaration
  - Agencies & Certifiers
  - Member Allocations
  - NEW! Governance survey
    - Identifies governance structure for decision-making in accordance to E.C. 84905
    - Consortia Report on Governance Compliance of Rules and Procedures
    - Governance certification is not new, but new to NOVA
  - Preview prior to submission

The CFAD is a one-time process due once a year on May 2nd.

CFAD Timeline

- ❑ Review preliminary allocation amounts for 22-23
- ❑ Consortium members will schedule public meetings (see Education Code 84905, and Brown Act Letter) to discuss how funds will be allocated to each member for the 22-23 state fiscal year.
- ❑ This discussion will be formalized through the CFAD process in NOVA.
- ❑ Each consortium and its members must certify their CFAD in NOVA by May 2, 2022.

CAEP Office and TAP will provide webinars and technical assistance for members and consortia.
Details are sent out via the CAEP Newsletter

2022 CFAD and Governance Certification in NOVA
Date: Wednesday, March 30, 2022
Time: 12:00 p.m. – 1:30 p.m.

The CFAD and governance documents for 2022 are connected to the three-year plan.

The CFAD and governance documents are to be submitted and approved in NOVA by all consortium members by **May 2, 2022**.

The CFAD must be certified in order to submit and approve the three-year plan by **June 20, 2022**.

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Public Meeting Laws

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AB361 (Ruiz)

- AB 361 was introduced to establish clear rules for teleconference meetings during such emergencies, effective immediately and until January 1, 2024.
- AB 361 extends the flexibilities provided in the Governor's prior executive order to local and state bodies to hold public meetings electronically beyond the executive order's September 30, 2021 expiration date.
- Local agencies with questions are advised to contact their legal counsel.

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New Education Code

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New CTE related ed code (EC 84906)

84906. (3) (A) Before establishing a career technical education training program, each member of a local adult education consortium, or the consortium as a whole, shall conduct a job market study of the labor market area in which it proposes to establish the career technical education training program or rely upon the most recent job market study of the labor market area conducted by the local workforce development board.

The study shall use local labor market information and consider a supply analysis of existing career technical education training programs for adults maintained by high schools, community colleges, and other postsecondary educational institutions in the geographic area to ensure that the anticipated employment demand for adults enrolled in the proposed training program justifies the establishment of the proposed courses of instruction.

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New CTE related ed code (cont.)

84906. (3) (B) After completing the job market study and before establishing the career technical education training program, the governing body of a member of a local adult education consortium, or the consortium as a whole, as applicable, shall determine if the job market study justifies the proposed career technical education program.

LaunchBoard Updates: Adult Education Pipeline 5.0

What is the Adult Education Pipeline?

- Comprehensive data dashboard on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics

Purpose

- Improve educational practice and increase economic mobility for adult learners
- Support planning and evaluation
- Identify who may benefit from technical assistance

Spring 2022 tentative release: Mid-April

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General Updates

New Data

- New year of data (2020-21) added

Alignment

- Reportable Individuals aligned to enrollment *in CAEP program area*

Covid-19 Impact

- **Prior Build (AEP 4.1):** Due to coding challenges noncredit community colleges had in reporting Positive Attendance Hours through SX05, the CO determined that the hour threshold is not required for noncredit community college adult education students to be counted as reportable individuals or participants in Spring 2020. During this timeframe, only an enrollment in an adult education program is required for noncredit community college students.
- **Current Build (AEP 5.0):** Decision carried over to the 2020-21 year

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New & Improved Features

New Features

- Ability to toggle between number and percent of learners for Top Five Institution charts
- Program type drill down added to additional metrics
- Age groupings aligned to NRS categories

Improved User Experience

- Comprehensive review and alignment of metric descriptions
- Revised Metric Definition Dictionary (MDD)
- Improved tool tip descriptions
- Indented submetrics on the left navigation

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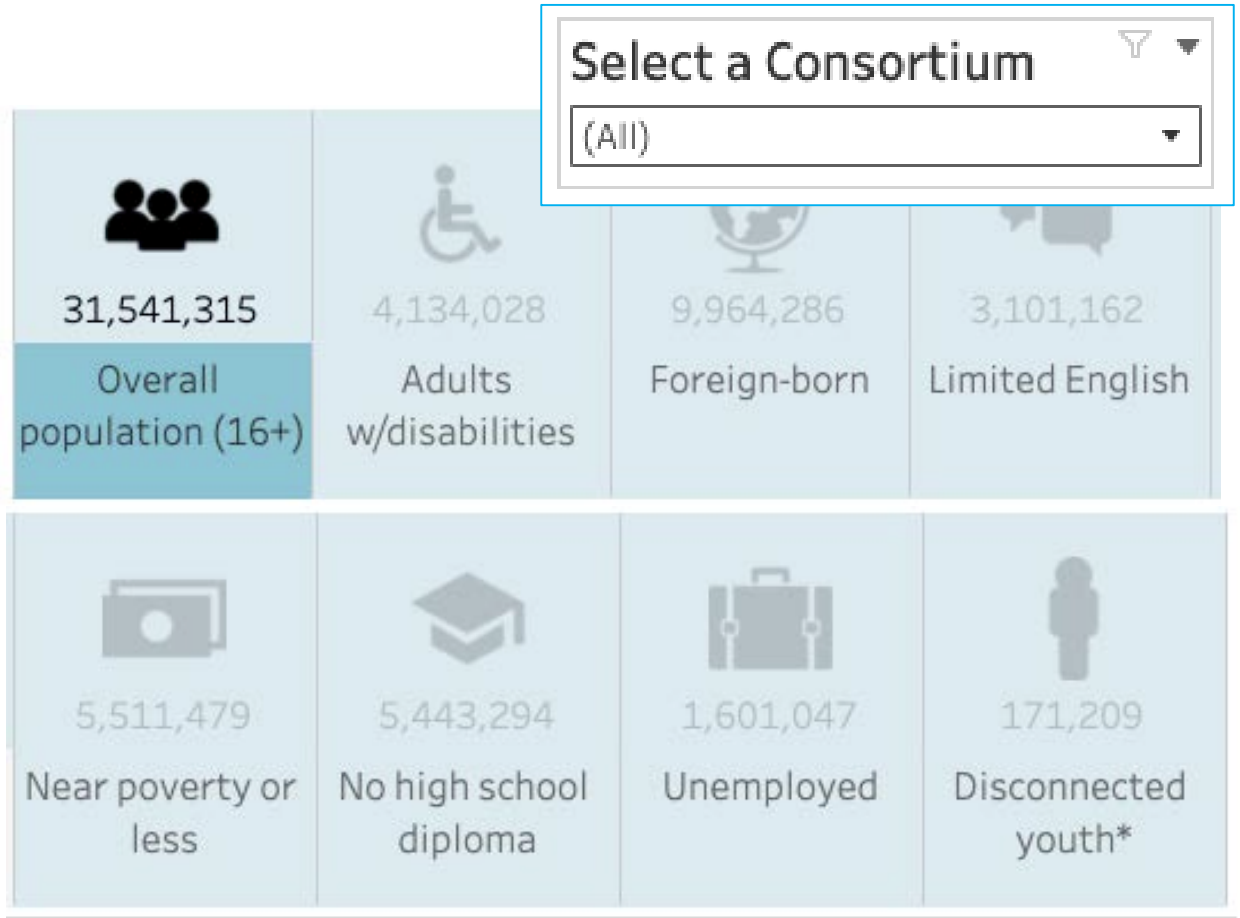
What are the CAEP Fact Sheets?

Dashboard tool that combines community data with adult education student outcomes, including:

- Population demographics
- Comparison of population demographics to the demographics of adults served
- Adult education student transitions data
- Labor market information
- Student stories based on qualitative interviews with adult learners



Source: CAEP Fact Sheets, https://caladulted.org/2021FactSheets

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WestEd

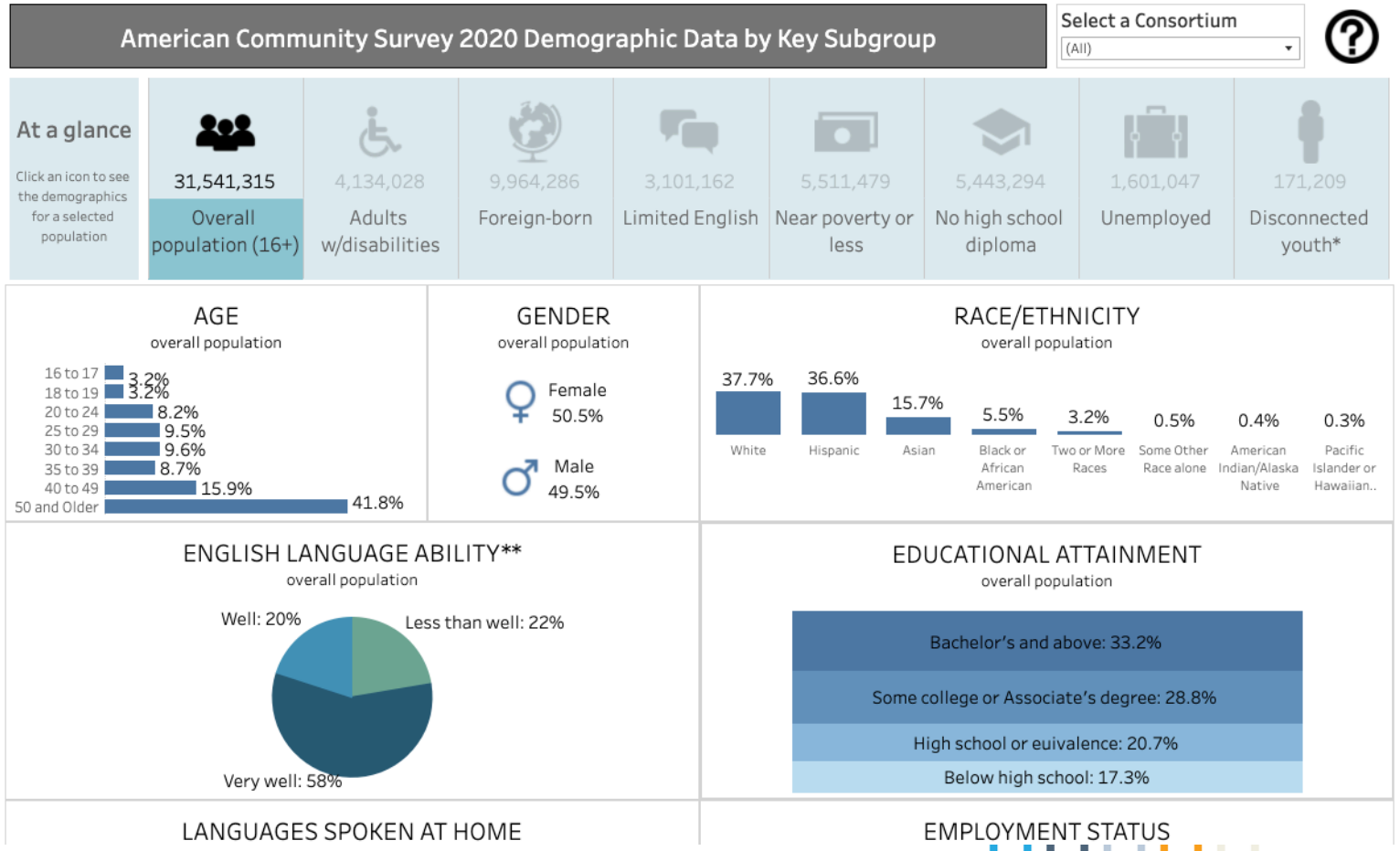
HOME ▸ ADMINISTRATORS ▸ 2021 FACT SHEETS

Population Demographics | Population-Adult Education Co... | Adult Education Transitions | Labor Market Information | Student Stories

Tab 1

Explore Your Community

American Community Survey (2021 Census Update)



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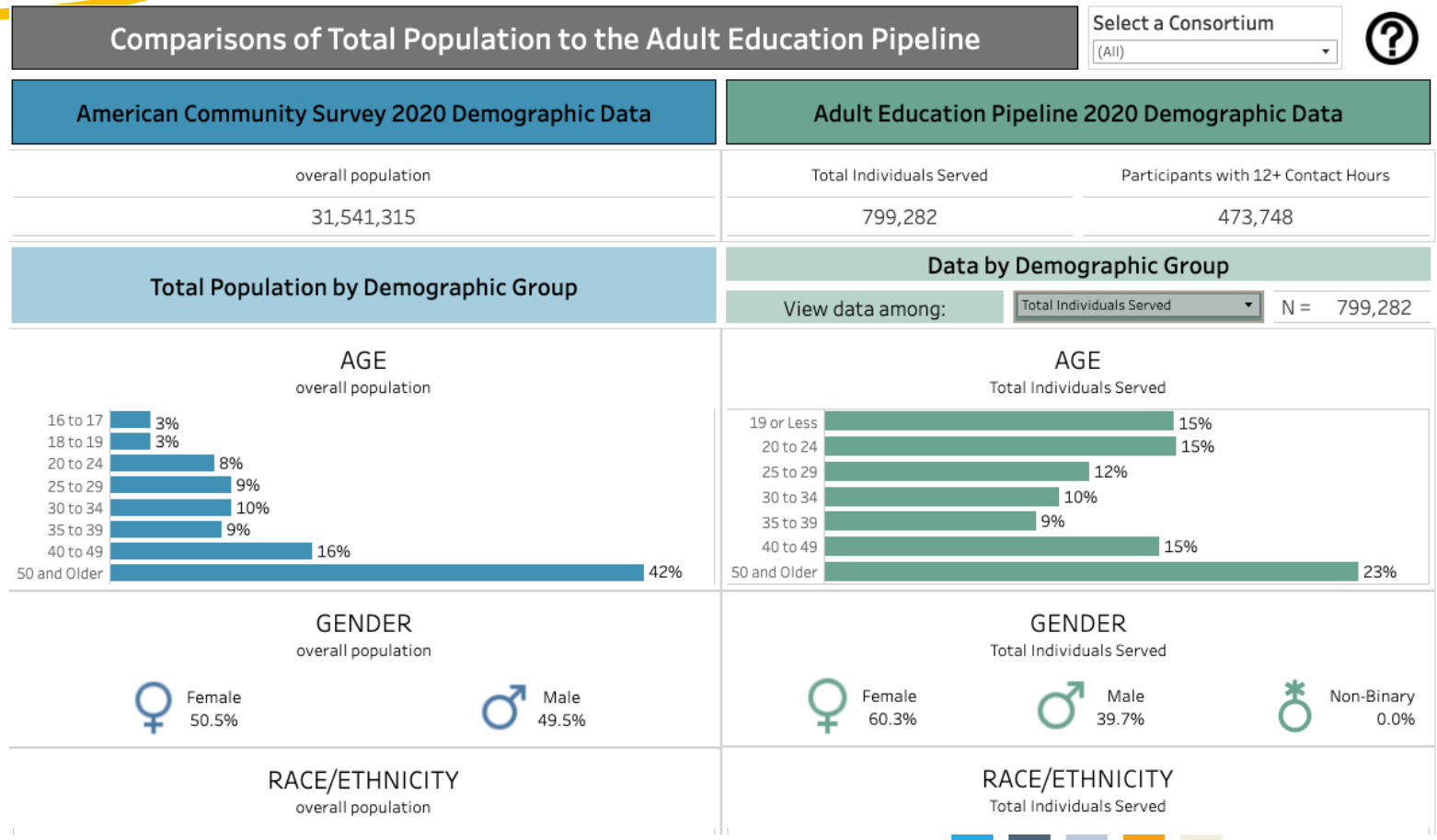
Tab 2

Identify Possibilities

Demographic & CAEP Learner Comparison (ACS-AEP)



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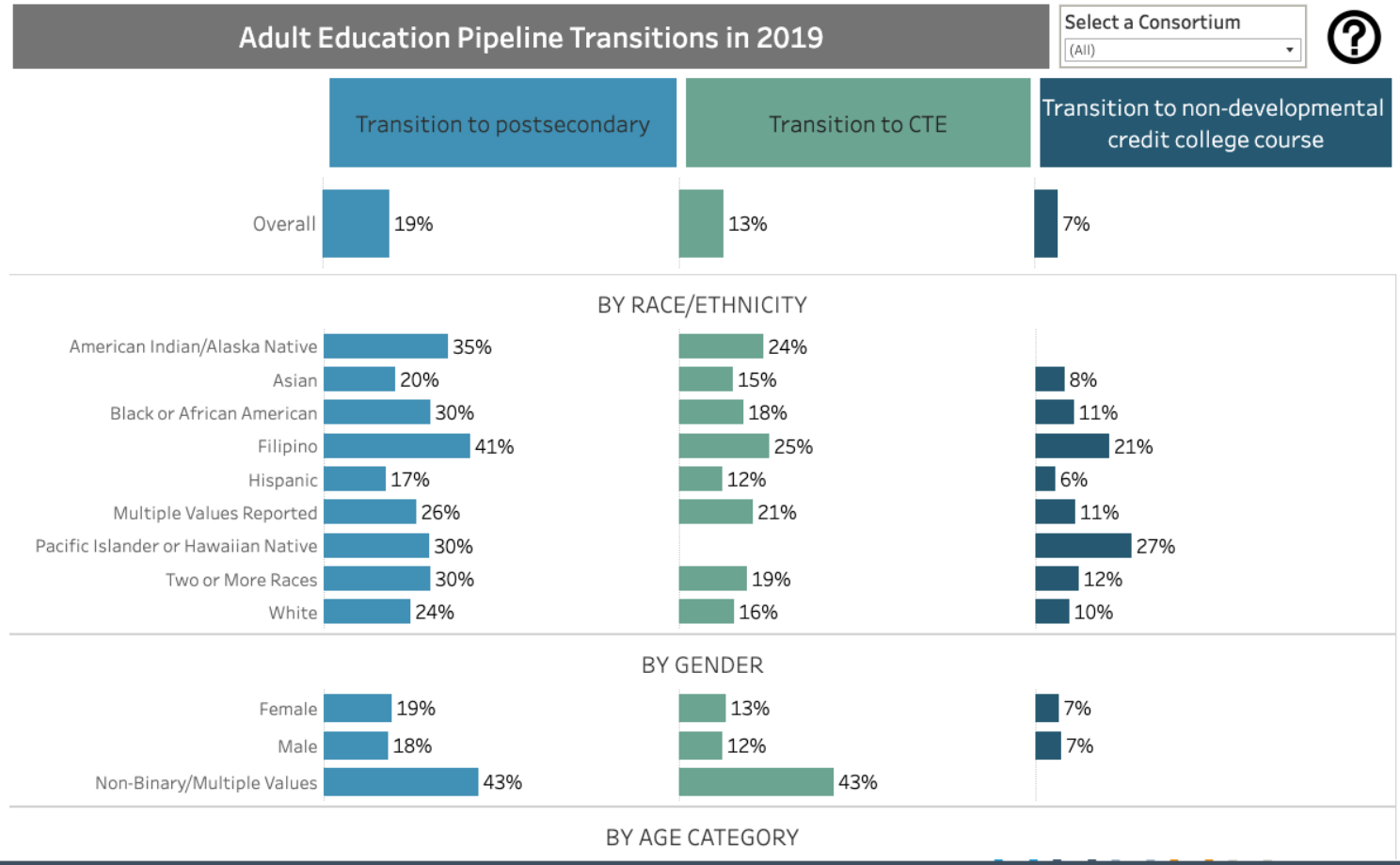
Tab 3

Dig a Little Deeper

Transitions



Source: CAEP Fact Sheets, https://caladulted.org/2021FactSheets

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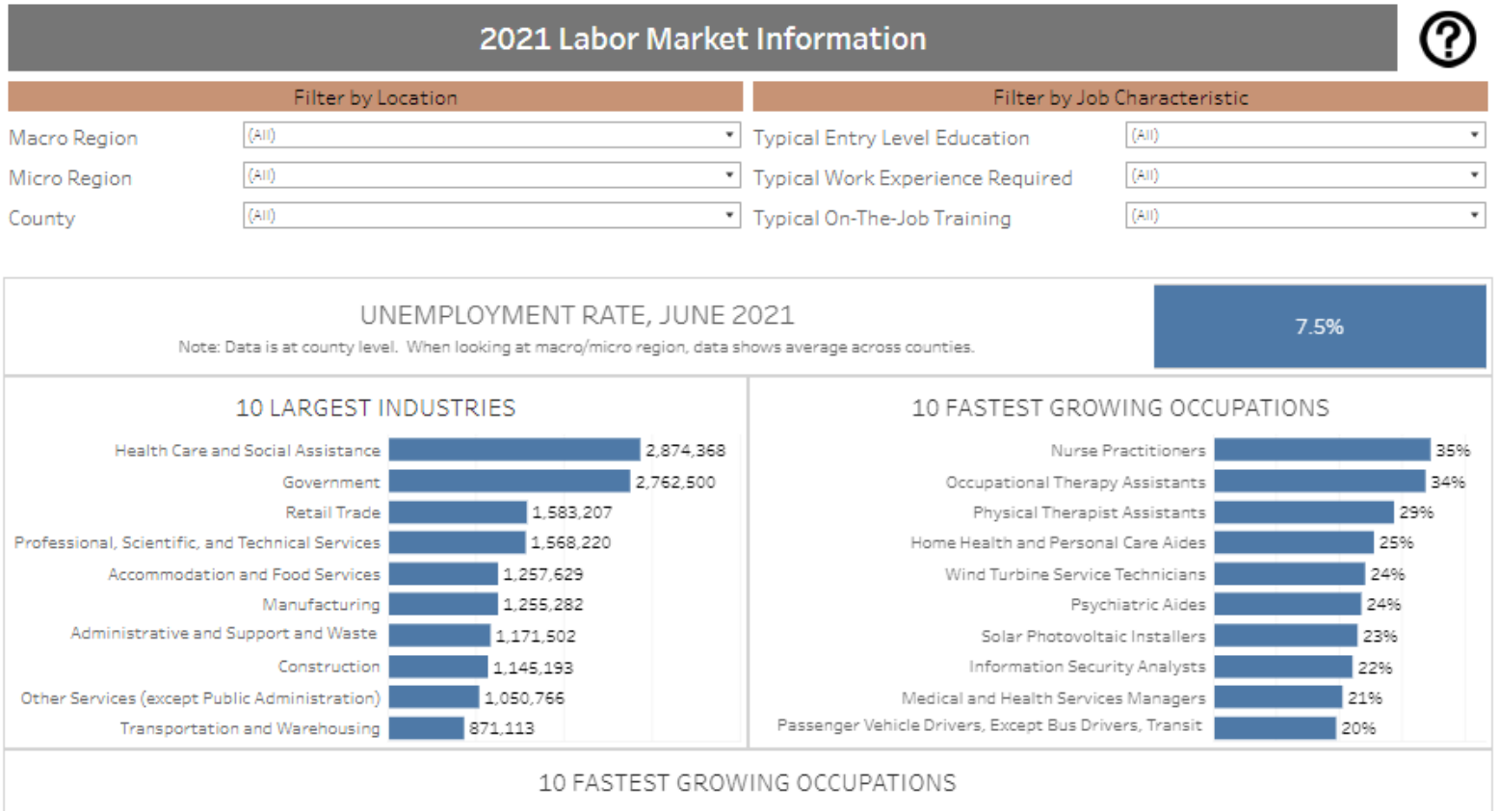
Population Demographics | Population-Adult Education Co... | Adult Education Transitions | Labor Market Information | Student Stories

Tab 4

Align & Inform

LMI Data



Source: CAEP Fact Sheets, https://caladulted.org/2021FactSheets

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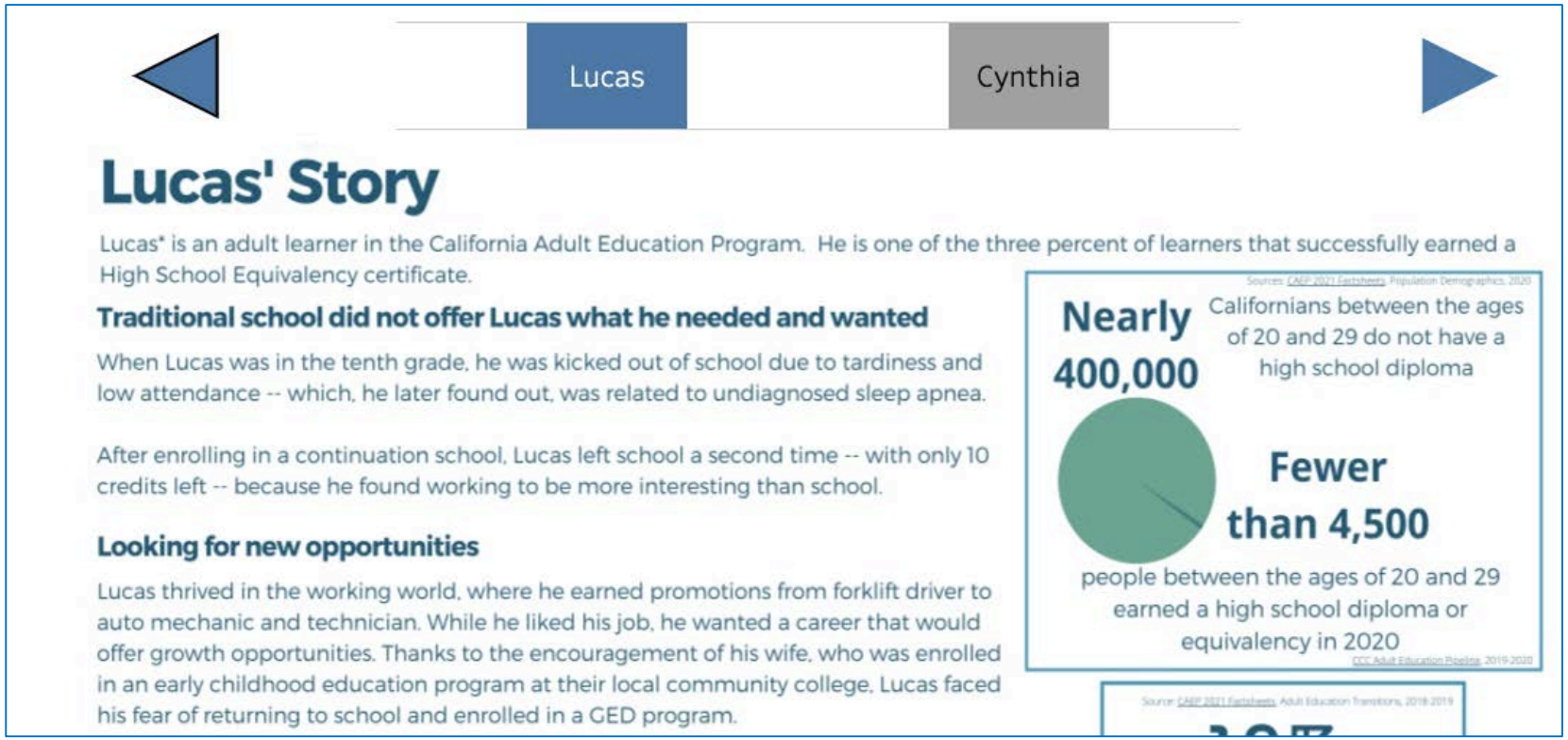
New!

Center Data & Learners

Student Stories



Source: CAEP Fact Sheets, https://caladulted.org/2021FactSheets

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CAEP 2022-25 Three-Year Plan

- Purpose of the Three-Year Plan
- Three Year Plan Breakdown in Ed Code
- Timelines

Updates

Section 2: Assessment

Regional Service Providers: Participants by Program Area

Page 7

Enter the number of Participants served in each program area in which member agency offers instruction based on the most current available student data.

Click on "+Add Service Provider" to add the names of any non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

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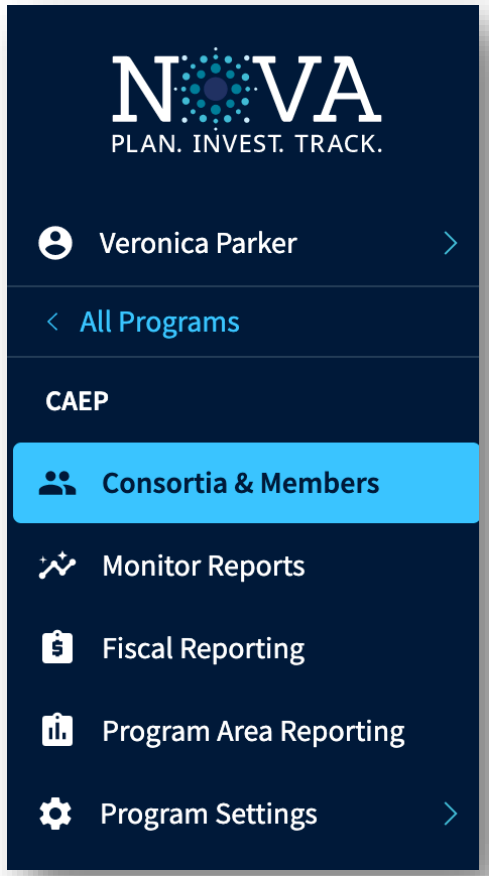
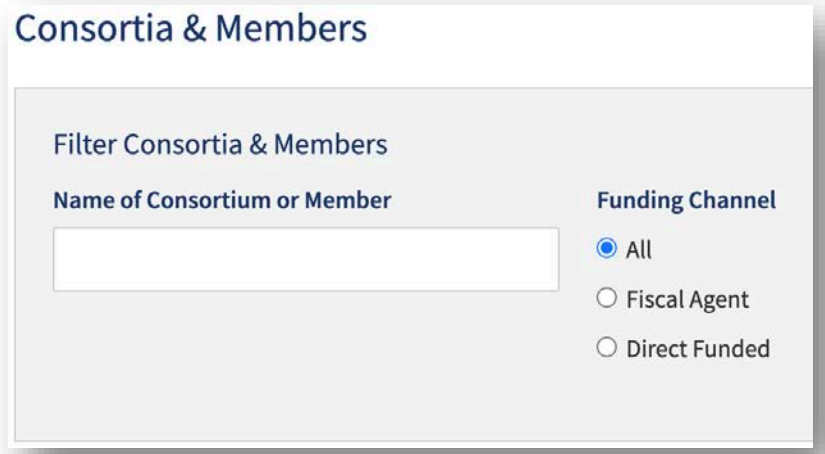
Three-Year Plan in NOVA





Consortium Details

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Three-Year Plan in NOVA

Guidance

The three-year plan is due by **June 20, 2022**. The three-year plan in NOVA will be available after the 2022-23 preliminary allocations are uploaded. Certification of the CFAD is a prerequisite to certifying the three-year plan. The same members who certify the CFAD will also certify the three-year plan. Complete each section below in its entirety and review the CFAD assurances.

Section 1: Details

Consortium Information

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Consortium Name:
01 Allan Hancock College Consortium

Consortium Short Name:
01 Allan Hancock

Address:
800 S. College Dr. | Santa Maria, CA | 93454

Website:
https://www.hancockcollege.edu/caep/

Funding Channel 2021-22:
Direct Funded

CAEP Funds 2021-22:
$1,762,029

CAEP Funds 2020-21:
$1,693,446

CAEP Funds 2019-20:
$1,693,446

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Three-Year Plan in NOVA

Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Sofia Ramirez Gelpi	sgelpi@hancockcollege.edu	Dean, Academic Affairs	(805) 922-6966 ext: 3325
Primary Contact	Marina Washburn	marina.washburn@hancockcollege.edu	Director	(805) 922-6966 ext: 3588
Fiscal Contact	Laura Becker	laura.becker@hancockcollege.edu	Director, Business Services	(805) 922-6966 ext: 3268

Member Agencies

Member Agency	Member Type	Contact	Phone
Allan Hancock Joint CCD	District	Dr. Sofia Ramirez Gelpi Ph.D.	(805) 922-6966 ext: 3325
Lompoc Unified	Unified School District	Margarita Reyes 3346417	

Section 1: Details

Executive Summary

The executive summary will include information related to each section within the three-year plan (identified needs, metrics, objectives, activities, and outcomes, and funds evaluation).

There are formatting tools such as bold, italics, underline, bullets, numbering, and more that can be used in the text boxes.

Executive Summary *

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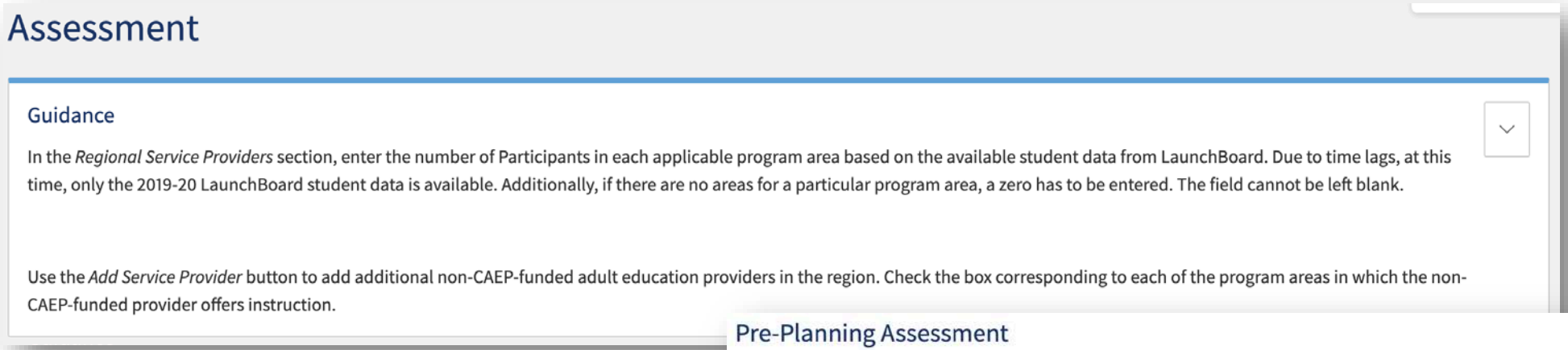
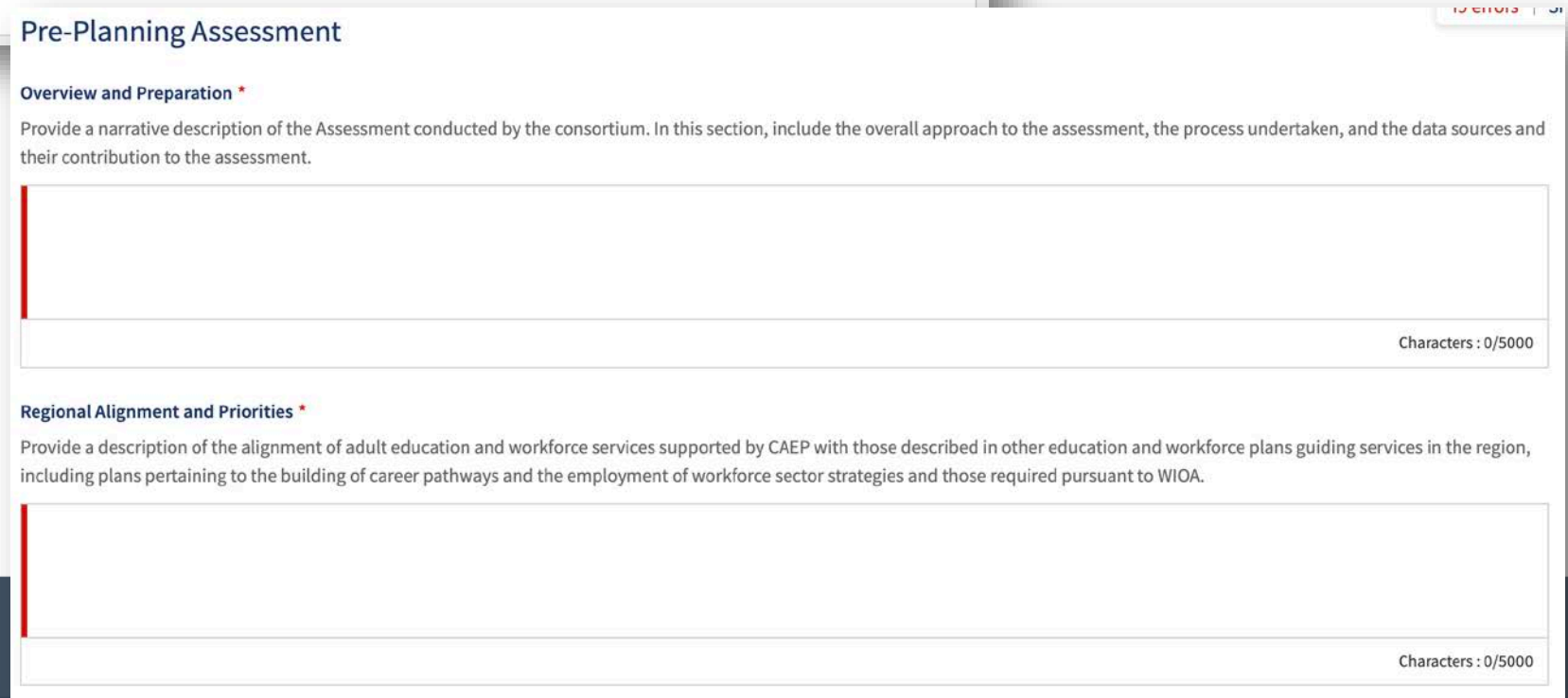
Three-Year Plan in NOVA





Section 2: Assessment

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Three-Year Plan in NOVA

Section 2: Assessment

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Allan Hancock Joint CCD	Member Representative	118	2788	1754		205		1502			
*Lompoc Unified	Member Representative										
Total Participants		118	2788	1754	0	205	0	1502	0	0	6367

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
AEG Worldwide You must check at least one box	Business	☐	☐	☐	☐	☐	☐	☐	☐	☐	🗑

+ Add Service Provider

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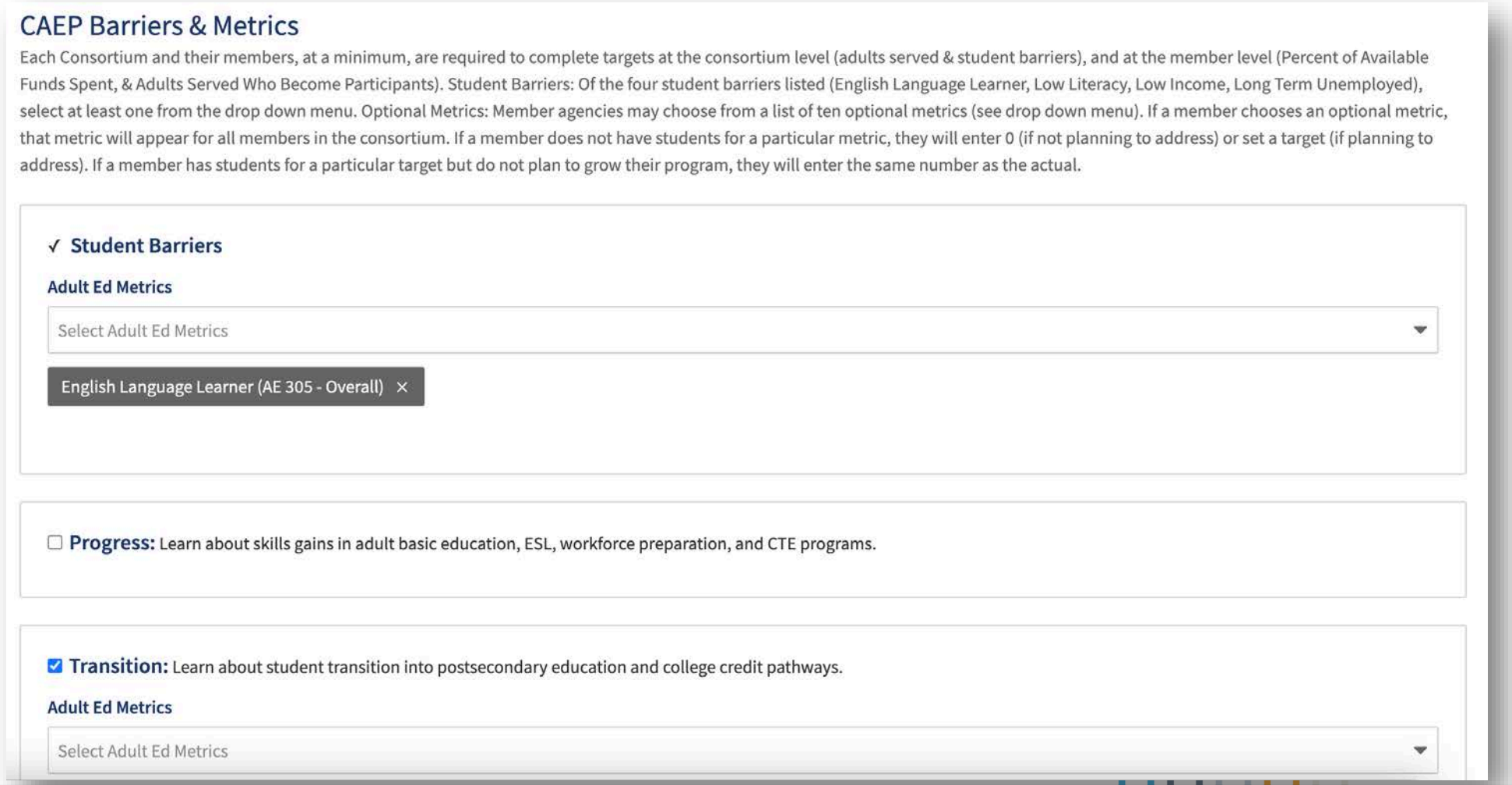
Three-Year Plan in NOVA

Section 3: Metrics



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Three-Year Plan in NOVA

Section 3: Metrics

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	8,666			9	9	9
Student Barriers	English Language Learner (AE 305 - Overall)	1,959			9	9	9

Member Districts Level Metric Targets

* Mandatory for all member districts

Allan Hancock Joint CCD

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	5,799			9	9	9
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)						

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Three-Year Plan in NOVA

Section 3: Metrics

Member District Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Allan Hancock Joint CCD	54%	0%	0%	9%	9%	9%
Lompoc Unified	100%	7%	0%	9%	9%	9%

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Three-Year Plan in NOVA

Section 4: Objectives

Objectives

Guidance

For each of the three Objectives, the description should include the strategies to achieve the objective, and the educational needs, barriers, and gaps in current education and workforce services.

Address Educational Needs

Describe strategies the plan will support to address the educational needs identified in Section 2: Assessment.

Description of Objective *

Improve Integration of Services & Transitions

Describe strategies to improve (1) integration of services and (2) transitions into postsecondary education and the workforce.

Description of Objective *

Improve Effectiveness of Services

Describe strategies to improve the effectiveness of the consortium and its services.

Description of Objective *

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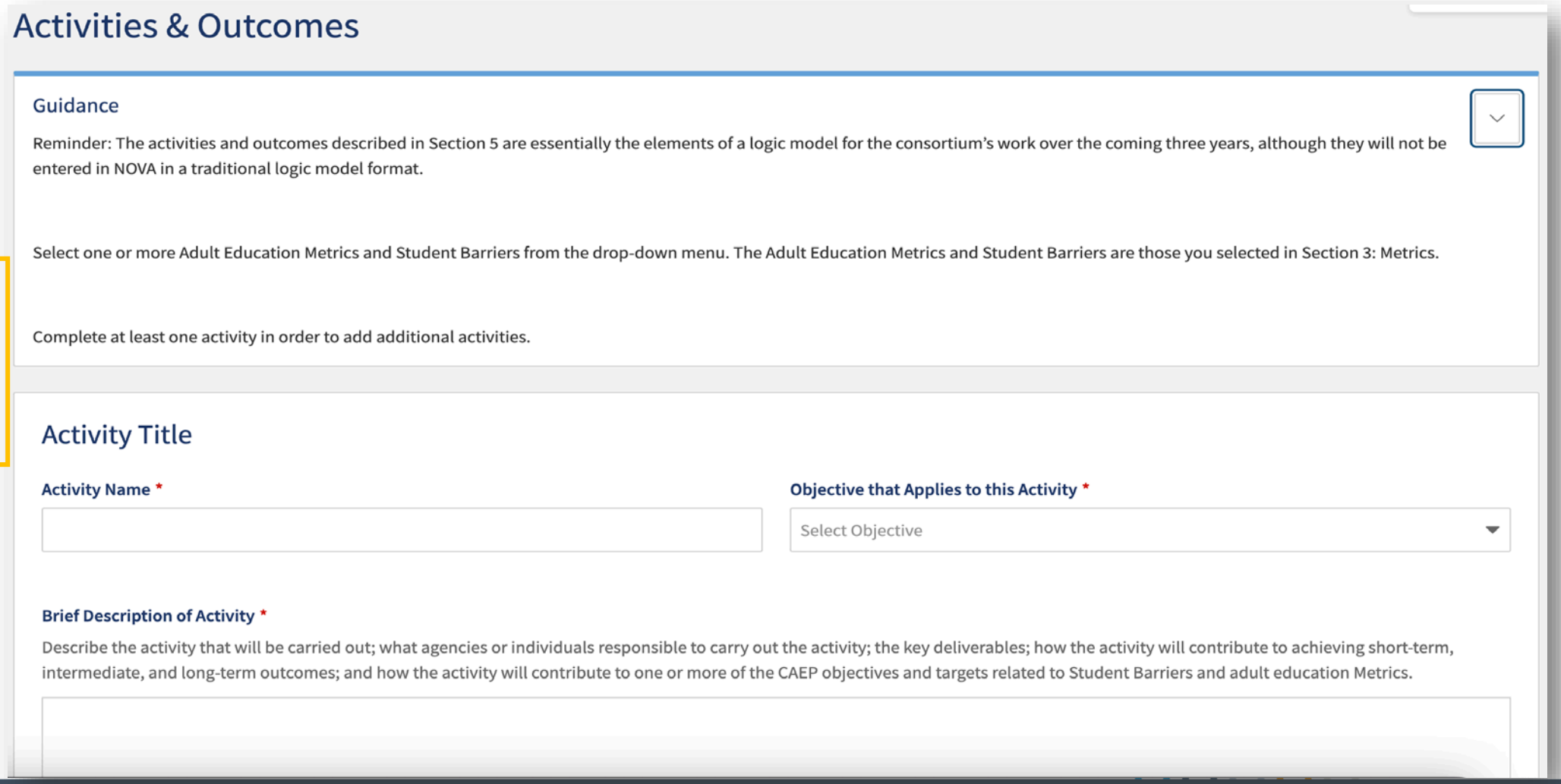
Three-Year Plan in NOVA

Section 5: Activities and Outcomes



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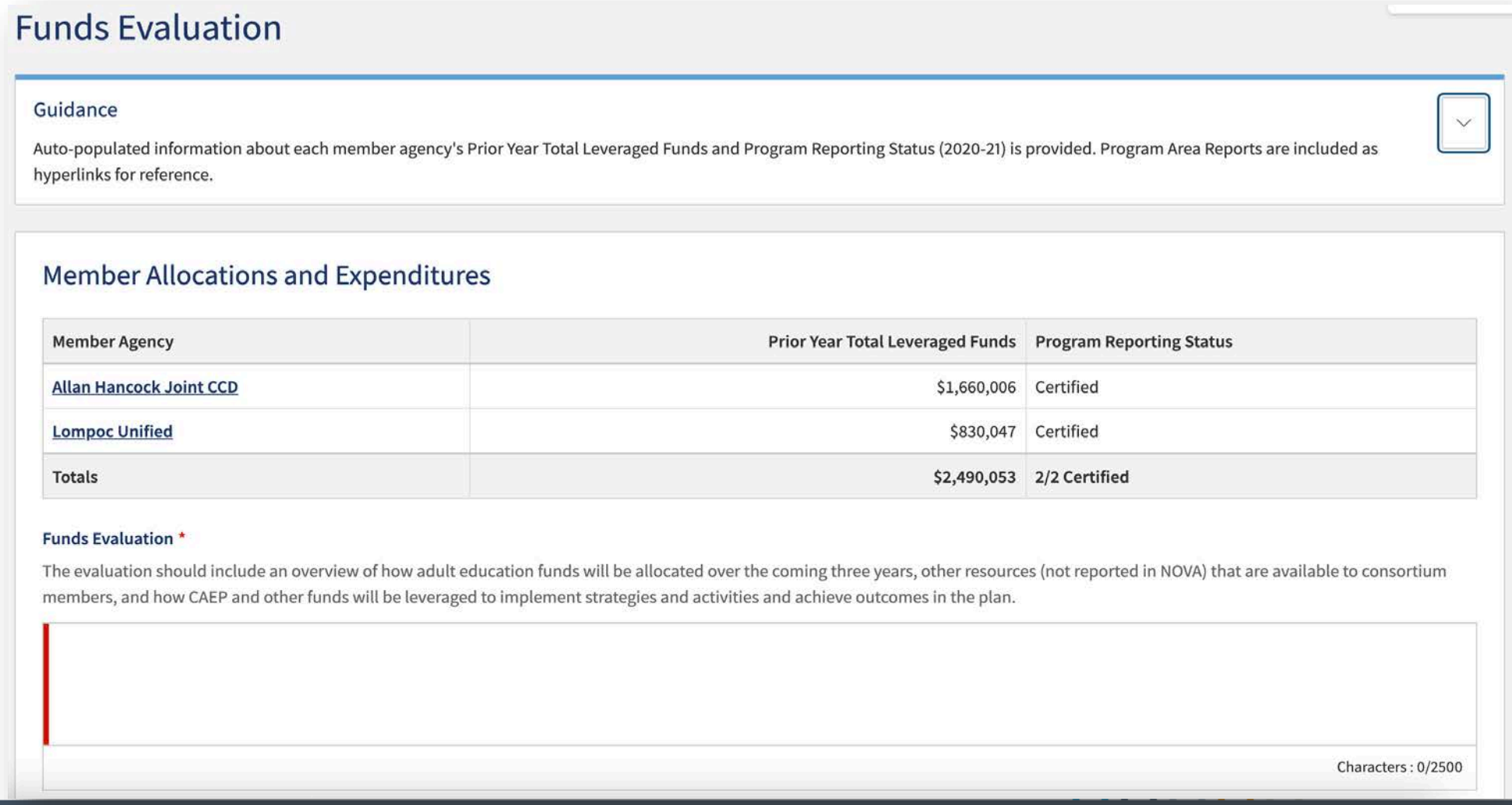
Three-Year Plan in NOVA

Section 6: Funds Evaluation



Funds Evaluation

Guidance

Auto-populated information about each member agency's Prior Year Total Leveraged Funds and Program Reporting Status (2020-21) is provided. Program Area Reports are included as hyperlinks for reference.

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Allan Hancock Joint CCD	$1,660,006	Certified
Lompoc Unified	$830,047	Certified
Totals	**$2,490,053**	**2/2 Certified**

Funds Evaluation *

The evaluation should include an overview of how adult education funds will be allocated over the coming three years, other resources (not reported in NOVA) that are available to consortium members, and how CAEP and other funds will be leveraged to implement strategies and activities and achieve outcomes in the plan.

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Questions

THANK
YOU!