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In accordance with a recent amendment to the Ralph M. Brown Act, public records related to this public session agenda, that are provided to the Executive Board less than 72 hours before a regular meeting may be inspected by the public at the Azusa Adult Education main office 1134 S. Barranca Ave., Glendora, CA 91740 during regular office hours (8:00am – 4:00pm) and on the CCAEC website <http://www.ccadulted.org/>.



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, July 20, 2021

1:30 p.m.

Azusa Adult Education Center – Multi-Purpose Room

1040 E. Gladstone St.

Azusa, CA 91702

AGENDA

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30)

1.1 Meeting called to order by Chair Flint Fertig at _____

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	_____	John Russell, Regional Director	_____
Flint Fertig, Representative	_____	Ivon McCraven, Proxy	_____
Paul Hernandez, Representative	_____	Saida Valdez, Proxy	_____
Ron Letourneau, Representative	_____	Rick Crosby, Asst. Supt.	_____
Kevin Morris, Representative	_____	Calvin McKendrick, Proxy	_____
Michael Wangler, Representative	_____	Virginia Kelsen, Asst. Supt.	_____

2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

2.1 Approve the minutes of the June 22, 2021 Regular Executive Board Open Session Meeting.

Motion by _____, seconded by _____ Vote _____

Representative Delvasto __ Representative Fertig __ Representative Hernandez __

Representative Letourneau __ Representative Morris __ Representative Wangler __

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa _____

Duarte _____

Citrus _____

Glendora _____

Claremont _____

Monrovia _____

3.2 Regional Director report.

3.3 Public comment for items not on the agenda.

3.3.1 Public comments for items on the Open Session Agenda.

4.0 BOARD DISCUSSION ON DELIVERY OF CTE PROGRAMS AND LEVERAGING OF CAEP FUNDS

Regional Director will make a presentation on the intent of AB 104 and CTE program delivery to facilitate a board discussion about CCAEC delivery of CTE programs.

5.0 BOARD DISCUSSION OF CONSORTIUM-WIDE UNIFORM CTE PROGRAM DELIVERY

Informational item that all CTE programs offered by K-12 members be uniform in length and cost on the California Employee Training Provider List.

6.0 BOARD REVIEW OF MEMBERSHIP EFFECTIVENESS / CERTIFICATION & ASSURANCES

Regional Director to present state guidance on membership effectiveness and required Certification & Assurances that members agree to with approval of the CFAD for board discussions.

7.0 CCAEC FINANCIAL UPDATE BASED ON PRELIMINARY Q4 EXPENDITURE REPORTS

Regional Director will present updated consortium member finances to facilitate board discussion on member carryover and allocation of additional CAEP COLA funds.

8.0 BOARD APPROVAL OF ADDITIONAL CAEP COLA ALLOCATION FUNDS

Motion by _____, seconded by _____ Vote _____

Representative Delvasto __ Representative Fertig __ Representative Hernandez __

Representative Letourneau __ Representative Morris __ Representative Wangler __

Board approval of CAEP COLA Allocation based on discussions of Items 4.0 – 7.0

9.0 BOARD REVIEW OF ANNUAL PLAN DRAFT AND DISCUSS STAKEHOLDER INPUT PROCESS

Regional Director will present Annual Plan draft and discuss stakeholder input process.

10.0 BOARD REVIEW OF BUDGET AND WORKPLAN PROCESS

Regional Director review of Budget and Workplan process, including utilization of member carryover.

11.0 BOARD DISCUSSIONS OF FALL PROFESSIONAL DEVELOPMENT CONFERENCE

Board to discuss CCAEC Fall Conference possibilities and.

12.0 BOARD DISCUSSION OF HEALTHCARE ADVISORY MEETING

Board to discuss Healthcare Advisory Meeting for October.

13.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

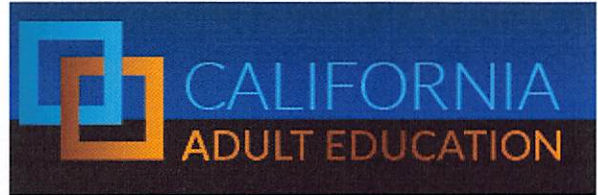


Documents to Support Agenda Items

July 20, 2021 Agenda

Agenda Item 2.1.1

June 22, 2021 Minutes



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

SPECIAL EXECUTIVE BOARD OPEN SESSION MEETING

Monday, June 22, 2021 1:30 P.M.

Zoom Meeting

<https://us02web.zoom.us/j/85493645914?pwd=YzZIYTdPR3NVcnYvbkpIQ2FTNFFQZz09>

Meeting ID: 854 9364 5914

Unapproved Minutes

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30 p.m.)

1.1 Meeting called to order by Chair Flint Fertig at 1:34 pm

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	Present	John Russell, Regional Director	Present
Flint Fertig, Representative	Present	Ivon McCraven, Proxy	Present
Paul Hernandez, Representative	Absent	Saida Valdez, Proxy	Present
Ron Letourneau, Representative	Present	Rebecca Summers, Proxy	Absent
Kevin Morris, Representative	Present	Rick Crosby, Asst. Supt.	Absent
Michael Wangler, Representative	Absent		

2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

None at this time

2.1.1 Approve the minutes of the April 19, 2021 / May 3, 2021 Regular Executive Board Open Session Meeting.

Act # 21-11 Motion by Mr. Fertig, seconded by Mr. Mr. Morris **Vote to Approve 6-0**
Representative Delvasto Y Representative Fertig Y Proxy McCraven Y
Representative Letourneau Y Representative Morris Y Proxy Valdez Y

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa: Mr. Hernandez advised that Julie Kane, the Azusa Adult School TOPSpro Enterprise data coordinator, and Dr. Valdez would be attending the CASAS Summer Institute which would be held virtually in June. Mr. Hernandez reported that graduation was held in person on the school field following social distance protocols and it was a big success. He advised that that all programs would return in-person in the fall with all students wearing masks and Azusa had finalized CTE program offerings for 2021-22. He looked forward to start recruiting for these programs.

Citrus: Ms. McCraven advised that some programs would return in person under college and county safety protocols. She advised that the programs for Automotive, Visual Performing Arts, Nursing, and labs would be in-person. Ms. McCraven advised that noncredit programs would stay continue to be delivered virtually. She advised that NC Counseling 201 would be offered in the fall and asked that K-12 CCAEC members work to get students enrolled into the class. The class would be similar to credit courses focusing on Career and Self-assessment. The class would be 18 hours and the first offering would run October 18, 2021 to November 2, 2021. Ms. McCraven also noted a new certificated program in Business Entrepreneur would be offered in the fall. The program would have different certifications in Accounting Principles, Marketing through Social Media and other areas. The program length would be 2-8 weeks.

Claremont: Mr. Delvasto advised that Claremont Adult School had its graduation on Thursday, June 17, 2021. Claremont had 29 graduates a number lower than normal due to the pandemic. The graduation was still a great success. Mr. Delvasto also advised that Claremont had procured an intent to hire letter for a Logistics Technician program that Claremont would be adding to I-TRAIN / ETPL. He said that Mr. Russell and he were working on finishing the curriculum and application for the Logistics Technician program and would submit for approval soon.

Duarte: Mr. Morris advised that the City of Hope was partnering with the school to provide an "Eat, Move, Live" culinary program for Duarte adult students. He said that Duarte had begun offering ASE online courses and that the school was serving 20-25 adult students. Mr. Morris also mentioned that he and Mr. Russell had been in contact with City of Hope to discuss the potential of starting a Patient Care Assistant (PCA) training program for the hospital.

Glendora: Mr. Letourneau advised that he had been given a number of directives from the GUSD district office and he would be working to address these directives. He noted that he would be reaching out to other consortium directors to pick their brains about these directives. He also said his first area of focus was to get the ESL program up and running post-pandemic and post-retirement of the ESL teacher.

Monrovia: Mr. Fertig reported that Monrovia had a drive-by graduation and the school had 27 HSD graduates and 13 HiSET completers. The graduation was really well received. He also advised that 2020-21 was an excellent year for CTE programs in terms of providing services and getting access to AJCC Title I funds for the students.

3.2 Regional Director report.
Mr. Russell had no report.

3.3 Public comment for items not on the agenda.

None at this time.

3.3.1 Public comments for items on the Open Session Agenda.

None at this time.

4.0 BOARD APPROVAL OF 2021-22 BOARD MEETING CALENDAR

Act # 21-12 Motion by Mr. Morris, seconded by Mr. Delvasto **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Proposed 2021-22 calendar was approved by the board conditioned upon the calendar having the correct address for the Azusa Adult Education Center address. The revised calendar is attached to these minutes.

5.0 BOARD APPROVAL OF AZUSA 2020-21 Q3 EXPENDITURE REPORT

Act # 21-13 Motion by Mr. Letourneau, seconded by Mr. Fertig **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Regional Director presented NOVA reports and the Azusa Q3 LAGL015 for approval and certification of Q3 expenditures.

6.0 BOARD APPROVAL OF CLAREMONT 2020-21 Q3 EXPENDITURE REPORT

Act # 21-14 Motion by Mr. Morris, seconded by Mr. Fertig **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Regional Director presented NOVA reports and the Claremont Q3 LAGL015 for approval and certification of Q3 expenditures. Mr. Delvasto explained that the very large carryover in the Claremont LAGL015 was due to accounting for the amount of money that was passed through for payment of CAEP funds to other districts

7.0 BOARD APPROVAL OF DUARTE 2020-21 Q3 EXPENDITURE REPORT

Act # 21-15 Motion by Dr. Valdez, seconded by Mr. Delvasto **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Regional Director presented NOVA reports and the Duarte Q3 LAGL015 for approval and certification of Q3 expenditures.

8.0 BOARD APPROVAL OF GLENDORA 2020-21 Q3 EXPENDITURE REPORT

Act # 21-16 Motion by Mr. Fertig, seconded by Mr. Delvasto **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Regional Director will present NOVA reports and the Glendora Q3 LAGL015 for approval and certification of Q3 expenditures.

9.0 BOARD APPROVAL OF MONROVIA 2020-21 Q3 EXPENDITURE REPORT

Act # 21-17 Motion by Dr. Valdez, seconded by Mr. Delvasto **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig Y Proxy McCraven Y

Representative Letourneau Y Representative Morris Y Proxy Valdez Y

Regional Director will present NOVA reports and the Monrovia Q2 LAGL015 for approval and certification of Q2 expenditures.

10.0 BOARD DISCUSSION OF 2021-22 CONSORTIUM EFFORTS TO PROCURE TITLE IFUNDS FOR CTE PROGRAMS

Regional Director to discuss plans for 2021-22 AJCC partnerships.

11.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

Meeting adjourned at 2:38.



Documents to Support Agenda Items

July 20, 2021 Agenda

Agenda Item 4.0

AB 104 Ed Code 84906

CCAEC Three Year Plan Logic Model Goals

CTE Delivery Modalities

**EDUCATION CODE - EDC**

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5] (*Title 3 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88933] (*Division 7 enacted by Stats. 1976, Ch. 1010.*)

PART 50. FINANCE [84000 - 85304] (*Part 50 enacted by Stats. 1976, Ch. 1010.*)

CHAPTER 5. Community College Apportionment [84750.4 - 84920] (*Chapter 5 repealed and added by Stats. 1979, Ch. 282.*)

ARTICLE 9. Adult Education Program [84900 - 84920] (*Heading of Article 9 amended by Stats. 2018, Ch. 33, Sec. 39.*)

- 84906.** (a) (1) Commencing with the 2019–20 fiscal year, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have a consortium-approved three-year adult education plan that addresses a three-year fiscal planning cycle. The plan shall be updated at least once each year based on available data pertaining to the requirements of subdivision (b).
- (2) For the 2018–19 fiscal year, as a condition of receipt of an apportionment of funds from this program, the members of a consortium shall have a consortium-approved adult education plan that satisfies subdivision (c).
- (b) An adult education plan shall include all of the following:
- (1) An evaluation of the educational needs of adults in the region.
- (2) A list of the following:
- (A) Entities that provide education and workforce services to adults in the region.
- (B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services.
- (3) A description of the services provided by entities listed pursuant to paragraph (2).
- (4) An evaluation of current levels and types of education and workforce services for adults in the region.
- (5) An evaluation of the funds available to the members of the consortium and the entities listed pursuant to paragraph (2), including funds other than those apportioned pursuant to this article.
- (6) Actions that the members of the consortium will take to address the educational needs identified pursuant to paragraph (1).
- (7) Actions that the members of the consortium will take to improve the effectiveness of their services.
- (8) Actions that the members of the consortium, the entities listed pursuant to paragraph (2), and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:
- (A) Placement of adults seeking education and workforce services into adult education programs.
- (B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.
- (C) Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.

(D) Collection and availability of data.

(9) A description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(10) A description of the ways in which each of the entities identified in paragraph (2) contributed to the development of the plan.

(c) For the 2015–16, 2016–17, 2017–18, and 2018–19 fiscal years, a regional plan developed pursuant to Section 84830 shall satisfy the requirements of this section.

(Amended by Stats. 2018, Ch. 33, Sec. 42. (AB 1809) Effective June 27, 2018.)

Figure 1. Logic Model

Goal Statement #1: Increase Persistence and Performance for all CCAEC Students

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<p><i>In order to complete our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i></p>	<p><i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i></p>
<ol style="list-style-type: none"> 1. Reliable aggregated performance and persistence data (as defined by state) for each member and the consortium as a whole. 2. Participation from critical stakeholders: ESL coordinators, faculty, administration, and students. 3. Sufficient staff with expertise to create actionable plans and implement activities. 4. Financial resources for staff and meetings. 5. Sufficient external technical assistance to support staff in plan creation and implementation. 	<ol style="list-style-type: none"> 1. To maximize student persistence, create uniform CCAEC student entry and exit requirements and allow sites flexibility to implement the requirements: <ol style="list-style-type: none"> a. ESL Orientation b. ASE/ABE Orientation c. Classroom/site exit "check-ins" d. Exit survey 2. To maximize student performance, create and implement a Professional Development plan at site and consortium level. 3. Continuously monitor efforts and data with TE Coordinators meetings. 	<ol style="list-style-type: none"> 1. Orientation procedures at the site level. 2. Evidence of orientations. 3. "Check-in" procedures formalized at the site level. 4. Existence of Exit Survey and data from it. 5. Calendar of TE Coordination meetings. 6. Site and consortium PD plans. 7. Evidence of PD meetings (agendas, conference breakout sessions, etc.) 8. Survey data from professional development participants. 9. TE Coordination agendas and evidence of actionable items completed. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, consortium persistence will increase from 61% to 65%. 2. By the end of the 2019-20 school year, consortium student performance will increase from 35% to 40%. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, consortium persistence will be 70%. 2. By the end of the 2021-22 school year, consortium student performance will be 50%. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year consortium persistence will be at 75% or higher. 2. Beyond the 2021-22 school year, consortium student performance will be at 55% or higher.

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Assumptions	External Factors
<ol style="list-style-type: none"> 1. While requirements are consortium-wide, institutional autonomy is a core value for CCAEC: orientation, check-in, and exit procedures will be flexibly implemented at the member level. 2. PD at the two consortium conferences per year will align with persistence and performance goals for the consortium. 	<ol style="list-style-type: none"> 1. K-12 population is more migratory and in flux. This transitional nature means inherent barriers to tackling persistence exist.

Goal Statement #2: Create and Implement Regional Employment Training Plan (RETP) to increase leverage funds and serve industry

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<p><i>In order to complete our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i></p>	<p><i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i></p>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Participation from critical stakeholders: industry, WDBs, AJCCs, students, and faculty. 3. Sufficient staff with expertise to create and implement RETP. 4. Financial resources for staff and meetings. 5. Sufficient external technical assistance to support staff in program creation and implementation. 	<ol style="list-style-type: none"> 1. Data-driven planning sessions with stakeholders to be completed by October 1, 2019: <ol style="list-style-type: none"> a. Data would include input from Advisory Boards. b. Sectors and programs strategically located at schools across the consortium. c. Budgets for new program would include personnel and capital expenditures. d. Identified cohort funding from AJCCs or county. 2. Plan implementation and monitoring: <ol style="list-style-type: none"> a. Continuous collection of current CTE student enrollment. b. Job placement data. 	<ol style="list-style-type: none"> 1. The Regional Employment Training Plan would be on consortium website and made available to all stakeholders. 2. Quarterly consortium-wide data reports monitoring current CTE enrollment. 3. Annual job placement reports that are more detailed than CAEP Outcome data (e.g. outcomes by CTE program, ESL, etc.). 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, consortium-wide CTE enrollment will increase 10% from current levels. 2. By the end of the 2019-20 school year, the number of consortium-wide CTE job placements will increase 10% from current levels. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, consortium-wide CTE enrollment will increase 15% from 2018-19 levels. 2. By the end of the 2019-20 school year, the number of consortium-wide CTE job placements will increase 15% from 2018-19 levels. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, consortium-wide CTE enrollment will increase 25% from 2018-19 levels. 2. Beyond the 2021-22 school year, the number of consortium-wide CTE job placements will increase 25% from 2018-19 levels.

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Assumptions	External Factors
1. CTE members must be flexible and collaborative as planning sessions could lead to some difficult conversations.	1. AJCC Title I ITA funding ebbs and flows and can cause significant disruption in providing CTE services to adults.

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Goal Statement #3: Create, Implement and Fully Utilize CTE Regional Advisory Boards

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<p><i>In order to complete our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i></p>	<p><i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i></p>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Participation from critical stakeholders: industry, job developers, marketers, faculty, and administration. 3. Sufficient staff with expertise to administer to Advisory Boards. 4. Financial resources for staff and Advisory Board meetings. 5. Sufficient external technical assistance to support Boards. 	<ol style="list-style-type: none"> 1. Create structure of each industry's Advisory Board and the format of quarterly meetings by 7/15/19. 2. Create list of potential members from industry by 7/31/19. 3. Contact potential members and form Boards by 9/15/19. 4. Calendar Advisory Board meetings by 10/1/19. 5. Hold first Board meeting by mid-October 2019 	<ol style="list-style-type: none"> 1. Formation of Boards and codified structure for Board meetings. 2. Calendar of Advisory Board meetings. 3. Agendas and sign-in sheets from Board meetings. 4. Letters of employment needs for consortium to utilize in planning. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, the consortium will place 30 students in regional jobs as a direct result of Advisory Board meetings. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, the consortium will be placing 60 students annually in regional jobs as a direct result of Advisory Board meetings. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, the consortium will be placing 100 students annually in regional jobs as a direct result of Advisory Board meetings.
Assumptions			External Factors		
<ol style="list-style-type: none"> 1. Pursuing this collectively is far more effective than pursuing it individually. 2. Board structure will be meaningful, so industry will see the benefit in participating. 			<ol style="list-style-type: none"> 1. Industry is very busy and may be resistant. 		

Goal Statement #4: Improve CCAEC Student Transition to Postsecondary Institutions

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<i>In order to complete our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i>	<i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Reliable information regarding transition best practices and transition specialist's job descriptions. 3. Sufficient staff to implement Transition Plan and financial resources to pay for the staff. 4. CCD support in providing transition credit classes. 5. Transportation to local community college. 	<ol style="list-style-type: none"> 1. Create Job Description for Transition Specialist and job performance rubric based on student outcomes. 2. Strengthen community college partnership. 3. Create Counseling 160 classes on K-12 school campuses. 4. Set-up protocols for identifying potential enrollees to the class and target efforts those students. 5. Program course into member master schedules 	<ol style="list-style-type: none"> 1. Transition Specialist is hired. 2. Transition Specialist performance and engagement reports address the job description rubric. 3. Counseling 160 is on each school's Master Schedule. 4. Marketing collateral for Citrus College and K-12 schools will advertise course. 5. Communication collateral (emails, board meeting agendas and minutes, etc.) will demonstrate increased connection with Citrus College. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, the number of student transitions to postsecondary institutions consortium-wide will increase 30% from current levels. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, the number of student transitions to postsecondary institutions consortium-wide will increase 50% from 2018-19 levels. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, the number of student transitions to postsecondary institutions consortium-wide will remain 75% from 2018-19 levels.

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Success and continued pursuit of a Transition Specialist model must be informed by attainment of specific metrics. 	<ol style="list-style-type: none"> 1. K-12 members need increased stability in CCD partnership.

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CTE PROGRAM DELIVERY MODALITIES



CTE Delivery Mode I - Beginning

- Use CAEP funds without leveraging other funds
- No partnership with WIOA mandated partner (AJCC)
- Determination of program offering not always dictated by labor/workforce data or industry input
- Might lead to certification and employment, but not specifically focused as such in program delivery
- Outcome data is not a priority and therefore is not gathered with fidelity
- Long term sustainability is questionable



CTE Delivery Mode II - Intermediate

- Use CAEP funds without leveraging other funds
- Offered with WIOA partner input or coenrollment
- Determination of program offering always dictated by labor/workforce data or industry input
- Always leads to license or certification and employment, and is specifically focused as such in program delivery
- Outcome data is always a priority and therefore is gathered with fidelity
- Long term sustainability is questionable
- Goal is to generate outcomes for WIOA reporting, build rapport with AJCCs, and learn CTE delivery expertise
- Goal is to then use this expertise to get on I-TRAIN and ETPL



CTE Delivery Mode III - Advanced

- Use CAEP funds sparingly for scholarships
- Primarily leverages WIOA Title I funds as required in 84906
- Offered with WIOA partner input or coenrollment
- Determination of program offering always dictated by labor/workforce data and industry input
- Always leads to license or certification and employment, and is specifically focused as such in program delivery
- Outcome data is always a priority and therefore is gathered with fidelity
- Long term sustainability is excellent - only based on success of accessing Title I funds
- Goal is to generate outcomes for WIOA reporting and build rapport with AJCCs to continue long term sustainability



Documents to Support Agenda Items

July 20, 2021 Agenda

Agenda Item 6.0

Member Effectiveness / Certification & Assurances



June 30, 2021

To: CAEP Consortium Directors and Members

From: State CAEP Office

Subject: Reminder on Member Effectiveness Guidance

This memorandum is a reminder for the California Adult Education Program (CAEP) consortia and their members regarding CAEP member effectiveness. The State CAEP Office's intent by releasing this guidance is to ensure the timely submission of CAEP deliverables, set a minimum threshold for member effectiveness, and continue the discussion of member effectiveness at the regional consortium level.

At a minimum, CAEP member effectiveness is defined per the CAEP assurances listed (see attached list) and further defined/mandated by education code (84900 – 84920). Each CAEP consortium member agrees to follow the list of CAEP assurances when they certify their annual allocation via the Consortium Fiscal Administration Declaration (CFAD). By clicking "Approve" in the NOVA system, the member is confirming that they agree to all the CAEP assurances listed under sections labeled: Membership & Decision-Making, Public Meetings, and Reporting Requirements. This also includes members certifying to any additional consortium rules and procedures and, as agreed upon by the consortium members (such as any additional by-laws, charters, etc.). Consortia may use this memo to update their agreed upon rules and procedures or consortium governance documentation to address member effectiveness and follow-up steps with an ineffective member.

Consortia must monitor member performance related to the CAEP assurances and identify members for non-compliance. The consortium must provide members technical assistance and/or reach out to the CAEP Technical Assistance Project (TAP) as part of the reasonable intervention (EC 84914 (b) (1) (c)). In addition, beginning July 1, 2021, CAEP regional consortia will be notified by the State CAEP Office through CAEP TAP or CASAS of members that have not met specific reporting requirements (see attached list). If the member continues to not meet the assurance(s), then the member will be deemed an ineffective member, which may result in a loss or reduction of CAEP funding.



If a consortium chooses to decrease the member's funding, the consortium must document the reason, the technical assistance/reasonable intervention provided, and the public meeting minutes of how/when the decision was made. This documentation must be posted to the consortium's Supporting Documentation section in NOVA.

Consortia will need to update their agreed upon rules (i.e., governance) to describe how this process will function within the consortium. Rules should also cover a member appeal process and/or conflict resolution steps. The State CAEP Office will be the final arbitrator if there is disagreement at the consortium level. Voting to decrease a member's allocation must be based on the consortium approved voting structure and does not have to be a unanimous vote.

Please note: beginning in the 2022-23 program year, each consortium will be required to update and certify their consortia governance in NOVA. More details on the governance process will be released soon.

To access the NOVA system, [click here](#). To review the list of CAEP Assurances in the NOVA System on the CAEP website, [click here](#). This information can be located via the following path: Administrators/Policy/Fiscal Guidance. For background on the intent of member effectiveness, please click on the [2016 CAEP Member Effectiveness Report](#).

If you have any questions regarding this memo, please contact CAEP TAP at tap@caladuted.org or (888) 827-2324.

Sincerely,

The CAEP Office



Attachment

CAEP Certification & Assurances

Membership & Decision-Making

- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84905 (a)(b)).
- I certify that only members as described above (and in EC 84905) are allowed to join my consortium as members and participate in decision-making and approvals whether in a public meeting, or via the NOVA planning, budgeting & expense reporting system.
- **I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.**
- I certify that as a member of the consortium my district shall be represented only by an official designated by the governing board of the member (EC 84905 (c)).
- **I certify that as a member of the consortium, I shall participate in any decision made by the consortium (EC 84905 (d)(1)(A)) (including CFAD certification).**
- I certify that all decision made by the consortium and its members is final (EC 84905 (d)(1)(F)).
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (EC 84905 (d)(1)(C)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).
- I certify that in addition to the meeting requirements listed in EC 84905, and as agreed upon by the consortium members, that I will follow the public meeting requirements listed in the Ralph M. Brown Act as the Brown Act applies to the governing body of any "local body created by state or federal statute." (Ed. Code, section 54952.)

Reporting Requirements


- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district's work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that my expenditures of CAEP funds match the objectives/activities included in the annual plan and the member work plan (EC 84906, 84914(a)).
- I certify that my expenditures of CAEP funds adhere to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
- **I certify that I will report student level enrollment data and outcomes as prescribed by the State CAEP Office (EC 84920).**
- I certify that I will share financial expenditure and progress reports with the members of my regional consortium.
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).
- I certify that all CAEP expenses have been expended only for the education of persons 18 years of age or older (EC 84901(a)).

Note: Bold assurances/requirements will be tracked by the State CAEP Office. If after a reasonable intervention, these requirements are not met, the State CAEP Office will notify the regional consortium and the member of their ineffective status.




Member Effectiveness 2021-22


Presenters: Carolyn Zachry, Neil Kelly, Veronica Parker & Jay Wright



Presentation


- CAEP Legislative Requirements (Member Effectiveness)
- NOVA Certification of Assurances
- Consortium Responsibilities
- CAEP Member Effectiveness Process
- Release of CAEP Member Effectiveness Memo (and TOPSPro Reporting process)
- Consortium Governance Certification
- Questions






CAEP Legislative Requirements


- CAEP member effectiveness is defined per the CAEP assurances listed and further defined/mandated by education code (84900 – 84920).
- The CAEP assurances are part of the CFAD certification process in NOVA (in order to receive state CAEP funding).




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CAEP Assurances


- Membership and Decision-Making
- Public Meetings
- Reporting Requirements




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Membership & Decision-Making


- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84905 (a)(b)).
- I certify that only members as described above (and in EC 84905) are allowed to join my consortium as members and participate in decision making and approvals whether in a public meeting, or via the NOVA planning, budgeting & expense reporting system.
- I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.
- I certify that as a member of the consortium my district shall be represented only by an official designated by the governing board of the member (EC 84905 (c)).
- I certify that as a member of the consortium, I shall participate in any decision made by the consortium (EC 84905 (d)(1)(A)).
- I certify that all decision made by the consortium and its members is final (EC 84905 (d)(1)(F)).
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.




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Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (EC 84905 (d)(1)(C)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(ii)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).
- I certify that in addition to the meeting requirements listed in EC 84905, and as agreed upon by the consortium members, that I will follow the public meeting requirements listed in the Ralph M. Brown Act as the Brown Act applies to the governing body of any "local body created by state or federal statute." (Ec. Code, section 54952.)






Reporting Requirements

- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district's work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that my expenditures of CAEP funds match the objectives/activities included in the annual plan and the member work plan (EC 84906, 84914(a)).
- I certify that my expenditures of CAEP funds adhere to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
- I certify that I will report student level enrollment data and outcomes as prescribed by the State CAEP Office (EC 84920).
- I certify that I will share financial expenditure and progress reports with the members of my regional consortium.
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).
- I certify that all CAEP expenses have been expended only for the education of persons 18 years of age or older (EC 84901(a)).


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NOVA Certification

- Each CAEP consortium member agrees to follow the list of CAEP assurances when they certify their annual allocation via the Consortium Fiscal Administration Declaration (CFAD).
- By clicking "Approve" in the NOVA system, the member is confirming that they agree to all the CAEP assurances listed under sections labeled: Membership & Decision-Making, Public Meetings, and Reporting Requirements.
- This also includes members certifying to any additional consortium rules and procedures and, as agreed upon by the consortium members (such as any additional by-laws, charters, etc.).

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NOVA Certification & Assurances

CAEP Consortium Fiscal Administration Declaration: 2021-22
 01 Allam Hancock College Consortium Status: Consortium Approved

Certification & Assurances

By clicking "Approve" on the approval cards below, you are certifying the CFAD as well as certifying that you and all consortium members agree to the assurances listed below.

Assurances

Membership & Decision Making

- I certify that an equitable consortium district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84913 (1-7), 84906, 8914(a)).
- I certify that any member of the consortium shall be permitted to attend any meeting, and participate in decision-making and approval authority in public meetings, or via any means approved, including a remote reporting system.
- I certify that any consortium or joining consortium, its members, and members of reporting any funds (as described in EC 84920) available to that member for the purpose of education and services for adults and the uses of those funds through the annual program are available to NOVA for reporting purposes, and instructional needs.
- I certify that as a member of the consortium, my district shall be represented only by an official designated by the governing board of the member (EC 84914(b)).
- I certify that as a member of the consortium, each participant shall be bound by the consortium (EC 84914(b)).
- I certify that all expenses made by the consortium and its members shall be reported (EC 84920, 84914(a)).
- I certify that I will adhere to the consortium's rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

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NOVA Certification & Assurances cont.

NOVA Consortium Fiscal Administration Declaration 2021-22
 of Allan Hancock College Consortium

Member Information:

Member Name	Title	Contact Information
Allan Hancock College	Director	[Redacted]
Longueville Unified	Member Representative	[Redacted]

Consortium Lead: [Redacted]

Approved By: [Redacted]

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Consortium Responsibilities


- Consortium lead/director must monitor member performance related to the CAEP assurances and identify members for non-compliance.
- Consortium lead/director must provide members technical assistance and/or reach out to the CAEP Technical Assistance Project (TAP) as part of the reasonable intervention to help their members.
- Once a reasonable intervention has been attempted without success, the consortium may deem that member as ineffective and their funding may be reduced.
- If a consortium chooses to decrease the member's funding, the consortium must document the reason, the technical assistance/reasonable intervention provided, and the public meeting minutes of how/when the decision was made. This documentation must be posted to the consortium's Supporting Documentation section in NOVA.

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Consortium Responsibilities cont.


- CAEP TAP is here to assist!
 - Include more visible notices of upcoming CAEP deliverables in the newsletter, direct communication to the field, on the website, and via social media.
 - By way of an infographic, include best practices on how to complete a deliverable and what a consortium lead should be looking out for when they are getting ready to certify a deliverable/report.
 - The creation of a process map to show the flow of deliverables prior to their due date.
 - Notices will be disseminated at least 6 weeks prior to a deliverable and will include at least 3 notices through all channels.
 - After a deadline, The State CAEP Office will notify CAEP TAP of who has not submitted their deliverables and CAEP TAP will begin the notification process.


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State Member Effectiveness Process

- In addition to the consortium monitoring, the State CAEP Office will also be monitoring specific CAEP requirements.
- Beginning July 1, 2021, CAEP regional consortia will be notified by the State CAEP Office through CAEP TAP or CASAS of members that have not met some or all of the assurances they certified in order to receive CAEP funds.
- If the member continues to not meet the assurance(s), then the member will be deemed an ineffective member, and the State CAEP Office will inform the consortium and the member of their ineffective status.
- The consortium may proceed with reducing the member's CAEP funding. The consortium may reduce the current year's funding or decide to reallocate the member's base allocation (which would affect future year's funding for the member).







State Member Effectiveness Monitoring

The State CAEP Office will be tracking the following requirements and will notify CAEP TAP or CASAS to reach out to the consortium/member and provide technical assistance:

- Program Area Reporting of leveraged funds and instructional hours (consortium certification due 12/1)
- Quarterly expenditure reporting (Q1, Q2 (includes close out), Q3, & Q4)
- Plan Certification – 3-year plan, annual plan, and member work plan
- CFAD and Governance Certification (due May 2nd)
- For K-12/COE only – quarterly student data reporting into TOPSPRO Enterprise (Q1, Q2, Q3, & Q4)







TOPSPRO Enterprise Data Submission

Sequence of CAEP Data Submission tasks after the submission due date (K-12/COE):

- On the second day after the submission due date, CASAS will send a late reminder email to all agencies who are missing any deliverables.
- CASAS will send another late submission reminder email one week after the data submission due date.
- If not submitted by the 2nd week after the due date, CASAS will offer technical assistance.
- If the agency fails to follow up one month after due date and technical assistance has not resulted in any progress – the agency is referred to the State CAEP Office for a determination on effectiveness.





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Consortium Governance Certification


- Starting in 2022, each member (and consortium) will be required to annually certify the CAEP Governance documentation.
- The Governance certification aligns with the CAEP assurances and the member effectiveness process.
- Governance certification will be part of the CFAD process and certification due May 2nd each year.
- The Governance questions are the same as before (from 2015) with two additional questions on carry-over funds and member effectiveness.
- The Governance process will be available in NOVA later this year.






Governance Questions 1 of 3

- Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?
- Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?
- How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?
- How will you assure of the consortium shall participate in any decision made by the consortium?





Governance Questions 2 of 3


What will be the relative voting power of each member?


How will decision be approved?

How did you arrive at that decision-making model?


How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?


Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?




 **Governance Questions 3 of 3**


- Describe how comments submitted by members of the public will be distributed publicly.
- Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services, workforce investment boards, libraries, and community-based organizations.
- How will you determine approval of a distribution schedule pursuant to Section 84913 (CFAD process)?
- Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?
- How will members join, leave, or be dismissed from the consortium?





 **Governance Questions**

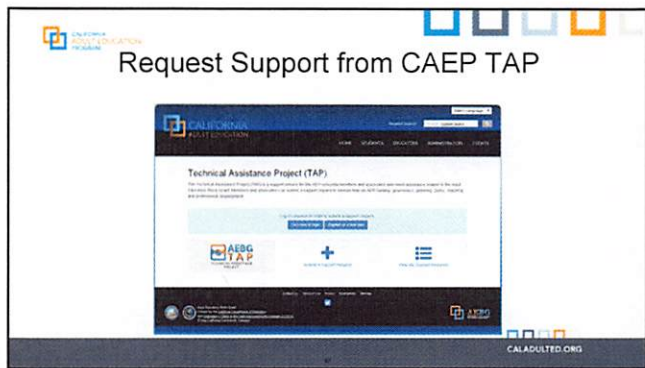
- How does the consortium monitor and administer carryover funds? Do you have a bylaw that governs carryover?
- How does your consortium define member effectiveness? What bylaws does your consortium have addressing member effectiveness?
- Does the consortium have a formal document detailing its working beyond the questionnaire? (Please provide a link)



 **Wrap Up and Questions**









Documents to Support Agenda Items

July 20, 2021 Agenda

Agenda Item 7.0

CFAD Worksheet for Additional COLA

CCAEC 2021-22 CFAD

Worksheet for CFAD calculations

School	2016-17					2017-18			Cumulative Carryover
	2016-17 CAEP Funds - Initial	2016-17 CAEP Subcontract	2016-17 Total Funding	2016-17 Expenditures	2016-17 Carryover	2017-18 CAEP Funds	2017-18 Expenditures	2017-18 Carryover	
Azusa Adult School	\$1,422,489	\$133,176	\$1,555,665	\$1,102,319	\$453,346	\$1,570,185	\$1,467,013	\$103,172	\$556,518
Citrus College	\$380,000	-\$380,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Claremont Adult School	\$723,355	\$129,316	\$852,671	\$740,335	\$112,336	\$851,371	\$807,880	\$43,491	\$155,827
Duarte Adult School	\$31,592	\$1,019	\$32,611	\$32,611	\$0	\$31,592	\$18,649	\$12,943	\$12,943
Glendora Adult School	\$236,407	\$29,976	\$266,383	\$197,646	\$68,737	\$256,407	\$211,000	\$45,407	\$114,144
Monrovia Adult School	\$1,303,425	\$86,513	\$1,389,938	\$1,389,938	\$0	\$1,387,713	\$1,387,713	\$0	\$0
					\$0				
Total	\$4,097,268	\$0	\$4,097,268		\$634,419	\$4,097,268	\$3,892,255	\$205,013	\$839,432

School	2018-19				2019-20 Budget	2019-20			
	2018-19 CAEP Funds	2018-19 Expenditures	2018-19 Carryover	Cumulative Carryover		2019-20 CFAD Funds	2019-20 Expenditures	2019-20 Carryover	Cumulative Carryover
Azusa Adult School	\$1,689,472	\$1,543,010	\$146,462	\$866,039	\$2,563,861	\$1,697,822	\$1,939,842	-\$242,020	\$624,019
Citrus College	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Claremont Adult School	\$873,472	\$1,029,272	-\$155,800	\$27	\$1,055,352	\$1,055,325	\$1,027,343	\$27,982	\$28,009
Duarte Adult School	\$15,569	\$13,827	\$1,742	\$14,685	\$33,098	\$18,413	\$15,287	\$3,126	\$17,811
Glendora Adult School	\$251,418	\$227,007	\$24,411	\$138,555	\$375,181	\$236,626	\$258,644	-\$22,018	\$116,537
Monrovia Adult School	\$1,444,019	\$1,444,019	\$0	\$0	\$1,405,096	\$1,405,096	\$1,405,096	\$0	\$0
Total	\$4,273,950	\$4,257,135	\$16,815	\$1,019,306	\$5,432,588	\$4,413,282	\$4,646,212	-\$232,930	\$786,376

* Includes \$163,059 adjustment for Azusa

CCAEC 2021-22 CFAD

Worksheet for CFAD calculations

School	2020-21 Budget	2020-21 CFAD Funds	2020-21** Expenditures	2020-21** Carryover	Cumulative Carryover		
Azusa Adult School	\$1,973,350	\$1,349,331	\$1,454,284	-\$104,953	\$519,066		
Citrus College	\$0	\$0	\$0	\$0	\$0		
Claremont Adult School	\$1,521,152	\$1,124,143	\$892,097	\$232,046	\$260,055		
Consortium Serv.		\$369,000	\$321,399	\$47,601	\$47,601	\$307,656	
Duarte Adult School	\$37,300	\$19,489	\$8,889	\$10,600	\$28,411		
Glendora Adult School	\$301,292	\$184,755	\$195,724	-\$10,969	\$105,568		
Monrovia Adult School	\$1,366,564	\$1,366,564	\$1,297,118	\$69,446	\$69,446		
Total	\$5,199,658	\$4,413,282	\$4,169,511	\$243,771	\$1,030,147	\$4,413,282	\$5,199,658
Carryover		\$786,376				Check	Check
Check		\$786,376					

Total Students Enrolled

School	Literacy			CAEP			Total Services - Unduplicated		
	2018-19	2019-20	% of Total	2018-19	2019-20	% of Total	2018-19	2019-20	% of Total
Azusa Adult School	659	578	31.1%	967	705	34.0%	1,409	1,043	30.7%
Citrus College	0	0	0.0%	0	0	0.0%	0	0	0.0%
Claremont Adult School	639	540	29.7%	668	559	25.0%	1,157	784	25.2%
Duarte Adult School	0	21	0.5%	0	25	0.5%	0	68	0.0%
Glendora Adult School	67	65	3.3%	128	109	4.8%	146	125	3.2%
Monrovia Adult School	823	580	35.3%	965	788	35.7%	1,877	1,694	40.9%
Total	2,188	1,784	100.0%	2,728	2,186	100.0%	4,589	3,714	100.0%
	3,972			4,914			8,303		

CCAEC Total CFAD **\$4,479,478**

School	CAEP			CAEP Funds	Overhead	Net	CFAD Amount	Q4 2020 Carryover Amount	21-22 CFAD + 2020 Carryover	
	2018-19	2019-20	% of Total							
Azusa Adult School	967	705	34.0%	\$1,511,824	\$101,077	\$1,410,747	\$0	\$1,410,747	\$624,019	\$2,034,766
Citrus College	0	0	0.0%	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Claremont Adult School	668	559	25.0%	\$1,187,286	\$109,581	\$1,077,705	\$418,500	\$1,496,205	\$28,009	\$1,524,214
Duarte Adult School	0	25	0.5%	\$20,606	\$878	\$19,727	\$0	\$19,727	\$17,811	\$37,538
Glendora Adult School	128	109	4.8%	\$192,394	\$7,515	\$184,879	\$0	\$184,879	\$116,537	\$301,416
Monrovia Adult School	965	788	35.7%	\$1,567,369	\$199,449	\$1,367,920	\$0	\$1,367,920	\$0	\$1,367,920
Total	2,728	2,186	100.0%	\$4,479,478	\$418,500	\$4,060,978	\$418,500	\$4,479,478		
		4,914								

School	Prog. Admin	Nur. Coord.	Website	Mktg. - ESL	Mktg. - CTE	Total
Azusa Adult School	\$39,469	\$15,000	\$0	\$16,608	\$30,000	\$101,077
Citrus College	\$0	\$0	\$0	\$0	\$0	\$0
Claremont Adult School	\$28,965	\$15,000	\$0	\$11,616	\$54,000	\$109,581
Duarte Adult School	\$590	\$0	\$0	\$288	\$0	\$878
Glendora Adult School	\$5,595	\$0	\$0	\$1,920	\$0	\$7,515
Monrovia Adult School	\$41,381	\$15,000	\$10,000	\$17,568	\$115,500	\$199,449
Total	\$116,000	\$45,000	\$10,000	\$48,000	\$199,500	\$418,500

Consortium Support Services	
Program Manager	\$60,000
Fiscal Agent - Admin	\$56,000
Nurse Coordinator	\$45,000
Website Maintenance	\$10,000
Marketing - ESL / ASE	\$48,000
Marketing - CTE	\$199,500
Total Overhead	\$418,500

Total Students Enrolled

ESTIMATED TITLE I FEES - NO SECURITY

	Fees	Marketing	Net
Azusa	\$100,000	\$30,000	\$70,000
Claremont	\$180,000	\$54,000	\$126,000
Monrovia	\$385,000	\$115,500	\$269,500
		\$199,500	\$199,500

MARKETING AS % OF ENROLLMENT

Azusa	34.6%	\$16,608.0
Claremont	24.2%	\$11,616.0
Duarte	0.6%	\$288.0
Glendora	4.0%	\$1,920.0
Monrovia	36.6%	\$17,568.0
	100.0%	\$48,000.0

NURSE COORDINATOR / WEBSITE

Azusa	\$15,000
Claremont	\$15,000
Monrovia	\$25,000
	\$55,000

CHANGE IN PROGRAM FUNDING

	2021-22	2020-21	Delta	Delta
Azusa	\$1,410,747	\$1,349,331	\$61,416	4.6%
Claremont	\$1,077,705	\$1,124,143	-\$46,438	-4.1%
Duarte	\$19,727	\$19,489	\$238	1.2%
Glendora	\$184,879	\$184,755	\$124	0.1%
Monrovia	\$1,367,920	\$1,366,564	\$1,356	0.1%
Overhead	\$418,500	\$369,000	\$49,500	13.4%
	\$4,479,478	\$4,413,282		
COLA	\$112,544			
	\$4,592,022			