Barstow Area Consortium for Adult Education
Board MINUTES
Barstow Community College, Administration Conference Room
Thursday, March 12, 2020 (2:00 p.m. – 4:00 p.m.)
(¤Materials in Board Packet)

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: 2:08 p.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	☐ Ronda Tremblay	☐ Eric Huynh	☐
Barstow CC	☐ Eva Bagg	☐ Karen Kane	☐ Pattie Alaimalo
			☐ Terri Walker
Barstow AS	☐ Scott Godfrey	☐ Jeff Malan	☐ Carrie O'Neal
Silver Valley	☐ Jeff Youskievicz	☐ Michael Cox	☐
Consortium Staff	☐ Elena Rivera		

DUE TO CORONOVIRUS, THIS MEETING WAS HELD ON ZOOM; THE PUBLIC IS STILL INVITED TO PARTICIPATE

1. ¤Approval of Minutes – February 20, 2020
   Motion to approve by J. Youskievicz; 2nd by S. Godfrey — 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. Consortium Director's Report
   4.1 a. CAEP Deadlines - Upcoming

March 2020

Mar 1: 17/18 and 18/19 and 19/20 Member Expense Report due in NOVA (Q2)
Mar 1: Close out of 17/18 Member Funds due in NOVA
Mar 31: 17/18 and 18/19 and 19/20 Member Expense Report certified by Consortia by NOVA (Q2)
Mar 31: Close out of 17/18 funds in NOVA certified by Consortia in NOVA
Mar 31: End of Q3

April 2020

Apr 30: Student Data due in TOPSPro (Q3)

May 2020

May 2: CFADs for 2020-21 due in NOVA

June 2020

Jun 1: 18/19 and 19/20 Member Expense Report due in NOVA (Q3)
Jun 30: 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q3)

Jun 30: End of Q4

4.2 a. CASAS & Aztec Software Training at BCC Requested

- Date has not been set; travel cancelled due to Coronavirus
- Both companies have cancelled on-site trainings

4.3 a. OTAN TDLS Report Out March 6-8, 2020 Sacramento, CA

- Excellent conference, lots of information about USA Learns and Pro Literacy, will work to bring some presentation to the BACAE Board.

4.4 ESL Marketing and Recruitment

- Prices requested for radio and television advertising.
- Phoenix Design contacted for quote on mailer design.

4.5 Member Program Update: BAS

- Enrolling students on a more regular basis. Most students are high school diploma completion, with a few GED. More enrollment dates scheduled and orientations are taking place with testing being offered. Working to add more citizenship programs.

4.6 Member Program Update: BCC

- Dr. Bagg noted that a college priority is to explore opportunities with local employers, but sees many program options that they are striving to implement. Promoting innovation and economic development. Great deal of excitement.
- E. Rivera announced that the TDLC have been CASAS trained and will be starting a pilot program for ABE students who are self-referred or counselor-referred using Aztec Software to remediate skills prior to enrollment. The ESL program is now ready to test all students from NRS Levels 1 through 6, which is a great step forward. First data submission is in 2 weeks. Fort Irwin is going well, and the basic skills program will expand to the pilot at the TDLC.

4.7 Member Program Update: BVUSD

- R. Tremblay reported that the first cohort of Workforce Certification graduated! Will be counted in DIR for Q3.

4.8 Member Program Update: SVUSD

- M. Cox complimented the amazing teachers who are working so diligently to deliver services. Plans to visit BCC are moving ahead for student tours. Currently 7 graduates, and 5 more potential before end of school year. May 26 will be the graduation.

4.9 BCC Fiscal Agent Report

- April payments are being signed today.

4.10 ¤Marketing & Social Media Update: Phoenix Design

- Social Media Report – Spike in web traffic on March 3 could be related to event at BCC

5. Discussion Items

5.1 ¤CFAD 2020-2021

- Review of State Preliminary Allocations; Review of BACAE COLA + CFAD amounts; Bring laptops to next meeting to approve CFAD in NOVA

5.2 ¤CAEP Update – March 6, 2020 Webinar

5.3 Schedule for 2020-2021 Board Meetings

- S. Godfrey recommended 2pm on the 3rd Thursday of the month; Works for all.

6. Action Items – None

7. Announcements

7.1 2019-20 BACAE Board Meeting Schedule (2:00 pm in BCC President's Conference Room):

April 16, 2020 – CFAD Vote	May 14, 2020
June 18, 2020 – Annual Plan Retreat	July - DARK

7.2 Upcoming Conferences

- COABE Conference (Postponed)	April 6-8, 2020	Baltimore, MD
- CCAE Conference (On hold)	April 23-25, 2020	Sacramento, CA
- CASAS Summer Institute (On Hold)	June 22 – 25, 2020	Garden Grove, CA
- GED Annual Conference (TBC)	July 27-29, 2020	Atlanta, GA

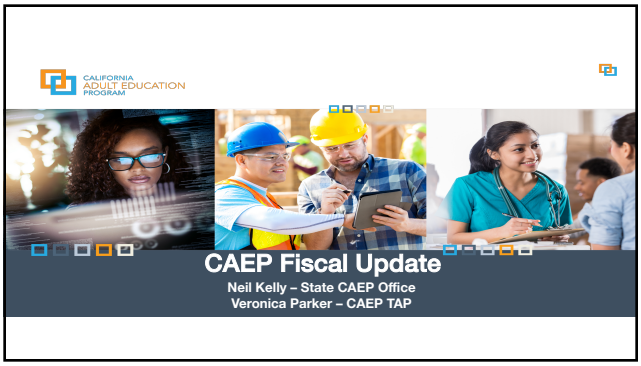
7.3 BACAE Work Group Meetings

a. March 19, 2020: 3:00-5:00 @ BCC - Cancelled

Dr. Bagg welcomed Jackie to the team at BCC.

8. Adjournment: 2:54 p.m.

- Motion by R. Tremblay; 2nd by J. Youskievicz Passed Unanimously



Agenda

- Review Quarterly Expenditure Process
- Review Closing Out 17-18 funds
- Allocations for 20-21
- COLA
- CFAD Submission
- Allocation Amendment Process
- NOVA Basics/Reminders
- Wrap Up & Additional Questions

Review Quarterly Expenditure Process

- Submitted quarterly by members in NOVA.
- District accounting office has reviewed expenses and approves submission.
- Consortium reviews member submission to see if it aligns with 3 year plan, annual plan, and approved member budget.
- Member annual plan and budget have to be certified before submitting any quarterly expense report in NOVA.

FAQs for CAEP Quarterly Expense Reporting

Q: I have input my member expenses in NOVA, but it won't let me submit?

A: Check to see if all members have submitted their expense reports in the prior quarter, and if the consortium has certified. You can't move into the next quarter unless the prior quarter is certified.

Q: NOVA won't let me submit because my expenditure fell below target. How do I fix that?

A: The member can submit a corrective action plan in NOVA stating how they will meet expenditures targets.

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Quarterly Expenditure Process

Q1 Complete | Q2 Incomplete | Q3 Incomplete | Q4 Incomplete

Object Code	Year to Date (YTD) Expenditure	YTD Forecast (% of Project Budget)	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	$22,778	$35,206 (15%)	64.69%	$234,728	9.7%	$211,950
2000 - Non-Instructional Salaries	$135,244	$128,100 (15%)	105.58%	$854,000	15.84%	$718,756
3000 - Employee Benefits	$31,621	$22,950 (15%)	137.78%	$153,000	20.67%	$121,379
4000 - Supplies and Materials	$83,356	$21,636 (15%)	385.26%	$144,243	57.79%	$60,887
5000 - Other Operating Expenses and Services	$99,499	$39,000 (15%)	255.13%	$260,000	38.27%	$160,501
6000 - Capital Outlay	$76,525	$12,750 (15%)	600.2%	$85,000	90.03%	$8,475
7000 - Other Outgo	$0	$0 (100%)	100%	$0	100%	$0
Indirect Costs	$22,451	$12,860 (15%)	174.58%	$85,734	26.19%	$63,283
Totals	$471,474	$272,906 (15%)	173.01%	$1,816,705	25.95%	$1,345,231

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Quarterly Expenditure Process

Corrective Action Plan *

Expenditures fall below target. Please provide the action steps that will be taken to address this issue.

In Q3, we are still working to confirm staffing positions previously delayed. Some consortium initiatives will reflect in Q3-Q4 expenditures.

Summary of Activities

In Q2, BASK, VOCE and NESI, program coordinators were in place. Equipment, materials, instructional supplies, as well as registration computers, textbooks, digital content subscriptions, and classroom technology, were purchased in Q2.

Status

Unsubmitted

Submit Q2 Report

All member agencies must submit their Allocation Year Closeout reports for this quarter before they can be considered for certification. Once you click submit, you will be prompted to closeout Allocation Year 2017-18.

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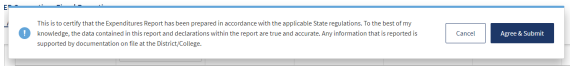
Quarterly Expenditure Process



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Review Closing Out 17-18 funds

The Life of a CAEP Dollar…..

- CAEP funds have a 30 month life – beginning on July 1 of Year 1, and ending on December 31, of Year 3.
- July 1 to June 30 = Year 1 (State must allocate all funds in Year 1)
- July 1 to June 30 = Year 2
- July 1 to December 31 = Year 3
- January 1 to June 30 (close out process) = Year 3
  - January/February – member begins close out process
  - March 1 – member certifies all 17-18 funds have been spent (and submits Q2)
  - March 30 – consortium certifies Q2
  - April/May – State closes books (or if remaining balances request funds back)
  - June – End of fiscal year

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Review Closing Out 17-18 funds (cont.)

- Members must follow their 3 year & annual plan, and their approved budget by the consortium when spending down funds.
- NOVA tracks CAEP funds over a 30 month life span – in a FIRST IN / FIRST OUT methodology.
- Meaning you must spend down all “old money” first before expenses will “hit” any “new money”.
- Carrying over money into the next fiscal year could have consequences – check your local by-laws.
- Any remitted 17-18 funding will be returned to the State General Fund.

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FAQs for CAEP Close Outs

Q: My member needs more time to finalize their close out report in NOVA? What do I do?

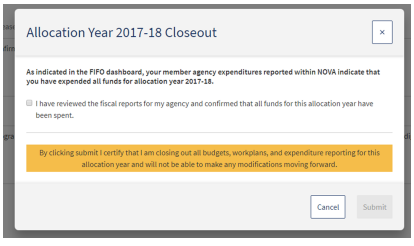
A: The consortium has until March 31 to certify Q2 and close outs. Work with your members to provide them additional time, and allow for consortium review & certification within the March 31 deadline.

FAQs for CAEP Close Outs

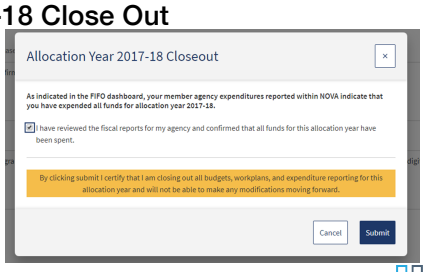
Q: My member's accounting office asked if expenditure close outs include encumbrances rather than expenditures?

A: All CAEP activities related to 17-18 funds ended on 12/31/19. The close out report must include all confirmed expenditures. We cannot allow for open purchase orders or encumbrances for close out certification. Please have them contact TAP if they have questions.

2017-18 Close Out



2017-18 Close Out



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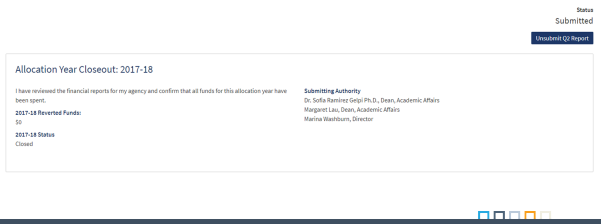
2017-18 Close Out



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CAEP 2020-21 Allocations

- Governor's Proposed Budget for 20-21 was released in January 2020.
- CAEP Preliminary Allocations for 20-21 were released late Feb. 2020.
- Preliminary Allocations for 20-21 will be posted in NOVA March 2020.
- 20-21 CFADs will be due in NOVA by May 2, 2020.
- Governor's Budget approved by July 1, 2020 *.
- CAEP funds are released by August 2020 (in 11 installments) thru May **

*May Revise reductions/additions could affect schedule

**CDE/Chancellor's Interagency agreement needs to be approved.

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CAEP 2020-21 Allocations (cont.)

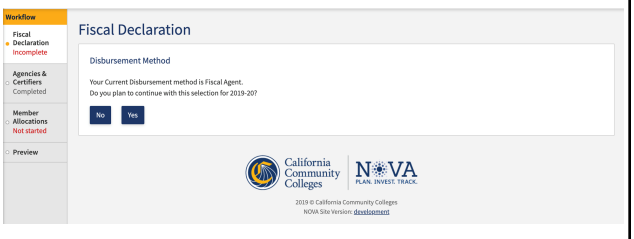
- CAEP received a 2.29% or $12.3M COLA in the Governor's proposed budget for 20-21.
- The new CAEP base for 20-21 will be $550,897,000.
- All members are eligible for the COLA.
- The COLA will be based on the member's allocation percentage from the prior year's CFAD.
- Consortia cannot vote to exclude or prevent a member from receiving a COLA (provided that the member received funding in the prior year).

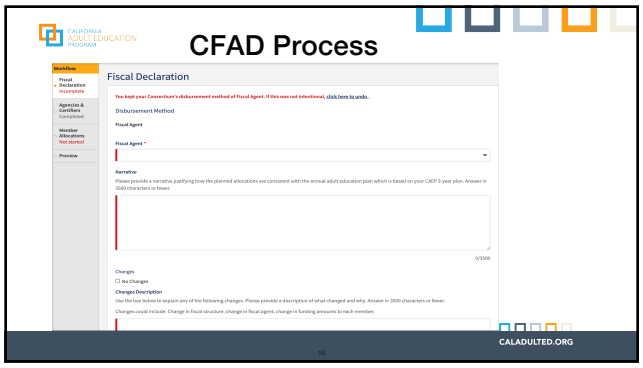
EC 84914 – Increase/Decrease Allocations

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

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

CFAD Process




CFAD Process
Fiscal Declaration
Disbursement Method
Fiscal Agent
Narrative
Changes
No Changes
Changes Description
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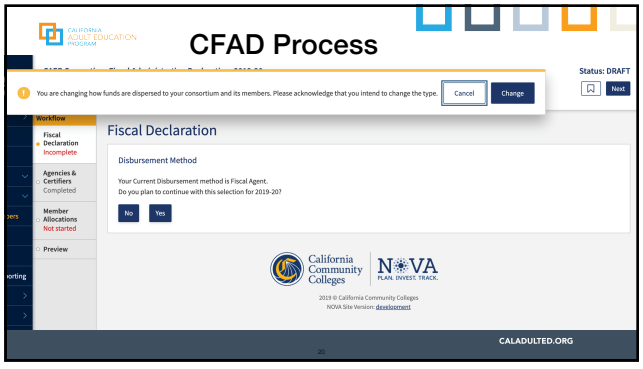
CFAD Process
You are changing how funds are dispersed to your consortium and its members. Please acknowledge that you intend to change the type.
Cancel
Change
Status: DRAFT
Next
Fiscal Declaration
Disbursement Method
Your Current Disbursement method is Fiscal Agent.
Do you plan to continue with this selection for 2019-20?
No
Yes
California Community Colleges
NOVA
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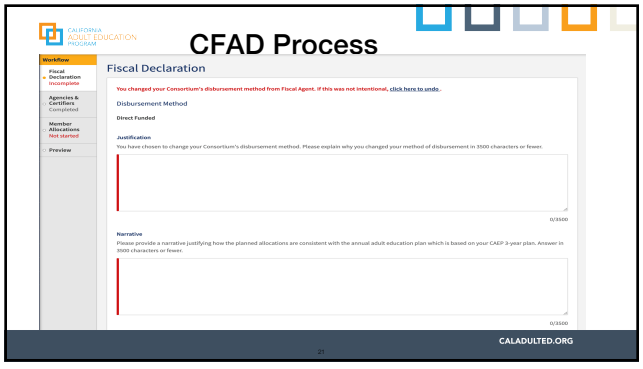
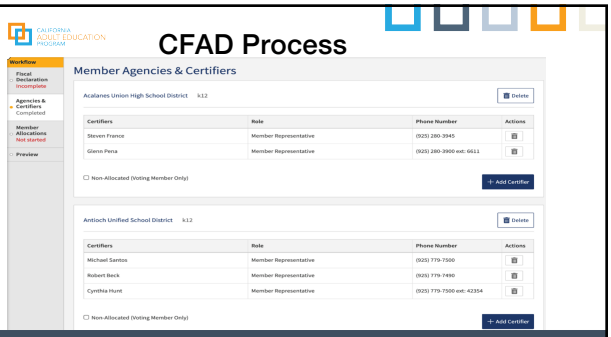
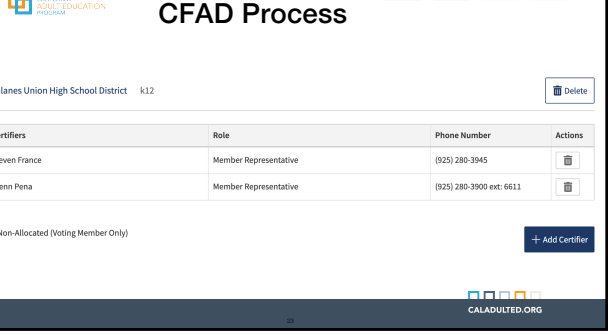

CFAD Process
Fiscal Declaration
Disbursement Method
Direct Funded
Justification
Narrative
CALADULTED.ORG

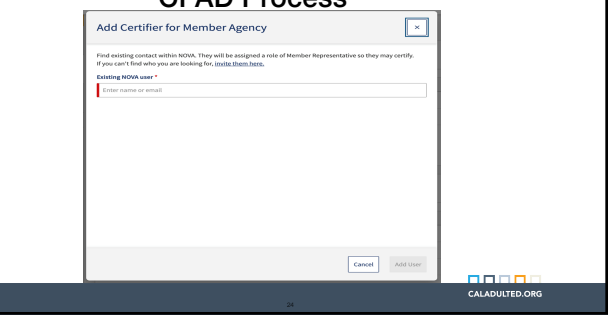
CFAD Process



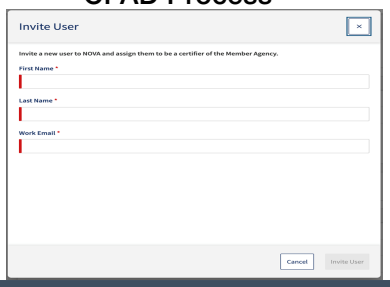
CFAD Process



CFAD Process



CFAD Process



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25

CFAD Process

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High School District	0	$559,325	$537,296
Antioch Unified School District	0	$937,866	$937,866
Contra Costa CCD	0	$614,198	$457,670
Contra Costa County Office of Education	0	$1,316,115	$1,383,399
Liberty Union High School District	0	$1,007,136	$906,459
Martinez Unified School District	0	$1,521,406	$1,426,676
Mt. Diablo Unified School District	0	$3,574,579	$3,471,132
Pittsburg Unified School District	0	$2,590,000	$2,487,992
West Contra Costa Unified School District	0	$2,551,549	$2,457,146
Total Allocated to Members	$0	$14,672,174	$14,065,636
Total CAEP Funds	$15,179,831	$14,672,174	$14,065,636
Total Remaining	$15,179,831	$0	$0

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26

CFAD Process

Member Allocations

Member Name	(2019-20)	(2018-19)	(2017-18)
Acalanes Union High	0	$559,325	$537,296
Antioch Unified	10000000	$937,866	$937,866
Contra Costa CCD	0	$614,198	$457,670
Contra Costa Co. Office of Education	4000000	$1,316,115	$1,383,399
Liberty Elementary	0	$1,007,136	$906,459
Martinez Unified	1179831	$1,521,406	$1,426,676
Mt. Diablo Unified	0	$3,574,579	$3,471,132
Pittsburg Unified	0	$2,590,000	$2,487,992
West Contra Costa Unified	0	$2,551,549	$2,457,146
Total Allocated to Members	$15,179,831	$14,672,174	$14,065,636
Total CAEP Funds	$15,179,831	$14,672,174	$14,065,636
Total Remaining	$0	$0	$0

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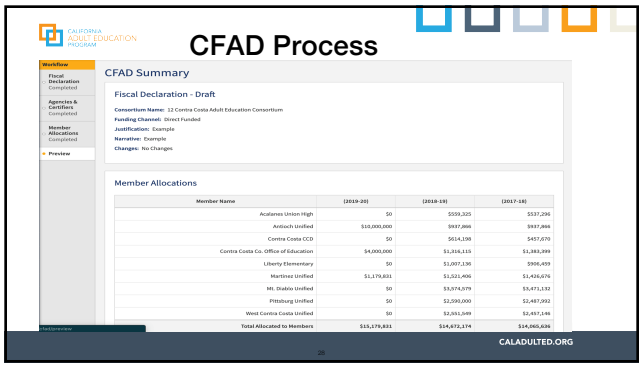
27


CALIFORNIA ADULT EDUCATION PROGRAM
CFAD Process
Workflow
Fiscal Declaration Completed
Agencies & Certifiers Completed
Member Allocations Completed
Preview
CFAD Summary
Fiscal Declaration - Draft
Consortium Name: 12 Contra Costa Adult Education Consortium
Funding Channel: Direct Funded
Justification: Example
Narrative: Example
Changes: No Changes
Member Allocations
Member Name (2019-20) (2018-19) (2017-18)
Acalanes Union High $0 $559,325 $537,296
Antioch Unified $10,000,000 $937,866 $937,866
Contra Costa CCD $0 $614,198 $457,670
Contra Costa Co. Office of Education $4,000,000 $1,316,115 $1,383,399
Liberty Elementary $0 $1,007,136 $906,459
Martinez Unified $1,179,831 $1,521,406 $1,426,676
Mt. Diablo Unified $0 $3,574,579 $3,471,132
Pittsburg Unified $0 $2,590,000 $2,487,992
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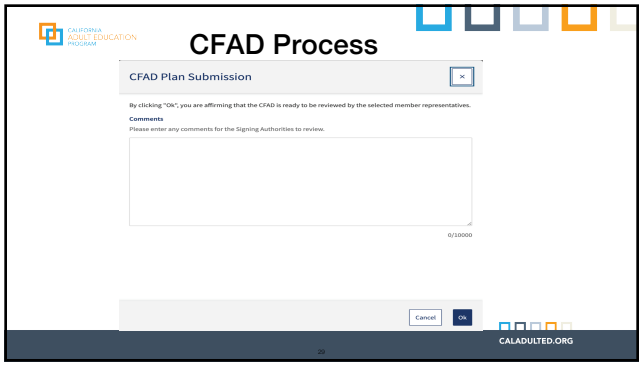
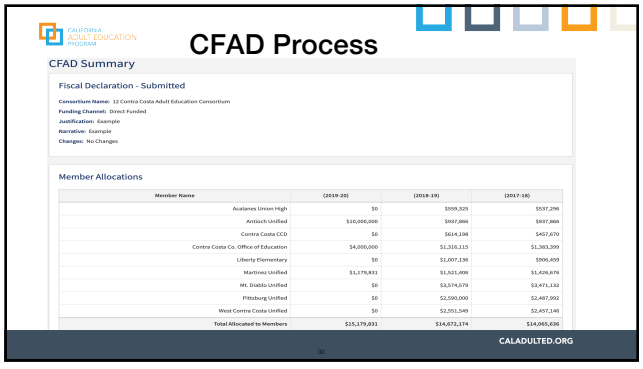

CALIFORNIA ADULT EDUCATION PROGRAM
CFAD Process
CFAD Plan Submission
By clicking "Ok", you are affirming that the CFAD is ready to be reviewed by the selected member representatives.
Comments
Please enter any comments for the Signing Authorities to review.
0/10000
Cancel
Ok
CALADULTED.ORG
29


CALIFORNIA ADULT EDUCATION PROGRAM
CFAD Process
CFAD Summary
Fiscal Declaration - Submitted
Consortium Name: 12 Contra Costa Adult Education Consortium
Funding Channel: Direct Funded
Justification: Example
Narrative: Example
Changes: No Changes
Member Allocations
Member Name (2019-20) (2018-19) (2017-18)
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Antioch Unified $10,000,000 $937,866 $937,866
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Contra Costa Co. Office of Education $4,000,000 $1,316,115 $1,383,399
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Martinez Unified $1,179,831 $1,521,406 $1,426,676
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Total Allocated to Members $15,179,831 $14,672,174 $14,065,636
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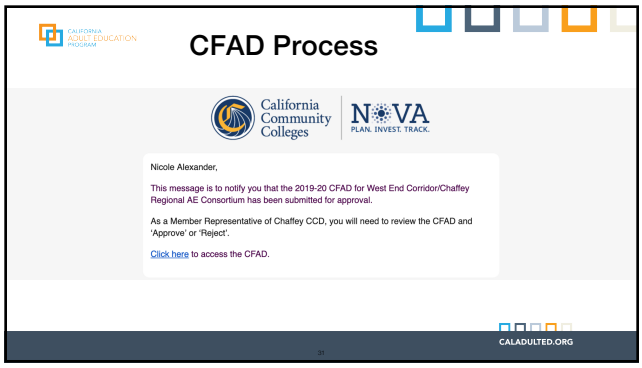
CFAD Process
California Community Colleges
NOVA
PLAN. INVEST. TRACK.
Nicole Alexander,
This message is to notify you that the 2019-20 CFAD for West End Corridor/Chaffey Regional AE Consortium has been submitted for approval.
As a Member Representative of Chaffey CCD, you will need to review the CFAD and 'Approve' or 'Reject'.
Click here to access the CFAD.
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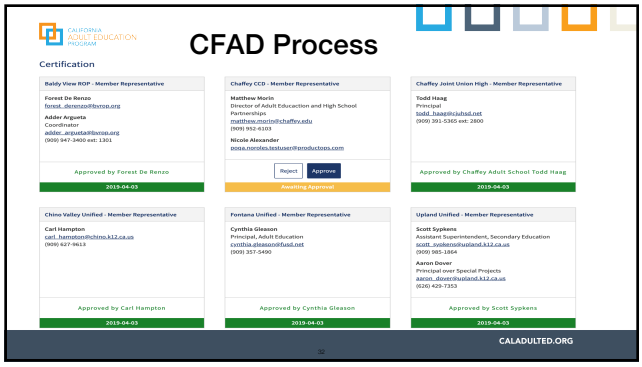
CFAD Process
Certification
Baldy View ROP - Member Representative
Forest De Renzo
forest_derenzo@bvrop.org
Adder Argueta
Coordinator
adder_argueta@bvrop.org
(909) 947-3400 ext: 1301
Approved by Forest De Renzo
2019-04-03
Chaffey CCD - Member Representative
Matthew Morin
Director of Adult Educaction and High School Partnerships
matthew.morin@chaffey.edu
(909) 952-6103
Nicole Alexander
pepa.morales.testuser@productops.com
Reject
Approve
Awaiting Approval
Chaffey Joint Union High - Member Representative
Todd Haag
Principal
todd_haag@cjuhsd.net
(909) 391-5365 ext: 2800
Approved by Chaffey Adult School Todd Haag
2019-04-03
Chino Valley Unified - Member Representative
Carl Hampton
carl_hampton@chino.k12.ca.us
(909) 627-9613
Approved by Carl Hampton
2019-04-03
Fontana Unified - Member Representative
Cynthia Gleason
Principal, Adult Education
cynthia.gleason@fusd.net
(909) 357-5490
Approved by Cynthia Gleason
2019-04-03
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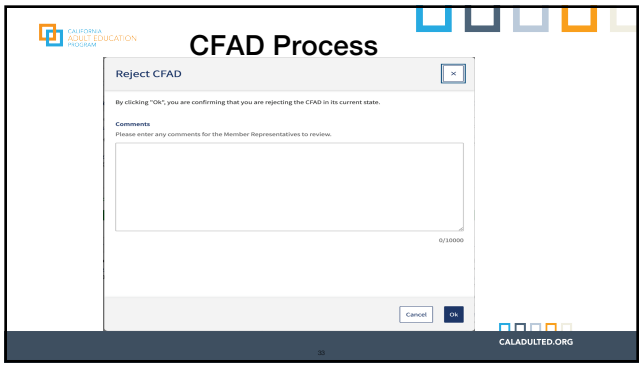
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Please enter any comments for the Member Representatives to review.
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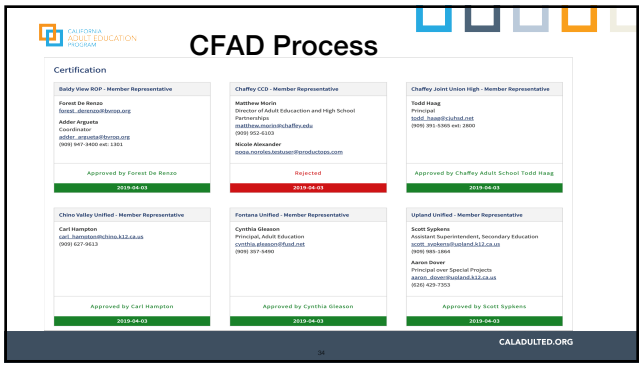
CALIFORNIA ADULT EDUCATION PROGRAM
CFAD Process
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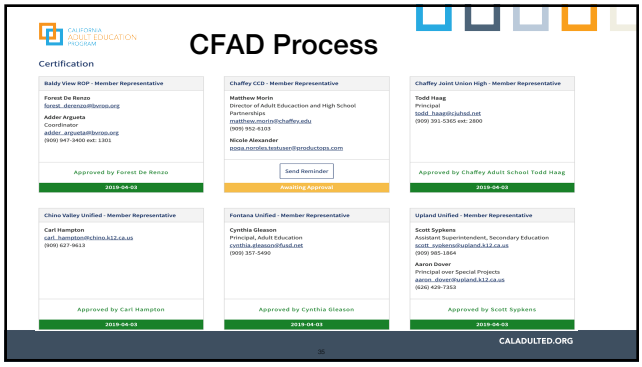
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Send Reminder
Awaiting Approval
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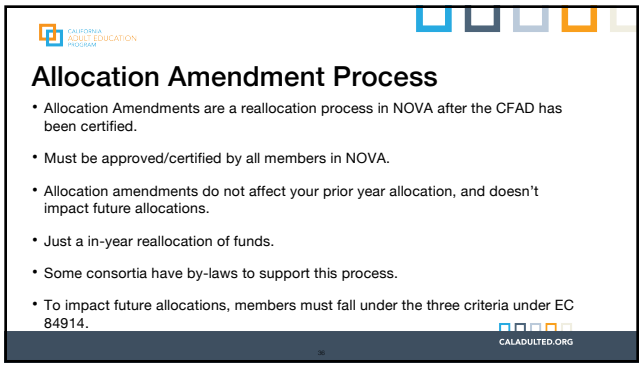
CALIFORNIA ADULT EDUCATION PROGRAM
Allocation Amendment Process
• Allocation Amendments are a reallocation process in NOVA after the CFAD has been certified.
• Must be approved/certified by all members in NOVA.
• Allocation amendments do not affect your prior year allocation, and doesn't impact future allocations.
• Just a in-year reallocation of funds.
• Some consortia have by-laws to support this process.
• To impact future allocations, members must fall under the three criteria under EC 84914.
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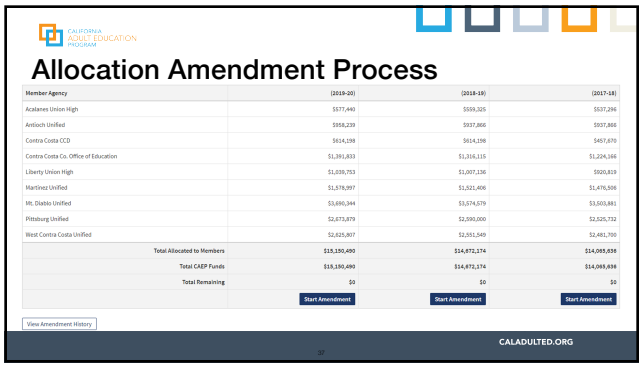
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Allocation Amendment Process
Member Agency (2019-20) (2018-19) (2017-18)
Acalanes Union High $577,440 $559,325 $537,296
Antioch Unified $958,239 $937,866 $937,866
Contra Costa CCD $614,198 $614,198 $457,670
Contra Costa Co. Office of Education $1,391,833 $1,316,115 $1,224,166
Liberty Union High $1,039,753 $1,007,136 $920,819
Martinez Unified $1,578,997 $1,521,406 $1,476,506
Mt. Diablo Unified $3,690,344 $3,574,579 $3,503,881
Pittsburg Unified $2,673,879 $2,590,000 $2,525,732
West Contra Costa Unified $2,625,807 $2,551,549 $2,481,700
Total Allocated to Members $15,150,490 $14,872,174 $14,065,636
Total CAEP Funds $15,150,490 $14,872,174 $14,065,636
Total Remaining $0 $0 $0
Start Amendment Start Amendment Start Amendment
View Amendment History
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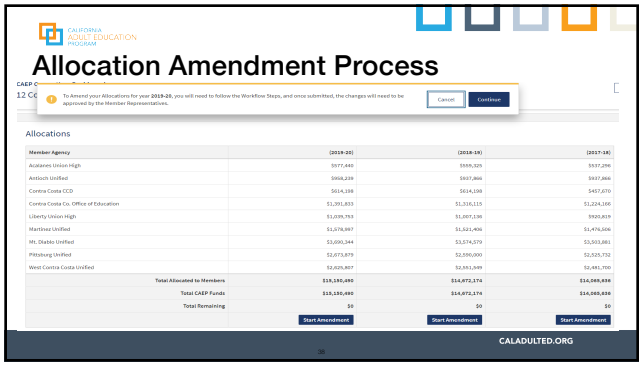
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Allocation Amendment Process
To Amend your Allocations for year 2019-20, you will need to follow the Workflow Steps, and once submitted, the changes will need to be approved by the Member Representatives.
Cancel
Continue
Allocations
Member Agency (2019-20) (2018-19) (2017-18)
Acalanes Union High $577,440 $559,325 $537,296
Antioch Unified $958,239 $937,866 $937,866
Contra Costa CCD $614,198 $614,198 $457,670
Contra Costa Co. Office of Education $1,391,833 $1,316,115 $1,224,166
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Total Allocated to Members $15,150,490 $14,872,174 $14,065,636
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Total Remaining $0 $0 $0
Start Amendment Start Amendment Start Amendment
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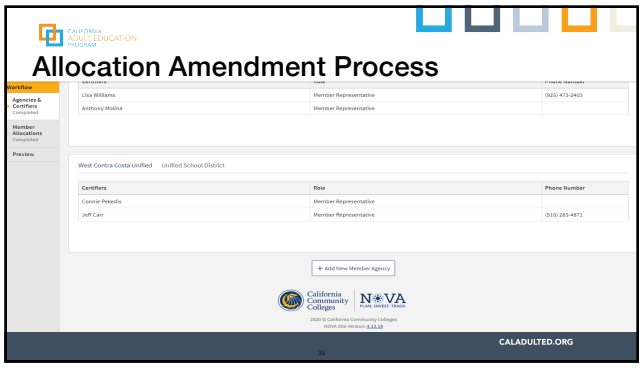
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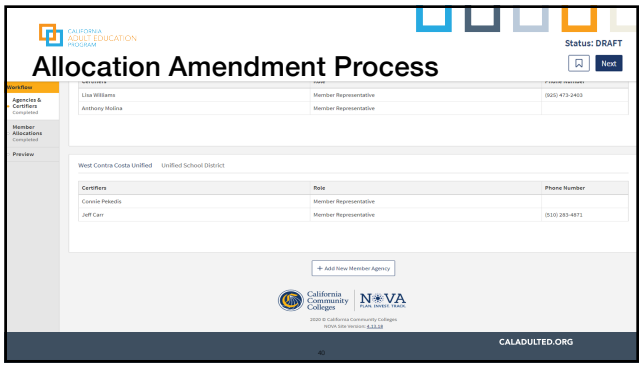
Allocation Amendment Process
Workflow
Agencies & Certifiers Completed
Member Allocations Completed
Preview
Lisa Williams Member Representative (925) 473-2403
Anthony Molina Member Representative
West Contra Costa Unified Unified School District
Certifiers Role Phone Number
Connie Pekedis Member Representative
Jeff Carr Member Representative (510) 283-4871
+ Add New Member Agency
California Community Colleges
NOVA
CALADULTED.ORG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Allocation Amendment Process
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Next
Workflow
Agencies & Certifiers Completed
Member Allocations Completed
Preview
Lisa Williams
Member Representative
(925) 473-2410
Anthony Molina
Member Representative
West Contra Costa Unified
Unified School District
Certifiers
Role
Phone Number
Connie Pekedis
Member Representative
Jeff Carr
Member Representative
(510) 283-4871
+ Add New Member Agency
California Community Colleges
NOVA
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2020 © California Community Colleges
NOVA Site Version: 4.13.18
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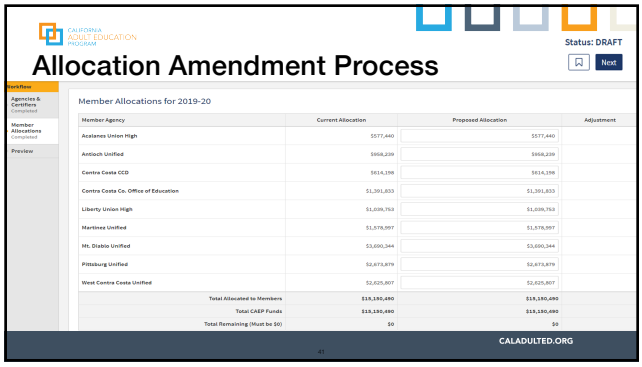
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Status: DRAFT
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Workflow
Agencies & Certifiers Completed
Member Allocations Completed
Preview
Member Allocations for 2019-20
Member Agency
Current Allocation
Proposed Allocation
Adjustment
Acalanes Union High
$577,440
$577,440
Antioch Unified
$958,239
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Contra Costa CCD
$614,198
$614,198
Contra Costa Co. Office of Education
$1,391,833
$1,391,833
Liberty Union High
$1,039,753
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$2,673,879
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West Contra Costa Unified
$2,625,807
$2,625,807
Total Allocated to Members
$18,180,490
$18,180,490
Total CAEP Funds
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$18,180,490
Total Remaining (Must be $0)
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$0
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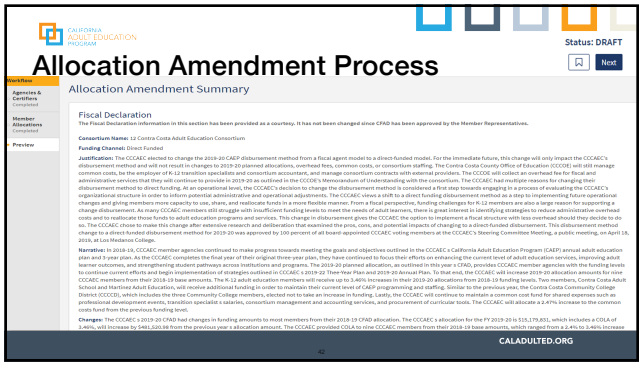
41


CALIFORNIA ADULT EDUCATION PROGRAM
Allocation Amendment Process
Status: DRAFT
Next
Workflow
Agencies & Certifiers Completed
Member Allocations Completed
Preview
Allocation Amendment Summary
Fiscal Declaration
The Fiscal Declaration information in this section has been provided as a courtesy. It has not been changed since CFAD has been approved by the Member Representatives.
Consortium Name: 12 Contra Costa Adult Education Consortium
Funding Channel: Direct Funded
Justification: The CCCAEC elected to change the 2019-20 CAEP disbursement method from a fiscal agent model to a direct-funded model. For the immediate future, this change will only impact the CCCAEC's disbursement method and will not result in changes to 2019-20 planned allocations, overhead fees, common costs, or consortium staffing. The Contra Costa County Office of Education (CCCOE) will still manage common costs, be the employer of K-12 transition specialists and consortium accountant, and manage consortium contracts with external providers. The CCCOE will collect an overhead fee for fiscal and administrative services that they will continue to provide in 2019-20 as outlined in the CCCOE's Memorandum of Understanding with the consortium. The CCCAEC had multiple reasons for changing their disbursement method to direct funding. At an operational level, the CCCAEC's decision to change the disbursement method is considered a first step towards engaging in a process of evaluating the CCCAEC's organizational structure in order to inform potential administrative and operational adjustments. The CCCAEC views a shift to a direct funding disbursement method as a step to implementing future operational changes and giving members more capacity to use, share, and reallocate funds in a more flexible manner. From a fiscal perspective, funding challenges for K-12 members are also a large reason for supporting a change disbursement. As many CCCAEC members still struggle with insufficient funding levels to meet the needs of adult learners, there is great interest in identifying strategies to reduce administrative overhead costs and to reallocate those funds to adult education programs and services. This change in disbursement gives the CCCAEC the option to implement a fiscal structure with less overhead should they decide to do so. The CCCAEC chose to make this change after extensive research and deliberation that examined the pros, cons, and potential impacts of changing to a direct-funded disbursement. This disbursement method change to a direct-funded disbursement method for 2019-20 was approved by 100 percent of all board-appointed CCCAEC voting-members at the CCCAEC's Steering Committee Meeting, a public meeting, on April 15, 2019, at Los Medanos College.
Narrative: In 2018-19, CCCAEC member agencies continued to make progress towards meeting the goals and objectives outlined in the CCCAEC's California Adult Education Program (CAEP) annual adult education plan and 3-year plan. As the CCCAEC completes the final year of their original three-year plan, they have continued to focus their efforts on enhancing the current level of adult education services, improving adult learner outcomes, and strengthening student pathways across institutions and programs. The 2019-20 planned allocation, as outlined in this year's CFAD, provides CCCAEC member agencies with the funding levels to continue current efforts and begin implementation of strategies outlined in CCCAEC's 2019-22 Three-Year Plan and 2019-20 Annual Plan. To that end, the CCCAEC will increase 2019-20 allocation amounts for nine CCCAEC members from their 2018-19 base amounts. The K-12 adult education members will receive up to 3.46% increases in their 2019-20 allocations from 2018-19 funding levels. Two members, Contra Costa Adult School and Martinez Adult Education, will receive additional funding in order to maintain their current level of CAEP programming and staffing. Similar to the previous year, the Contra Costa Community College District (CCCCD), which includes the three Community College members, elected not to take an increase in funding. Lastly, the CCCAEC will continue to maintain a common cost fund for shared expenses such as professional development events, transition specialist's salaries, consortium management and accounting services, and procurement of curricular tools. The CCCAEC will allocate a 2.4% increase to the common costs fund from the previous funding level.
Changes: The CCCAEC's 2019-20 CFAD had changes in funding amounts to most members from their 2018-19 CFAD allocation. The CCCAEC's allocation for the FY 2019-20 is $18,179,851, which includes a COLA of 2.46%, will increase by $401,320.98 from the previous year's allocation amount. The CCCAEC provided COLA to nine CCCAEC members from their 2018-19 base amounts, which ranged from a 2.4% to 2.46% increase
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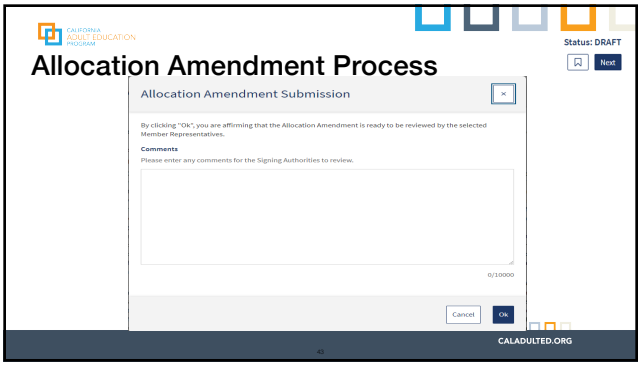
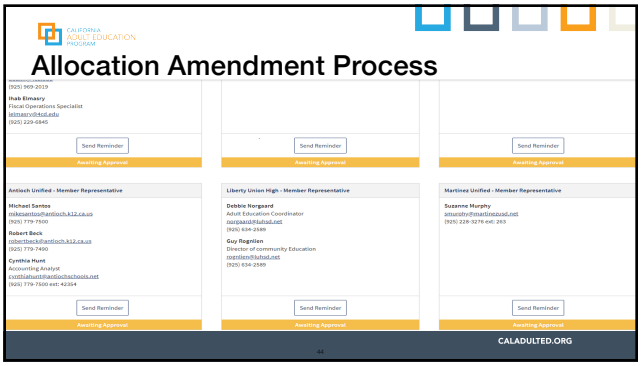
42

Allocation Amendment Process



Allocation Amendment Process



NOVA Reminders

- How to add a new member
- How to update a consortium lead change
- Training Resources for NOVA
- How to request NOVA technical assistance
- Others??????

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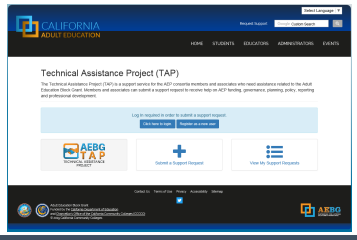
Wrap Up and Questions

Request Support from CAEP TAP



Considerations When Implementing Distance Learning

OTAN
CASAS
March 26, 2020

Agenda – OTAN/CASAS

- Overview: Considerations When Implementing Distance Learning – Thursday 3/26, Tuesday 3/31
- Recording Distance Learning in TOPSpro Enterprise – Thursday 4/2
- Strategies for Delivering Distance Learning in a Virtual Environment – Tuesday 4/7

Agenda – Distance Learning Overview

- COVID – 19's effect on Adult Education
- NRS Guidelines for Distance Learning
- Assigning Instructional Hours to Distance Learners
- Implementing Pre-/Post-testing and other Assessments
- Recording Distance Learning in TOPSpro Enterprise

COVID-19's Effect on CA WIOA II Agencies

- With most agencies closed for ***COVID-19***, many agencies are quickly adapting to implementing distance learning options.
- The CDE has a resource page that provides help to agencies responding to COVID-19, and has a FAQ document that addresses issues for distance learning, such as instructional hours and pre-/post-test assessment.

https://otan.us/resources/covid-19-field-support/

4

Distance Learning - NRS

Are there any special requirements for individuals in Distance Learning programs?

- Individuals in Distance Learning programs have the same data collection requirements as other WIOA, Title II learners.
- For these learners, agencies should mark Special Programs = Distance Learning.

5

Distance Learning - NRS

What if the learner is enrolled in a class that features distance learning as well as traditional classroom instruction – that is, a learner is in blended learning?

- NRS policy prescribes the "50 percent rule."
- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.

6

Distance Learning - NRS

What if the total time outside the classroom is MORE than 50 percent?

- Mark Distance Learning in Special Programs.
- You are NOT required to mark exactly which hours/what percentage of hours is DL… but may specify in TE, at the class or student level, exactly which hours are traditional hours versus which hours are distance learning.
- You may optionally mark "Classroom plus Distance Learning" under Instructional Setting.

7

Distance Learning - NRS

What if our agency has learners who do learning outside the classroom – but the total time outside the classroom is LESS than 50 percent?

- Do NOT mark Distance Learning in Special Programs.
- You may designate how hours are accrued in these classes in the TE Class Instance Record, and specify at the class or student level exactly which hours are traditional hours versus which hours are distance learning.
- You may optionally mark "Classroom plus Distance Learning" in the TE Class Instance record under Instructional Setting.

8

Distance Learning – NRS

Three models of measuring distance learning instruction (NRS):

1. **Clock Time**. Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification**. Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
3. **Learner Mastery**. Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

9

Distance Learning – NRS

- California has historically used the "Proxy – Learner Mastery" model to document hours in distance learning programs.
- The student is credited hours of instruction for completing an assignment (such as an instructional video or educational software lesson) rather than a set block of clock time.
- Agencies can vary their approach to hours based on specific delivery model.

10

Distance Learning – Hours of Instruction

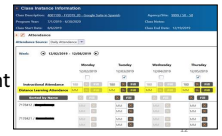
- Facilitated online instruction can be recorded the same as "regular" instruction. (*Clock time*)
- For educational software applications, the recommendation is to pre-assign a number of hours to each lesson or module. (*Learner mastery*)
- There are three general approaches useful for determining "proxy" hours from educational software.

11

Distance Learning – Hours of Instruction

How do we record hours for facilitated instruction received online?

- Record hours just as you would hours from traditional instruction – an hour with everyone online = an hour of "regular" instruction.
- This approach simply uses the *Clock Time* model.
- Mark "Distance Learning" at the student or class level in TE.



Distance Learning – Hours of Instruction

What if the facilitated instruction received online is recorded – and a student watches the recording instead of the "live" presentation?

- Agencies can decide this as a team whether or not to allow this as hours of instruction.
- If allowed – then assign the time that equates with the time assigned to the "live" presentation. Mark "Distance Learning" in TE the same as for the other students in this class.
- Whatever the agency decision - record this policy in detail in the Local Assessment Policy.

13

Distance Learning – Hours of Instruction

How do we record hours of instruction accurately when students complete lessons using educational software (a few examples are Odysseyware, Aztec, and Burlington English).

- The most common technique to document instructional hours is to tabulate "proxy" hours assigned for learner completion of each module. (Using *Learner Mastery*)
- Contact your software publisher for recommendations and best practices.

14

Distance Learning – Three Approaches to "Proxy" Hours

1. With software applications that include a time pre-programmed for each lesson or module, use the hours recorded from the software.
2. For applications not linked to a specific time frame, but provide a recommended time for student completion – follow the educational software publisher's recommendation.
3. If the software publisher does not provide recommended times for completion – meet as an instructional management team, determine the amount of time students spend on each module, and document that in your agency's Local Assessment Policy.

15

Distance Learning – Example #1

If the educational software records the correct number of hours in its system, use the total provided by the software.

- *Example: if a student completes Module 1 of a 12-module software course, and the publisher has programmed Module 1 for one hour of instruction – then the application will record that amount of time for that student, and you can then record that total as hours in TE.*

16

Distance Learning – Example #2

If the software does not program specific hours into the application, but does provide recommended hours for each lesson or module – then agencies should use the time allotments (or limits) provided and record those totals in TE.

- *Example: if a student completes Module 2 of a 12-module software course, and the publisher recommends that Module 2 takes two hours to complete, document two hours for that student in TE once s/he completes that module.*

17

Distance Learning – Example #3

If the software does not provide recommended times for completion, you should meet as an instructional management team locally, determine the amount of time on average students spend on each module, and document that in your agency's Local Assessment Policy.

(*Learner Mastery*)

18

Distance Learning – Example #3

Example – Module 1 of a self-paced software course:

- Observe students who complete the module, and identify an "average" amount of time for a student to finish the module.
- If the "average" student takes two hours to complete Module 1, then assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency's specific policy and approach in your agency's Local Assessment Policy**.

19

Distance Learning – Example #3

Example: 12-module educational software program. (12 modules – 20 hours total)

Module 1 – Intro to Work (1 hour)
Module 2 – Career Exploration (2.5 hours)
Module 3 – Making Career Choices (1.5 hours)
Module 4 - …

- Follow the same process for all 12 modules as with module 1 in the previous example.
- List the number of hours assigned to each module.
- Record hours in TE at the class or the student level.

20

General Guidelines for DL Hours

- Contact your instructional software publisher for guidance on hours. If the application does not embed hours-related information into the software, the vendor may have information that may guide you in determining these totals.
- The recommended hours you record for each student should reflect an "average" number of hours that the instructional team agrees on – and should NOT be determined by only one person.

21

General Guidelines for DL Hours

- If your agency prefers to assign hours on an individual student basis, and not use the "proxy" hours method, that is permissible. Explicitly state that your agency is using this method in your Local Assessment Policy.
- To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student, and reflects the level of effort each student gives during each instructional session.
- More detailed description of this process is needed in the agency's Local Assessment Policy.

22

Distance Learning – Pre- and Post-Testing

- NRS requires pre-and post-testing for Distance Learning students just like other learners.
- All pre/post progress testing must be administered in a standardized way, with a test proctor present.

23

Distance Learning – Assessment

- All pre/post progress testing must be completed with a test proctor present.
- Placement testing also requires a test proctor – however, you can do an oral interview, writing sample, etc. if testing is not an option.
- EL Civics COAAPs require a proctor just like pre- and post-testing.

24

Distance Learning – Pre- and Post-Testing

How can agencies administer CASAS pre- and post-testing to learners who are receiving instruction outside the traditional classroom, such as Distance Learning?

- The NRS requires that testing be proctored and offered in a standardized format. Learners in Distance Learning must go to the designated test site to complete pre- and post-test requirements.
- Whether paper-based testing or completing assessment via CASAS eTests online, a staff person must be present during testing to ensure assessment protocol is followed.

25

Distance Learning – Pre- and Post-Testing

How can agencies administer CASAS pre- and post-testing to learners who are receiving instruction outside the traditional classroom, such as Distance Learning?

- Using CASAS eTests requires that a certified proctor administer each test session – that is, all test sessions are supervised by staff who complete CASAS certified proctor training.
- If using paper-based assessments, the session should be monitored by a staff person with the same credentials as a CASAS test proctor.

26

Distance Learning – Placement Testing

Do the same rules apply for the Locator/Appraisal/Placement testing as for pre- and post-test progress testing?

- Yes. Administering CASAS appraisals or locators requires a proctor just like CASAS pre- and post-tests.
- However, for placement, CASAS recommends using other resources in addition to the CASAS placement test – like writing samples, oral interviews, student education background – so it is better to use these alternative resources to help with placement rather than nothing at all.

27

Distance Learning – Placement Testing

- For placement, CASAS recommends using other resources in addition to the CASAS placement test – like writing samples, oral interviews, using student education background – so it is better to use these alternative resources to help with placement rather than use nothing at all.
- https://www.casas.org/product-overviews/curriculum-management-instruction

28

Distance Learning – EL Civics

May agencies assign COAAP assessments to EL Civics students in a distance learning format?

- Agencies can only administer COAAP assessments in a proctored setting. COAAP assessments are not authorized for completion remotely.
- The CDE and CASAS are investigating whether EL Civics COAAP assessments could potentially be implemented and assessed in a distance learning format.

29

Distance Learning – EL Civics

What about assessment for Section 231 Citizenship Preparation?

- The CASAS Citizenship Interview Test (CIT) and the Government and History for Citizenship (G & H) test forms may be administered only in a proctored setting and are NOT authorized for administering via distance learning.

May agencies assign other (non-assessment) activities to EL Civics students in a learning format?

- Agencies may administer EL Civics instruction in a distance learning format, following the same guidelines for all ESL classes as reviewed previously.

30

Distance Learning – Recording in TE

Two key considerations for recording distance learning activity in TE:

1. Ensure your data conforms to the NRS 50% rule (*this is required!* ☺)
2. Account for all Distance Learning activity in TE (*this level of detail is optional.)*

31

Distance Learning – Recording in TE

For Distance Learning, NRS policy prescribes the "50 percent rule."

- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.
- Calculating this at the class level for each agency depends on how your agency has structured classes in response to COVID-19.

32

Distance Learning – Recording in TE

Calculating this at the class level for each agency depends on how your agency has resumed its classes and structured activity in response to COVID-19.

1. "Pick up where you left off."
2. Start new classes specific to DL.

33

Distance Learning – Recording in TE

"Pick up where you left off."

- If your agency is continuing classes as scheduled, but just changing the delivery method to a distance learning context because of COVID-19 – then calculate whether or not 50%+ of the instruction overall is in a distance learning format.

34

Distance Learning – Recording in TE

"Pick up where you left off."

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and resumed via distance learning on 3/23/20.*
- In this example, do NOT mark distance learning as less than 50% of instruction in this class was delivered outside the regular classroom.

35

Distance Learning – Recording in TE

"Pick up where you left off."

- *Example 2: An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and resumed via distance learning on 3/23/20.*
- In this example, mark distance learning as more than 50% of instruction in this class was delivered outside the regular classroom.

36

Distance Learning – Recording in TE

"Pick up where you left off."

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.
- This will be covered in detail in the training scheduled for Thursday 4/2.

37

Distance Learning – Recording in TE

"Start new classes specific to DL."

- If you are now offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes.
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as "regular" (***not*** Distance Learning) classes.

38

Distance Learning – Recording in TE

Start new classes specific to DL.

- *Example 1: An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 8/1/19 to 3/13/20, and a second class marked for DL starting 3/23/20.

39

Distance Learning – Recording in TE

Start new classes specific to DL.

- *Example 2: An ABE class beginning 3/1/20 was scheduled to run through 5/31/20, but ended on 3/13/20 due to COVID-19. The class was held in a "regular classroom" through 3/13/20 and resumed as a completely new class via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 3/1/20 to 3/13/20, and a second class marked for DL starting 3/23/20.

40

Distance Learning – Recording in TE

- TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a "regular classroom."
- This enables agencies to track and specify distance learning hours vs. hours from the "regular classroom."
- **Instructions for recording distance learning hours in TE** are posted on the same Webpage as the recent FAQ document.

41

Distance Learning – Recording in TE

Instructions for recording distance learning hours in TE are posted on the same Webpage as the recent FAQ document.

- Detailed step by step instructions for TE data entry will be covered in the session on Thursday April 2nd.
- The session will cover how to enter distance learning hours at the class and student level.

42

CASAS
Comprehensive Adult Student Assessment Systems

Recording Distance Learning Using TOPSpro Enterprise

Presented by
Janice Fera, Program and Technology Specialist, CASAS
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April 2020

www.casas.org
casas@casas.org
1-800-255-1036

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Agenda:

- Quick re-cap of "Considerations When Implementing DL" presentations (Jay Wright)
- **TOPSpro Enterprise (TE) examples**
  - 1. Classes
    - "Pick Up Where We Left Off" vs. Start A New Class
  - 2. Attendance
    - "Instructional Minutes" and "Distance Learning Minutes"
  - 3. Students
    - When to mark a "DL" student?

Prerequisites:

- https://otan.us/resources/covid-19-field-support/
  - FAQ document
  - PPTX
  - "Distance Learning Overview March 2020"
  - OCTAE memo 20-3:
  - https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf

Past Webinars

- "Considerations When Implementing Distance Learning" – 3/26 and 3/31
  - COVID – 19's effect on Adult Education
  - OCTAE Guidelines for Distance Learning (*Memorandum 20-3*)
  - Strategies for Creating Distance Learning Classes
  - Assigning Instructional Hours to Distance Learners
  - Implementing Pre-/Post-testing and other Assessments

https://otan.us/resources/covid-19-field-support/

NRS Rules for Distance Learning

A. The "50% Rule" for Classes
B. Three Types of Attendance Models

NRS 50% Rule for Classes

- If **more than 50 percent** of the class instruction time is in distance learning, mark the **class** as "Distance Learning"
  - If distance instruction equals 50 percent or less, do NOT mark Distance Learning.
    - Sometimes called "Blended" or "Hybrid" classes

NRS Rules for Classes (2)

- Individuals in Distance Learning programs have the *same* data collection requirements as other WIOA, Title II learners (demographics, barriers, outcomes, etc.)
- You are NOT required to mark exactly which hours/what percentage of hours is DL… but *may* specify in TE exactly which hours are Traditional Instructional hours versus which hours are Distance learning.
- Optional: Mark "Classroom plus Distance Learning" under Instructional Setting.

Summary: NRS Rules for Classes (3)

Two key considerations for recording distance learning activity in TE:

1. Ensure your data conforms to the NRS 50% rule (*this is required!* ☺)
2. Account for all Distance Learning activity in TE (*this level of detail is optional.)*

CLASSES

Two Commonly Observed Approaches:

A. "Pick Up Where You Left Off"

B. Start New Classes Specific to DL

Grab Your Calendar

- ***Calculating the 50% at the class level depends on how YOUR agency has structured classes in response to COVID-19.***
  - Full year
  - Semester
  - 12-week classes

(A) *"Pick up where you left off"*

- If your agency is continuing classes as scheduled, but just changing **the delivery method** to a distance learning context [due to COVID-19]:
  - Calculate whether or not 50%+ of the instruction overall is in a distance learning format.
    - www.weeksuntil.com
  - **If >50% attendance will be DL, mark the Class Instance with Special Programs = "Distance Learning"**

"Pick up where you left off"

- "How do I know when we'll get to go back to normal?"

- Start inputting your ATTENDANCE into the DL category now; calculate 50% at the end of the closures (or the end of the Program Year) and mark it then [please don't forget!]

"Pick up where you left off"

- ***Example 1:*** *An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 … then switched to distance learning on 3/23/20.*

How do we mark it…?

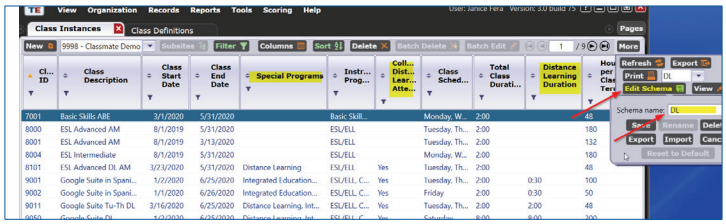
CASAS www.casas.org Recording DL Using TOPSpro Enterprise

"Pick up where you left off"

- ***Example 1:*** *An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 … then switched to distance learning on 3/23/20.*
- In this example, the class runs a FULL YEAR.
- Do NOT mark "distance learning" because less than 50% of instruction in this class was delivered outside the regular classroom.

CASAS www.casas.org Recording DL Using TOPSpro Enterprise

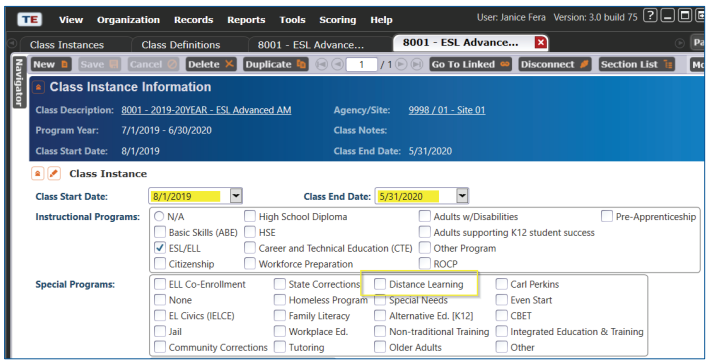
Class Instances:



Hint #1: Create new "DL" schemas for your favorite listers. Include the new variables related to Distance Learning.

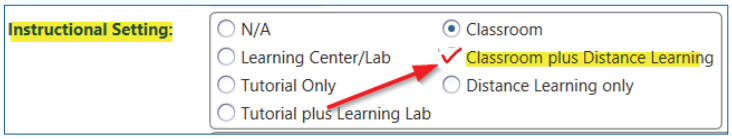
Click <MORE>, <Edit Schema>, [name it] and <SAVE>

CASAS www.casas.org Recording DL Using TOPSpro Enterprise



CASAS www.casas.org Recording DL Using TOPSpro Enterprise

Optional: Mark Instructional Setting = "Classroom plus Distance Learning"



CASAS www.casas.org Recording DL Using TOPSpro Enterprise

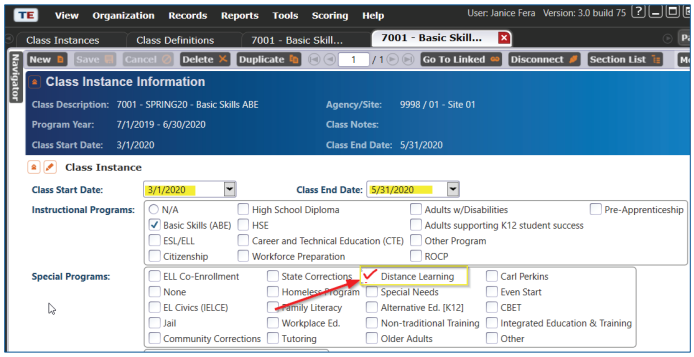
More "Pick up where you left off"

- ***Example 2:*** *An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and switched to distance learning on 3/23/20.*

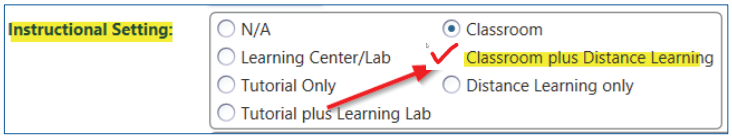
How do we mark it…?

More "Pick up where you left off"

- ***Example 2:*** *An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a "regular classroom" through 3/13/20 and switched to distance learning on 3/23/20.*
- In this example, the class runs 12 WEEKS.
- Mark "Distance Learning" because more than 50% of instruction in this class was delivered outside the regular classroom.



Optional: Mark Instructional Setting = "Classroom plus Distance Learning"



B. "Start new classes specific to DL"

- If you are now offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes ("DL")
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as "regular" (***not*** Distance Learning) classes.

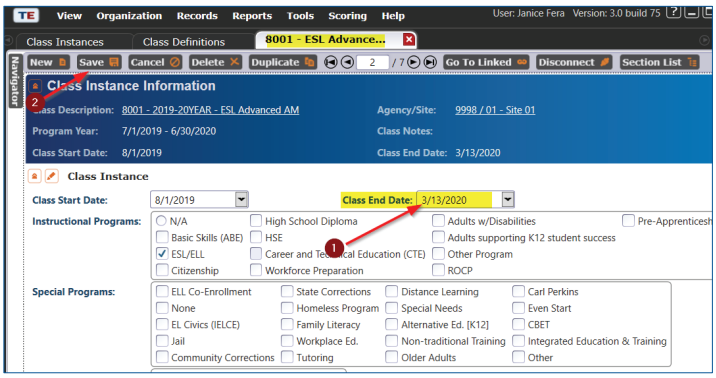
"Start new classes specific to DL"

- ***Example 1:*** *An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*

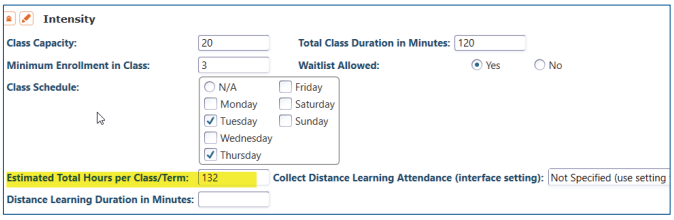
How do we mark it…?

"Start new classes specific to DL"

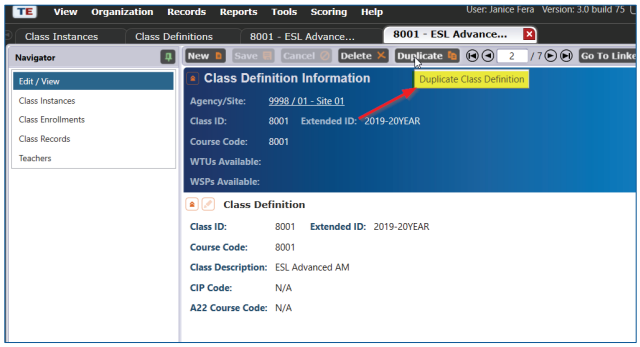
- ***Example 1:*** *An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the "regular" class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*
- In this example, the new class runs 12 WEEKS.
- Edit **Class End Date** for the regular ESL class from 5/31/20 to **3/13/20**
- And create a second class, marked for DL, starting 3/23/20 through 5/31/20.

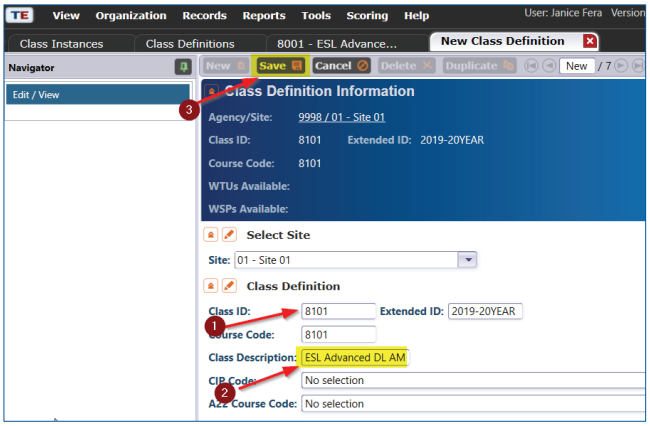


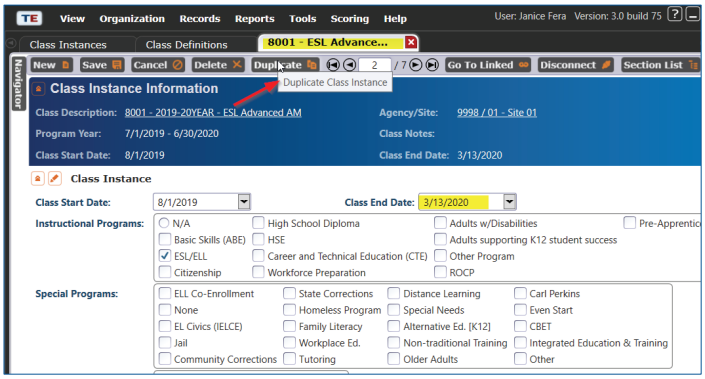
Class Instance > Intensity:

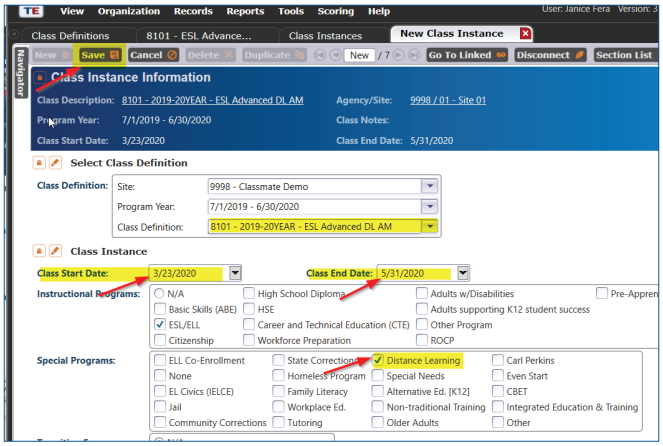


(1) Calculate reduced #hours:
180 – 132 = 48 hours (new class)
(2) <SAVE>

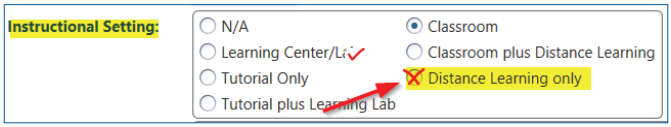


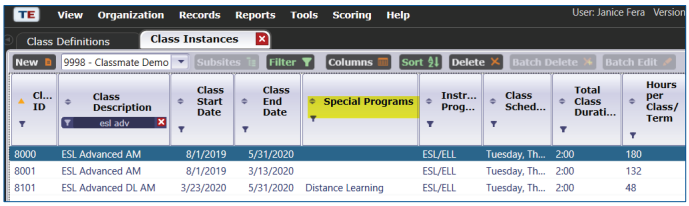






Optional: Mark Instructional Setting = "Distance Learning only"





Done!
8001 is shortened…
and 8101 is DL and just for March-May.

Summary of Options:

- Leave your current classes as-is and merely start collecting DL minutes without changing the Class End Date.
- Or, shorten an existing class and create a new one for the duration of the program year.
  - For the shortened classes that existed prior to COVID-19, leave them as "regular" (***not*** Distance Learning) classes.
- Evaluate each current class using the 50% Rule
  - If distance learning hours > 50% DL then mark Special Programs=DL

Attendance with DL

Instructional Hours vs. Distance Learning Hours

Distance Learning - NRS

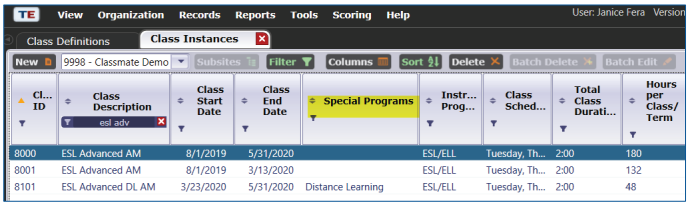
Three models of measuring distance learning instruction (NRS):

1. **Clock Time**. Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification**. Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
3. **Learner Mastery**. Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

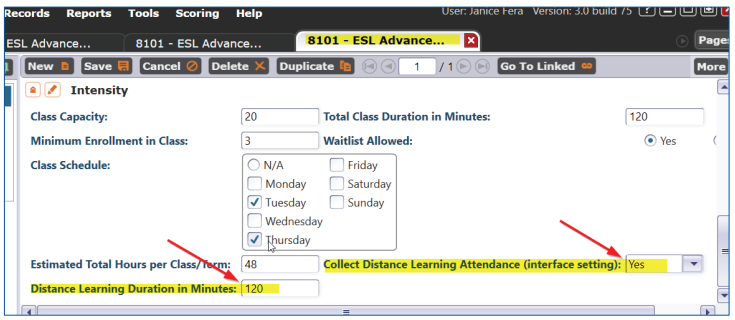
Distance Learning – in TE

- TOPSpro Enterprise (TE) has the capability to record exactly number of hours received via distance learning versus number of hours received in a "regular classroom."
- **Edit: Class instance → Intensity**
  - **1. "DL Interface Setting"**
  - **2. "Distance Learning Duration (Minutes)"**

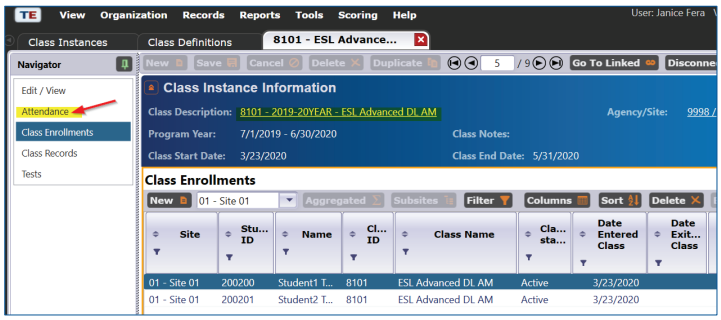
- **Defines the default number of minutes/day for DL instruction… and pre-loads the attendance input screen.**

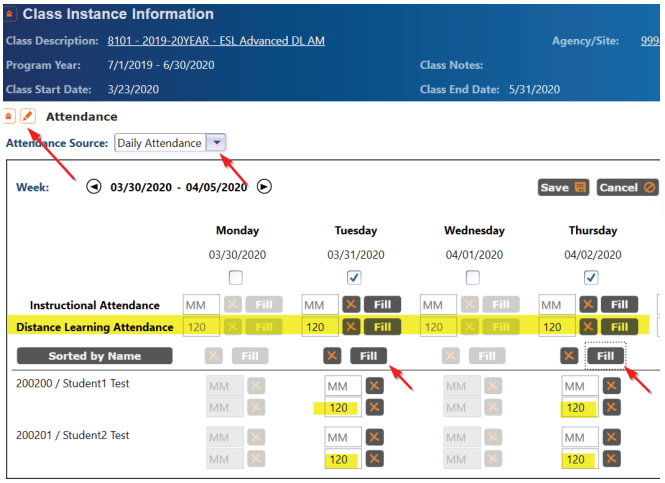


Let's setup 8101 for easier data entry of attendance…

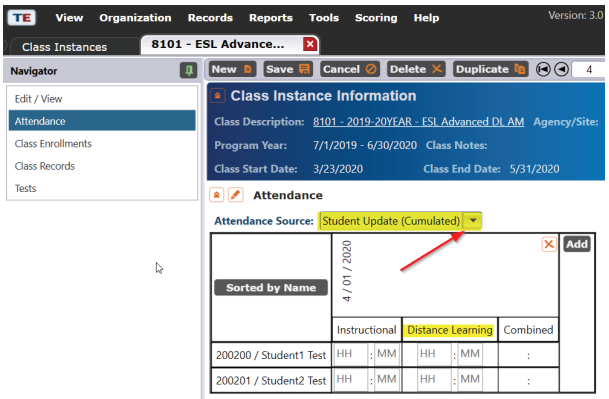


Specify the default #minutes of DL instruction and set the DL Attendance flag = YES

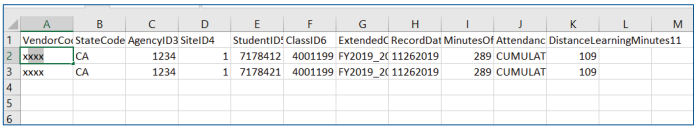




Attendance: Cumulated/Update



Attendance via 3rd Party Import



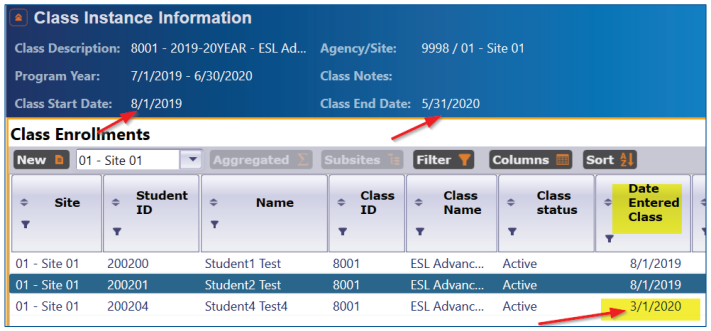
Students in DL

Special Cases: Students Who Are Predominately DL

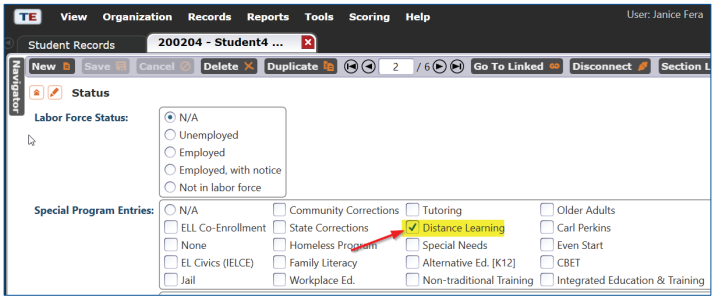
Special Cases: STUDENT = DL

- *Example 1: A student just joined a year-long class that has recently switched to DL*
- Mark this particular **student record** as "Special Program Entries = DL"

Example: Student = DL

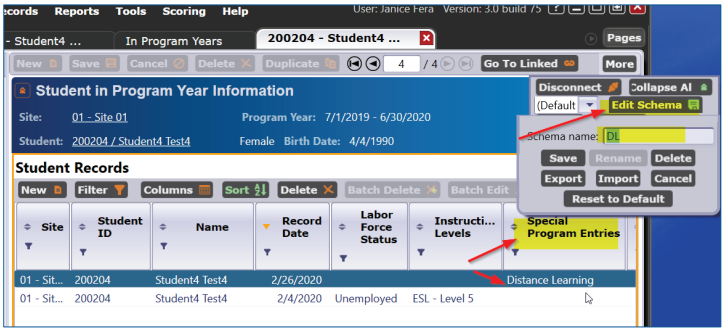


Example: Student = DL



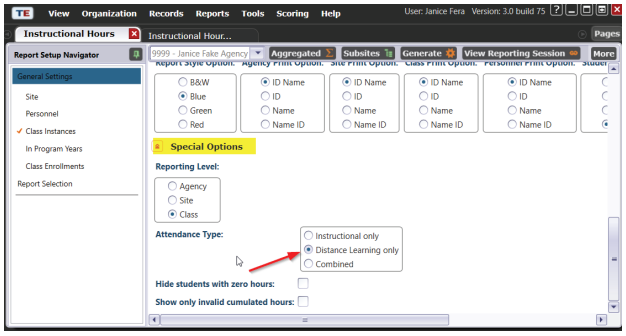
Records → Students → In Program Years … *Find the student*.
Edit: Student Record → Status → "Special Program Entries" … check "Distance Learning"

Example: Student = DL



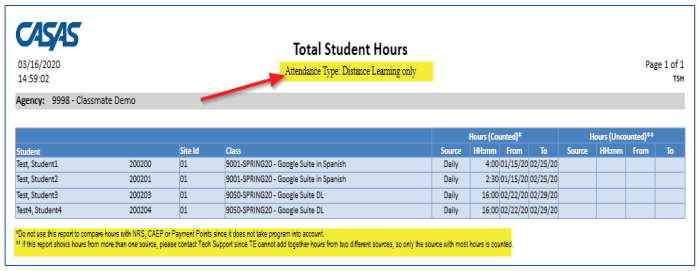
Hint #2: Create a DL schema for Student Records lister after you add the "Special Program Entries" column

NEW: Reports with DL



Includes: Instructional Hours, Total Student Hours, Learning Gains, Monthly Attendance and Student Test Summary reports

Reports with DL



CASAS

03/16/2020
14:59:02

Total Student Hours

Attendance Type: Distance Learning only

Page 1 of 1
TSH

Agency: 9998 - Classmate Demo

Student		Site Id	Class	Hours (Counted)*				Hours (Uncounted)**			
				Source	HHmm	From	To	Source	HHmm	From	To
Test, Student1	200200	01	9001-SPRING20 - Google Suite in Spanish	Daily	4:00	01/15/20	02/25/20				
Test, Student2	200201	01	9001-SPRING20 - Google Suite in Spanish	Daily	2:30	01/15/20	02/25/20				
Test, Student3	200203	01	9050-SPRING20 - Google Suite DL	Daily	16:00	02/22/20	02/29/20				
Test4, Student4	200204	01	9050-SPRING20 - Google Suite DL	Daily	16:00	02/22/20	02/29/20				

*Do not use this report to compare hours with NRS, CAEP or Payment Points since it does not take program into account.
** If this report shows hours from more than one source, please contact Tech Support since TE cannot add together hours from two different sources, so only the source with most hours is counted.

Hint #3: Use this report to verify 3rd party attendance import is clean.

TE Homework Assignment:

- Using the Rolling Hills Adult School (RHAS) simulation database: **
- 1. Edit a class instance to configure DL attendance **by default**
  - Hint: Class Instance > Intensity (slide 38)
- 2. Input some DL minutes
- 3. Run a DL-enabled report
  - Select with/without DL minutes
  - Modify the Date Ranges

** https://www.casas.org/docs/default-source/training-materials/steps-to-access-the-casas-online-system.pdf

Summary

- Several suggestions for adjusting Classes
- Tips for speedy data entry using DL Interface
- Resources for more information on subject:
  - https://otan.us/resources/covid-19-field-support/
  - https://www.casas.org/social-media-newsroom/2020/03/27/casas-testing-during-the-covid-19-pandemic
- CASAS Online Training: http://training.casas.org/
  - Other webinars? Suggestions in the chat box please.

Thank you for attending!

Presented by
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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

PROGRAM MEMORANDUM OCTAE 20-3

DATE: March 27, 2020

TO: State Directors of Adult Education

FROM: Scott Stump /s/
Assistant Secretary

RE: Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions

Purpose

The purpose of this memorandum is to provide clarification, flexibilities, and supports to State Adult Education Offices as States seek to provide continuity of operations for adult learners in the current COVID-19 environment.

Performance/Negotiations

Q1. What steps will the Office of Career, Technical, and Adult Education (OCTAE) take to account for a decrease in State performance in Program Year (PY) 2019 because of extended program closures during the pandemic? Will States be penalized for performance issues?

The U.S. Departments of Education and Labor (Departments) will not make any determinations of performance success or failure based on PY 2019 performance data, submitted by October 1, 2020. OCTAE did not have sufficient data available to develop and apply the statistical model required by the Workforce Innovation and Opportunity Act[1] (WIOA) at the time PY 2019 performance targets were established for each State. Therefore, without this data, we will not have the requisite data to determine whether a State has met its performance levels.

The Departments will take the effect of the COVID-19 outbreak into consideration in reviewing PY 2019 data. OCTAE encourages State adult education agencies to monitor the effect of the

[1] Workforce Innovation and Opportunity Act (Pub. L. 113-128) available at: https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf.

outbreak on its performance and address the impacts in its annual narrative report submitted in December 2020.

OCTAE Program Memorandum 20-2[2] states that the first year for which performance success or failure can be determined for some indicators applies to PY 2020; this data is reported by October 1, 2021. The Departments will continue to closely monitor the effect of the COVID-19 outbreak and its impact on services and performance outcomes.

Q2. Will OCTAE consider delaying performance negotiations, as State offices may be closed for an unspecified period of time?

At this time, the Department of Education anticipates that the negotiations process will proceed, and we will conduct negotiations with States. The Department anticipates negotiated levels of performance will be included in the approved Unified or Combined State Plans for the four-year period covering PYs 2020 through 2023. The Department is aware that some State offices are closed, and some States have implemented remote work. The Department is also aware that State agency leadership and management staff may be involved with COVID-19 response efforts. As a result, the Department will be as flexible as possible in conducting negotiations, including scheduling meetings at times that meet States' needs.

Scheduled Grant Competitions

Q3. For States with requests for proposals currently out for July 1 award, what options will be available to States to prevent a gap in service delivery? (i.e., can states extend current contracts for a short period of time to prevent a gap in service delivery? Can states extend the closing date of the grant competition? With the current disruptions, it would be difficult to have applications reviewed and approved by July 1).

Yes, because of the potential for broad impact of COVID-19 on both State administration of Adult Education and Family Literacy Act (AEFLA) programs and service delivery by eligible providers, an AEFLA State eligible agency may modify its plans for competitions involving Fiscal Year (FY) 2020 AEFLA funds. While the "direct and equitable access" requirement in section 231(c) of WIOA would generally preclude extensions of AEFLA grants and contracts, under these difficult and unique circumstances related to COVID-19, States may (1) suspend FY 2020 competitions and extend current eligible providers' grants and contracts for a one-year period, or (2) adjust competition timelines, delaying the award of grants or contracts to successful AEFLA applicants until a later date than planned and extending current grants and contracts accordingly.

State eligible agencies should follow State procedures in notifying current grantees, current applicants, and potential applicants of such changes, ensuring that all current and potential applicants receive information about these changes in the same way the notice of availability of funds was made public.

[2] OCTAE Program Memorandum 20-2: *Negotiations and Sanctions Guidance for the Workforce Innovation and Opportunity Act (WIOA) Core Programs* is available at: https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-2.pdf.

Given that the very purpose of either postponing competitions for a year or adjusting current competition deadlines would be to help prevent disruptions in service delivery, States should work to ensure that any changes in FY 2020 competition plans do not result in a gap in service delivery.

Q4. Is a State required to request approval from OCTAE to extend current grants/contracts if a competition is suspended or delayed?

No, States are not required to request approval from OCTAE if a competition is modified or postponed. In accordance with 2 CFR 200.407, OCTAE is providing States with prior approval to make changes to their scheduled AEFLA competitions because of disruptions and other effects of COVID-19. While States need not seek this approval from OCTAE, States must notify their Area Coordinators of any changes in competition plans, including plans to extend current eligible providers' grants or contracts.

Distance Learning

Q5. Will OCTAE provide flexibility regarding the reporting of hours for distance learning? What types of instruction can States allow programs to report as instructional hours or seat time, and how do we track these virtual learning hours on these various platforms?

States may, but are not required to, report in the National Reporting System (NRS) the time that participants spent on distance learning activities. Recording hours is useful for determining when a post-test should be administered. The NRS Technical Assistance (TA) Guide[3] helps States that record distance learning hours by providing options for reporting "proxy hours" rather than classroom instructional hours. States that wish to record proxy contact hours may do so using one of the following models:

- **Clock Time Model,** which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time;
- **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment; or
- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%–80%) earns the credit hours attached to the material.

The NRS TA Guide further advises that the State should use the proxy contact hour model appropriate for the distance education curricula being used.

[3] The National Reporting System Technical Assistance Guide is available at https://nrsweb.org/policy-data/nrs-ta-guide.

Q6. Is it possible to waive the requirement of 12 hours of "actual contact" for distance education for reporting purposes for the remainder of the 2019-2020 program year?

All eligible individuals receiving services under AEFLA must complete at least 12 hours of instruction to be considered a "participant" under 34 CFR 463.150. Program closures due to COVID-19 have resulted in placing students in distance learning settings, and those students may be in various stages of completing the initial 12 contact hours needed for them to be considered a participant.

One category of students who have been transferred from classroom-based instruction to distance learning services have already completed the initial 12 contact hours needed to be considered a participant. These individuals do not need to complete another 12 contact hours, as they have already met the 12-hour threshold.

Another category of students who have been transferred from classroom-based instruction to distance learning services have not yet completed the initial 12 contact hours needed to be considered a participant. These individuals may continue to accrue the required 12 contact hours through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Students newly enrolled in distance learning programs and who were not receiving classroom instruction before COVID-19-related program closures must meet the 12-hour requirement before being considered an AEFLA participant. The 12-hour enrollment requirement for distance learners can be met by accruing contact hours through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

Q7. What flexibilities will OCTAE allow in terms of assessment, as it relates to education practices? Will States be given the option to conduct virtual pre/post-assessment testing?

OCTAE recognizes that local programs may not be able to conduct in-person testing of students enrolled in distance learning programs during program closures due to the COVID-19 outbreak. If local programs are unable to conduct in-person testing, States may be able to report measurable skill gains (MSG) using other measures available to AEFLA programs under the MSG indicator, such as credit completion or high school completion. The inability to test distance learning students may adversely impact the number of MSGs a State would report in the NRS. States that are experiencing declines in testing rates should put procedures in place to identify students who were not tested due to an inability to conduct in-person testing, so that the impact of the COVID-19 outbreak can be appropriately tracked.

Additionally, States may choose to develop procedures to implement virtual test proctoring. States that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified, (2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured, and (3) the virtual proctor can properly administer the test. Test security measures would require that only secure electronic versions of a test are administered by a virtual proctor and are deemed secure by the test publisher.

Q8. For States that did not have online learning options in place in their WIOA contracts with local programs, can the State give permission to local programs to provide online learning to students in lieu of classroom instruction on a short-term emergency basis? What flexibilities do States have to change their existing distance learning policies?

Yes, consistent with a State's grant administration policies, a State may allow currently funded AEFLA grantees to administer distance learning programs, even if the State does not have an established State distance learning policy in place. However, OCTAE urges States to put a policy in place (or change current policy) as soon as feasible. Statewide distance learning policies help address how the State intends to collect instructional hours (if it chooses to do so), as well as convey its policies on student assessment. State policies may also convey important information about distance learning curricula that local programs can use to provide distance education.

Q9. Can the State pay teachers for this online instruction?

Yes, States can use AEFLA funds to pay teachers delivering distance learning programs if such programs deliver adult education and literacy activities allowable under AEFLA.

CALIFORNIA ADULT EDUCATION PROGRAM

MEMO

February 26, 2020

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program Office (CAEP)

Subject: 2020-21 Preliminary California Adult Education Program Allocations Now Available

As required by February 28th, the CAEP Office is releasing the 2020-21 Preliminary Allocations for each consortium which includes an additional $12.3M COLA for fiscal year 2020-2021. The COLA re-benches the total annual statewide CAEP allocation for future years to $550,897,000. The CAEP consortia and their members are required to submit their Consortium Fiscal Administration Declaration (CFAD) via the NOVA system by May 2, 2020. The CAEP Office uses the information from the CFAD process to determine the payment schedules for the disbursement of these funds. There will be no extensions granted for the May 2nd due date.

All CAEP members are eligible for the COLA. The COLA will be based on the member's allocation percentage from the prior year's CFAD. Please see education code 84914 governing an increase or decrease of CAEP funding from the prior year. Consortia cannot vote to exclude or prevent a member from receiving a COLA (provided that the member received funding in the prior year). However, after the CFAD is submitted, consortia can use the allocation amendment process in NOVA to move CAEP funds based on consortia agreed upon by-laws.

On March 6, 2020, (12 p.m. to 1:30 p.m.), TAP will host a CAEP Fiscal Update webinar to walk through NOVA fiscal processes like 17-18 close out of funds, reporting expenditures, submitting your CFAD, and discuss allocations, COLAs, and more. To register, click here.

If you have any questions regarding this information, please contact the CAEP Technical Assistance Project at tap@caladulted.org.

Sincerely,

Carolyn Zachry, Ed.D
California Department of Education
Adult Education Program Office

Javier Romero
California Community Colleges Chancellor's Office
Adult Education Program Office

CAEP Consortium	COLA 20/21	20/21 Allocation	21/22 Allocation
01 Allan Hancock Community College Consortium	$38,780	$1,732,226	$1,732,226
02 Antelope Valley Regional Adult Education Consortium	$93,823	$4,190,931	$4,190,931
03 Barstow Area Consortium for Adult Education	$21,221	$947,900	$947,900
04 Butte-Glenn Adult Education Consortium	$51,254	$2,289,459	$2,289,459
05 Greater Opportunity Through Adult Learning (Santa Cruz)	$80,144	$3,579,912	$3,579,912
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	$342,965	$15,319,749	$15,319,749
07 Chabot-Las Positas/Mid-Alameda County Consortium	$216,171	$9,656,038	$9,656,038
08 West End Corridor/ Chaffey Regional AE Consortium	$168,555	$7,529,110	$7,529,110
09 Citrus College Adult Education Consortium	$101,063	$4,514,345	$4,514,345
10 Coast Adult Education Consortium	$174,476	$7,793,606	$7,793,606
11 Tri City Adult Education Consortium	$143,773	$6,422,111	$6,422,111
12 Contra Costa Adult Education Consortium	$346,943	$15,497,433	$15,497,433
13 Morongo Basin AEBG Consortium (Copper Mountain)	$19,067	$851,704	$851,704
14 Desert Regional Consortium	$75,560	$3,375,143	$3,375,143
15 South Bay Adult Education Consortium (El Camino)	$239,777	$10,710,493	$10,710,493
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	$19,067	$851,704	$851,704
17 Foothill De Anza/ NSCCSTC	$199,758	$8,922,910	$8,922,910
18 Gavilan Regional Adult Career and Education Services	$33,756	$1,507,819	$1,507,819
19 Glendale Community College District Regional Consortium	$25,054	$1,119,111	$1,119,111
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	$194,039	$8,667,452	$8,667,452
21 Salinas Valley Adult Education Consortium	$86,088	$3,845,415	$3,845,415
22 Imperial County Adult Education Consortium	$45,550	$2,034,636	$2,034,636
23 Kern AEBG Consortium	$397,766	$17,767,603	$17,767,603
24 Lake Tahoe Adult Education Consortium	$20,974	$936,875	$936,875
25 Lassen County AB86 Consortium	$22,023	$983,745	$983,745

26 Long Beach Adult Education	$56,006	$2,501,690	$2,501,690
27 Los Angeles Regional Adult Education Consortium	$3,006,118	$134,278,879	$134,278,879
28 Capital Adult Education Regional Consortium	$274,495	$12,261,268	$12,261,268
29 Marin County Adult Education Block Grant Consortium	$34,466	$1,539,559	$1,539,559
30 Mendocino-Lake Consortium	$35,956	$1,606,105	$1,606,105
31 Gateway Adult Education Network (Merced)	$77,381	$3,456,486	$3,456,486
32 Coastal North County Adult Education Consortium (MiraCosta)	$27,934	$1,247,782	$1,247,782
33 Monterey Peninsula Consortium	$59,459	$2,655,966	$2,655,966
34 Mt. San Antonio Regional Consortium for Adult Education	$817,920	$36,535,269	$36,535,269
35 Southwest Riverside County Adult Education Regional Consortium	$113,349	$5,063,146	$5,063,146
36 Napa Valley Adult Education Consortium	$66,604	$2,975,122	$2,975,122
37 North Orange County Regional Consortium for Adult Education (NOCRC)	$90,127	$4,025,849	$4,025,849
38 Southern Alameda County Consortium (Ohlone)	$97,018	$4,333,642	$4,333,642
39 Palo Verde Consortium	$19,067	$851,704	$851,704
40 Education to Career Network of North San Diego County (Palomar/Vista)	$183,907	$8,214,835	$8,214,835
41 Pasadena Area Consortium	$43,711	$1,952,523	$1,952,523
42 Northern Alameda Consortium for Adult Education	$187,820	$8,389,645	$8,389,645
43 Rancho Santiago Adult Education Consortium	$108,608	$4,851,343	$4,851,343
44 North Coast Adult Education Consortium (Redwoods)	$26,154	$1,168,239	$1,168,239
45 Rio Hondo Region Adult Education Consortium	$337,047	$15,055,389	$15,055,389
46 About Students Regional Consortium (Riverside)	$193,669	$8,650,888	$8,650,888
47 Inland Adult Education Consortium (San Bernardino)	$245,710	$10,975,514	$10,975,514
48 San Diego Adult Education Regional Consortium	$109,642	$4,897,553	$4,897,553
49 San Francisco Adult Education Consortium	$90,402	$4,038,140	$4,038,140
50 Delta Sierra Regional Alliance (San Joaquin)	$195,854	$8,748,512	$8,748,512
51 South Bay Consortium for Adult Education (San Jose)	$408,426	$18,243,801	$18,243,801
52 San Luis Obispo County Adult Education Consortium	$32,805	$1,465,340	$1,465,340
53 ACCEL San Mateo County	$224,788	$10,040,964	$10,040,964

54 Santa Barbara AEBG Consortium	$19,067	$851,704	$851,704
55 Santa Clarita Valley Adult Education Consortium	$30,270	$1,352,107	$1,352,107
56 Santa Monica Regional Consortium for Adult Education	$26,569	$1,186,811	$1,186,811
57 Sequoias Adult Education Consortium (SAEC)	$225,190	$10,058,892	$10,058,892
58 Shasta-Tehama-Trinity Adult Education Consortium	$26,163	$1,168,668	$1,168,668
59 Sierra Joint Consortium	$78,604	$3,511,125	$3,511,125
60 Solano Adult Education Consortium	$92,108	$4,114,332	$4,114,332
61 Sonoma County Adult Education Consortium	$59,426	$2,654,472	$2,654,472
62 South Orange County Regional Consortium (SOCRC)	$112,950	$5,045,303	$5,045,303
63 South Bay Adult Education Consortium (Southwestern)	$338,638	$15,126,458	$15,126,458
64 State Center Adult Education Consortium	$352,298	$15,736,649	$15,736,649
65 Ventura County Adult Education Consortium	$354,970	$15,855,992	$15,855,992
66 Victor Valley Adult Education Regional Consortium	$51,042	$2,279,959	$2,279,959
67 West Hills College Consortium	$26,104	$1,166,006	$1,166,006
68 West Kern Consortium	$19,067	$851,704	$851,704
69 Yosemite (Stanislaus Mother Lode) Consortium	$102,280	$4,568,709	$4,568,709
70 North Central Adult Education Consortium (Yuba)	$73,942	$3,302,901	$3,302,901
71 Adult Education Pathways (Siskiyous)	$22,222	$992,625	$992,625
Total	**$12,333,000**	**$550,897,000**	**$550,897,000**

BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION

2019-20 BACAE Allocation	**$926,679**
2020-21 Proposed BACAE COLA	**$21,221**
2020-21 Proposed BACAE Allocation	**$947,900**

OPTION 1: PERCENTAGE ALLOCATION TO EACH MEMBER; ADJUST AFTER MAY REVISE

Agency	2019-20 CFAD	% of Allocation		Portion of COLA based on % of Allocation	Tentative 2020-21 CFAD
Baker Valley Adult School					
TOTAL	$64,348	**7%**		**$1,474**	**$65,822**
Barstow Community College					
TOTAL	$308,455	**33%**		**$7,064**	**$315,519**
Barstow Adult School					
TOTAL	$345,507	**37%**		**$7,912**	**$353,419**
Silver Valley Adult School					
TOTAL	$208,369	**22%**		**$4,772**	**$213,141**

TOTAL	**$926,679**	**$947,900**

OPTION 2: PARK COLA WITH FISCAL AGENT; ALLOCATE AT LATER DATE

Agency	2019-20 CFAD	% of Allocation		COLA PARKED WITH FISCAL AGENT	Tentative 2020-21 CFAD
Baker Valley Adult School					
TOTAL	$64,348	**7%**			**$64,348**
Barstow Community College					
TOTAL	$308,455	**33%**		**$21,221**	**$329,676**
Barstow Adult School					
TOTAL	$345,507	**37%**			**$345,507**
Silver Valley Adult School					
TOTAL	$208,369	**22%**			**$208,369**

TOTAL	**$926,679**	**$947,900**