



Adult Education Program Fiscal Management Guide

Allowable Uses of Adult Education Program Funds

Funding source: AB104, Section 39,
Article 9

Version 3 Release: August 1,
2017

Updated:

Indirect Cost Rate Section (#10) September 13, 2017
Allowable Uses Section (#3) September 18, 2017
Consortium Administrative Function (#9) November 29, 2017
NOVA Summary (#13) May 15, 2018
Out of State Travel (#6) November 5, 2018
Indirect Rate (#10) November 5, 2018
Capital Outlay (#8) August 30, 2019
Fiscal Reporting & Planning (#13) August 30, 2019

How to Use this Guide

The purpose of this guide is to specify the education code and processes used to spend California Adult Education Program (CAEP) funding by regional consortia and their members. The outcomes from the expenditure process are student data reports for enrollment, demographics, and outcomes, as well as financial reports presenting allocation of funds to members, and the tracking of expenses connected to the seven CAEP program areas. Additional outcomes include adherence to a consortium governance structure, the public meeting/ input process, and a long-term planning cycle (3-year plan) along with an annual plan.

The CAEP Fiscal Management Guide contains the policies and procedures for the administration of the CAEP Program for the 18-19 program year. These policies and procedures are based on the AB104 legislation that created the CAEP Program. However, the AB104 legislation does not supersede current K-12 adult education and community college education code and regulatory requirements. All current financial processes and systems in place at the various districts and county offices of education must comply with the variety of statutory and policy provisions already in place prior to AB104, that includes the State of California Statutory Codes, California Code of Regulations, State Accounting Code Structure, the Budget and Accounting Manual, and any administrative or management policy memoranda or bulletins.

For CAEP program, reporting system documentation, and additional resources, please refer to the CAEP website. <https://caladulthood.org/>

Table of Contents

- 1. Responsibility & Roles Overview.....4
- 2. CAEP Funding Process.....6
- 3. Allowable Uses General Information.....9
- 4. Leveraging and Braiding other Applicable Funds.....12
- 5. Program Fees.....13
- 6. Travel.....14
- 7. Consortia/ Member Effectiveness.....14
- 8. Capital Outlay.....18
- 9. Consortium Administration Function.....19
- 10. Indirect Rate for Members.....21
- 11. 45 Day Trailer Bill Rule / Pass Through.....22
- 12. Recording CAEP funds in financial systems.....22
- 13. Fiscal Reporting & Planning – (using NOVA).....25
- 14. Examples of Expenses – allowed.....35
- 15. Examples of Expenses – not allowed.....42

1. Responsibility and Roles Overview

Overview

The California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) are working in partnership to implement the California Adult Education Program (CAEP). Since 2015-16, the annual budget appropriation for the block grant has been \$500 million in addition to \$25 million for data and accountability funding as well as an additional \$5 million for CAEP technical assistance, and additional COLAs in the past few years. The CAEP Office appropriates these funds through regional consortia consisting of community college districts, school districts and county offices of education to implement regional plans to better serve the needs of adults.

There are 71 regional consortia across the state that include members from community colleges, k-12 adult schools, county offices of education and a variety of community partners including, but not limited to local workforce investment boards, libraries, and community based organizations.

The California Community Colleges Chancellor's Office and the California Department of Education appointed joint leadership for the Adult Education Program Office. The CAEP Office is led by:

Carolyn Zachry, Administrator, Adult Education Office, CDE

Javier Romero, Workforce Development Division Dean, CCCCCO

Role of the Board of Governors and the State Board of Education

The apportionment of CAEP funding is provided by an interagency agreement with the Board of Governors of the California Community Colleges and the budget act, in support of the Adult Education Program. Once approved by the Board of Governors of the California Community Colleges, CAEP funding for K-12 district and County Office of Education fiscal agents and direct funded K12/County Office members is transferred to the California Department of Education for disbursement. The remaining CAEP funding for community colleges fiscal agents and direct funded colleges is disbursed by the Chancellor's Office.

Per AB104 legislation, the State Board of Education works with the Chancellor of the California Community Colleges and the Superintendent of Public Instruction in the following areas:

- Dividing the state into adult education regions and shall determine the physical boundaries of each region.
- Approving one adult education consortium in each adult education region.
- Approving, for each consortium, the following:
 - Rules and procedures that adhere to conditions related to consortia membership.
 - Member reporting of available funding.
 - Official member representation requirements.
 - Release of a preliminary allocation schedule and a final allocation schedule by the State.
 - Consortia level decision making procedures.
 - Public meeting requirements.

Role of the CAEP Office

The CAEP Office plays a key role in this joint agency effort between the California Department of Education and the California Community Colleges Chancellor's Office. The focus of the CAEP Office is to provide policy guidance to the regional consortia and their members, maintain fiscal accountability, collect & report student data and outcomes, and provide technical assistance.

For program guidance, the CAEP Office must work with state agencies (CDE and the Chancellor's Office) to align CAEP education code within existing statutory requirements and regulations. This would include updating guidance, releasing policy memos, coordinating with CDE/Chancellor's Office staff, and providing technical assistance and training.

For fiscal accountability, the CAEP Office's main responsibility is to ensure that consortia and their members operate within budgeted levels, meet spending targets, and comply with any restrictions or limitations by the legislature. This would also include preparing and monitoring contracts, maintaining the state fiscal system for consortia and member reporting, and working with state level fiscal and accounting staff for appropriation of funds and payment.

For student data reporting, the CAEP Office must ensure that all members are reporting student enrollment data, demographics, and outcomes through the designated system. This also includes working with contractors, developing data policy, coordinating with other state agencies to share data, drafting legislative required reports, and providing technical assistance and training to local members.

2. CAEP Funding Process

MOE and Consortia Formula Allocation

Each CAEP Regional Consortium receives the same allocation for the current year as they did in the prior year (unless a COLA is provided and then it would be more than the prior year). The majority (67%) of the CAEP allocation is made up of Maintenance of Effort (MOE) as certified by K-12 and County Offices of Education (COEs). The MOE certification process was based on 2012-2013 adult education related expenses in the ten adult education program areas as submitted by K-12 districts and COEs. This 2012-2013 certification was used to form the K-12/COE base for the MOE. The MOE funding amount does not change unless funding is reduced based on the criteria as specified in AB104 legislation (84914 (b)).

The remaining amount of CAEP funding (33%) was allocated based on a regional allocation formula. According to the AB104 language, the California Community College Chancellor and the State Superintendent of Public Instruction are charged with determining the statewide need for adult education and the funding allocation of each consortium. More specifically, sections 84911 and 84908 (2) (A)(ii), respectively, address these obligations.

Section 84911 states, "To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy." Additionally, Section 84908 (2) (A)(ii) states that, "The chancellor and the Superintendent shall determine the amount to be allocated to each consortium pursuant to this paragraph based on that adult education region's share of the statewide need for adult education."

Given the above language, key state agencies (the California Department of Education, the State Board of Education, the California Community College Chancellor's Office, and the Department of Finance) met to develop a funding formula for adult education regional consortia. They used various combinations of variables, including minimum funding levels. After thorough analysis of the permutations, it was determined that the variables correlated very closely. Consequently, all variables were equally weighted. In addition, it was determined that the minimum grant award amount was appropriate and reasonable, in that it allows the smaller consortia (which in most instances are rural) to make a larger impact in their respective regions. The list below depicts the variables used to determine adult education consortia funding amounts.

- Educational Attainment (No High School Diploma)
- Employment (Unemployed Adults)
- Adult Population - 18 years and older
- Poverty (Household)

- Adult Literacy (7th Grade Education Level)
- ESL (the ability to speak English)

As mentioned above, each factor was equally weighted. The regional consortia received a percentage of the statewide total that was then translated into a dollar amount. Regional consortia that did not meet the minimum funding level, based on the variable amounts, were provided additional funds to raise them to that level. (See the allocation tables under additional resources section for grant amounts by regional consortia, as well as the list of variables by region.)

Additionally, a variety of census data variables related to adult education students in each region are posted on the CAEP Website and are pre-populated into the Regional Consortia Member Allocation forms.

CAEP Allocation Process

The CAEP Fiscal Allocation process begins in January with the release of the proposed Governor's Budget. Based on the amount in the proposed budget, the CAEP Office is required by law to release a preliminary budget by February 28th (Section 84909 (b)). Consortia then have until May 2nd to submit the Consortium Fiscal Administrative Declaration (CFAD), which declares the annual allocation for each member in their consortium.

Typically, the State Budget is enacted on July 1st (but can be delayed if not passed by the legislature). The chancellor and the Superintendent, with the advice of the executive director, shall approve, within 15 days of enactment of the annual Budget Act, a final schedule of allocations to each consortium of any funds appropriated by the Legislature for the program. (Section 84909 (c)).

The chancellor and the Superintendent shall determine the amount to be allocated to each consortium based on the following (Section 84909 (d)):

- (1) The amount of funds apportioned to the members of that consortium in the immediately preceding fiscal year.
- (2) That adult education region's share of the statewide need for adult education.
- (3) That consortium's effectiveness in meeting the educational needs of adults in the adult education region based on available data.

Soon after the enactment of the State Budget, the Board of Governors of the California Community Colleges must approve the annual CAEP apportionment at a

public meeting. Then, using the final schedule approved pursuant to subdivision (c), the chancellor and the Superintendent shall do one of the following for each consortium (Section 84909 (e)):

(1) Apportion funds to a fund administrator designated by the members of a consortium beginning no more than 30 days after approval of the final schedule of allocations.

(2) Apportion funds to members of a consortium beginning no more than 30 days after receipt of a final distribution schedule from that consortium.

Per California Education Code (EC) Section 84912, funds are apportioned in twelve equal payments to consortium fiscal agents (or if direct funded to each member) on a monthly basis. The first payment consists of the July and August payments. Subsequently, payments are apportioned at the end of each month for September through June 2017 for this same purpose.

Funding Cycle Calendar

January - Release of the proposed Governor's Budget

February – Preliminary Allocation Schedule is released (by 2/28) May – CFAD is due from consortia to the CAEP Office (by 5/2)

July – Budget Act enactment

July – Release of a final schedule of allocations to each consortium (15 days after the budget enactment).

July - Board of Governors of the California Community Colleges approve the annual CAEP apportionment at a public meeting.

August – Apportion funds to members of a consortium (30 days after final schedule of allocations).

September to June – Monthly payments are apportioned in 11 or 12 installments (the first payment usually covers 2 months).

3. Allowable Uses of Adult Education Block Grant Funds

CAEP apportionment is a restricted fund source. CAEP funds can only be used in the seven program areas as identified by the legislation. (Please note: The AB104 legislation specifically states that Adult Education Program is to serve adults, and an adult is defined as “a person 18 years of age or older”. See section 84901 (a) of the AB104 legislation).

Per *EC* Section 84913, use these funds on only the seven following areas:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
3. Programs for adults, including older adults, for entry or reentry into the workforce;
4. Programs for adults, including older adults, to develop knowledge and skills to assist elementary and secondary school children to succeed academically;
5. Programs for adults with disabilities;
6. Short term career technical educational programs with high employment potential;
7. Programs offering pre-apprenticeship training, in coordination with apprenticeship program(s), as specified.

Note: Consortia may choose which CAEP program areas to offer based on regional need, and local capacity.

In order to expend AB104 Adult Education Program funds the following criteria must be followed:

- The community college district, county office, JPA and K-12 district must be a member of a regional consortium.
- The member district must be located within the regional boundaries of the consortia as determined by the Chancellor and the Superintendent, with the advice of the executive director.
- Each regional consortium must have an approved adult education plan (the annual plan template) that addresses the fiscal year in which the funds will be expended.
- Funds may only be expended within the seven program areas as prescribed in the CAEP education code (Section 84913).

- Each regional consortium must have an approved 3-year consortia plan that includes any amendments (submitted in Year 1 – 15/16).
- Expenditure of CAEP Funds must align with the annual plan as approved by the regional consortium for that specific year.
- All members shall participate in expenditure decisions made by the consortium.
- Consortia and members must follow public meeting requirements as listed in the legislative requirements.

Reasonable & Justifiable

All CAEP expenditures must be reasonable and justifiable. “Reasonable” means that expenditures will be made prudently and with every effort to utilize funds efficiently. “Justifiable” means that expenditures are consistent with CAEP program goals and activities related to the seven program areas as identified in the CAEP Program budget language.

Ultimate Responsibility

Ultimately, CAEP regional consortia members (community college district, county office, JPAs and K-12 district) are responsible for allocation decisions. The responsibility cannot be delegated. Members may be audited by the California Department of Audits, the California Department of Education, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds. Expenditures deemed unreasonable and/or unjustifiable will be withheld in future funding distributions or allocations.

Primary Criteria

All allowable costs must meet three primary criteria:

- 1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations.
- 2) The cost must be allocable to the funding source activities.
- 3) The cost must not be a general expense required to carry out the consortia member's overall responsibilities (i.e. not supplanting).

However, even if the costs meet the prior three criteria, the costs must be approved within the 3-year consortia plan and the annual plan template of the regional consortia as agreed upon by its membership. Otherwise, they are not allowable within that year. In addition, the State has the discretion to impose special conditions

beyond the funding source that would also determine allowability of cost.

Questions & Answers

While the proposed cost is allowable under the funding source is it also reasonable?

Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision. Systems that can guide this definition are: necessary for the performance of the consortium; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

Note: "reasonable" means that expenditures will be made prudently and with every effort to utilize funds efficiently.

What are the guidelines of Allocable?

Allocable is defined by the dictionary as: capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a project director works 80% on the funded program (only 80% of the salary and benefits can be charged to CAEP funding). Above and beyond this definition allocable also means that the cost must be related to the 3-year consortia plan and the annual plan template of the regional consortia that have been approved by the CAEP Office. Agencies must be able to document prorated allocated costs against the Adult Education Block Grant Program.

Can funds be used as matching funds for other grants?

If the grant for which CAEP funds are being considered as matching funds is a continuing grant, meaning it was a grant the district had in the prior year then the CAEP must not replace any funds previously used to meet the match requirement. This would be supplanting and not result in increased services. But if the CAEP funds are used to increase the matching funds, possibly resulting in more grant funds, then it is an appropriate use of CAEP funds. Keep in mind that CAEP funds are restricted funds and must be spent in the seven program areas as identified by the AB104 budget language. Some matching grants prohibit the use of restricted funds.

4. Leveraging CAEP Funds

Not a Grant

According to the 17-18 Proposed Governor's Budget, CAEP is described as follows: "This program coordinates representatives from local educational agencies, community colleges, and other regional education, workforce, and industry partners to promote the educational opportunities offered to students and adult learners. Through this program, students and adult learners can access courses to complete their high school diplomas or general education equivalent, English as a Second Language courses, and pathways courses that lead to additional career opportunities. The Budget includes \$500 million ongoing Proposition 98 General Fund to support the Adult Education Block Grant Program".

By referencing "ongoing Proposition 98 General Fund to support the CAEP Program", it clarifies the confusion that CAEP was not a permanent, ongoing fund source. CAEP is state apportionment, it is ongoing, and can be used in future years to hire permanent staff, teachers and faculty.

In the 18-19 Budget Act, the Adult Education Block Grant Program was changed to reflect that these funds are apportionment, not a block grant. The new program name beginning July 1, 2019 is the Adult Education Program.

Legislative Support

In addition, CAEP legislation encourages the leveraging and braiding of other state and federal funding sources as stated in education code Section 84905 (b).

84905. The chancellor and the Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures that adhere to all of the following conditions: (b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.

CAEP legislation goes on further to list the state and federal fund sources that are required to being a member of a consortium Section 84916.

84916. In order to maximize the benefits derived from public funds provided for the purpose of addressing the educational needs of adults and to ensure the efficient and coordinated use of resources, it is the intent and expectation of the Legislature that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be a member of a consortium pursuant to this article if it receives

funds from any of the following programs or allocations:

- (a) The Adults in Correctional Facilities program.
- (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act).
- (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
- (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older.
- (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913.
- (f) State funds for remedial education and job training services for participants in the CalWORKs program

Note: CAEP funds cannot be used to create an 18-22 year old certificate program for Special education students since service of those students by LEAs has been expected for years and districts only had LCFF money.

No Longer “Touched by CAEP”

For reporting purpose, CAEP is tracking students by program area, rather than fund source. The practice of tracking students that were impacted by CAEP funding was difficult to qualify. With new program definitions, students are now tracked by program area regardless of fund source, which encourages the leveraging and braiding of multiple fund sources. The new program definitions are as follows:

For reporting purposes, adult education includes all people receiving support services from CAEP consortium members or enrolled in K12 adult education or **noncredit community college coursework** in the program areas listed in AB104: elementary and secondary basic skills, English as a second language, short-term career and technical education, entry/re-entry into the workforce, pre-apprenticeship, adults with disabilities, and adults training to support child school success.

5. Program Fees

Current fee policy for CAEP is identified in CDE’s Management Bulletin Management Bulletin AEFLA-02-2013 (for K-12 district and County Office of Education), and the Community College Student Fee Handbook (for community college districts). In addition, community college community education fee based programs (community education and contract education) cannot be co-mingled, leveraged or braided with CAEP funds. Title V regulations, and education code prevent community college fee based programs to be combined with any state apportioned program (like CAEP). However, these programs can work with regional

consortium for student referrals to meet regional needs.

Effective July 1, 2018, please reference the CAEP fees policy on the CAEP website. The policy states that no tuition may be charged or collected in the following CAEP program areas by either community colleges or K12 adult schools (ABE, ASE, ESL, AWD, and K-12 Success). There is a K-12 Adult School exception for CTE – but please go to the website and review the policy.

6. Travel

Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

Out of State Travel: Effective July 1, 2018, it is no longer necessary to obtain the State CAEP/CAEP Office approval for out of state travel. Consortia are required to approve their members out of state travel requests. This can be accomplished through the submission and certification of the annual program budget and work plan in NOVA, or can be put on the agenda for approval at a public meeting. As a best practice for consortia, members should explain how the approved travelers and the consortium would disseminate the information to other member's administrators, staff, faculty, and teachers when they return.

Out of Country Travel: The CAEP Office has determined that Out-of-Country travel will not be an allowed via this funding source.

7. Consortia/Member Effectiveness

Adult Education Block Grant (now Adult Education Program) Measures of Effectiveness responds to AB104, Section 84920. This section requires the Chancellor and the State Superintendent of Public Instruction identify, no later than January 1, 2016, the measures for assessing the effectiveness of consortia that will be used in the report that, pursuant to Section 84917, is to be submitted by September 30, 2016. These measures shall include, but are not necessarily limited to:

(1) How many adults are served by members of the consortium

(2) How many adults served by members of the consortium have demonstrated the following:

(A) Improved literacy skills

(B) Completion of high school diplomas or their recognized equivalents

(C) Completion of postsecondary certificates, degrees, or training programs

(D) Placement into jobs

(E) Improved wages

(F) Transition (added later by State CAEP Office)

Consortium Effectiveness

For the purposes of evaluating consortium effectiveness for CAEP funding year, the CDE and CCCCO have established the following indicators of compliance:

Evaluation:

- Consortia have evaluated members to identify that the services provided meet the needs identified in the adult education plan.
- Consortia submitted an annual plan that includes program strategies for the upcoming program year based upon regional need, funding, and capacity.

Funding:

- CAEP funds are expended within the seven CAEP program areas, and are consistent with each consortia' adult education regional plan.
- Consortium expenditures must align with the objectives of the consortium's annual plan as approved by the regional consortium board.

Governance and Collaboration:

- Consortia have identified a governance structure for decision-making.
- Consortium governance plans, by-laws, and CAEP requirements are followed for decision making and public meetings.

Membership:

- Consortia invited all eligible members in the region to participate in the CAEP initiative.
- All members are located within the regional boundaries of designated consortium.

Planning:

- Consortia have submitted the required Annual Plan Template.
- Consortia have approved and submitted the 3-year plan that may include amendments.
- Consortium members have shared information on related programs that are offered and the resources being used to support these programs.
- Consortia participated in statewide leadership activities (CAEP Summit, CAEP Director's Conference).

Reporting:

- Consortia will report student level enrollment data and outcomes for quarterly and final reporting.
- Consortia will submit financial expenditure and progress reports.

Member Effectiveness

In addition to consortium effectiveness, the CDE and CCCCO have identified the following to indicate member effectiveness:

- Each member must participate in completing and updating the Annual Plan Template.
- CAEP member funds must be expended within the seven program areas, and services provided must be consistent with the plan.
- Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments.
- Member expenditures of CAEP funds must align with the objectives of the consortium's annual plan as approved by the regional consortium board.
- Members participate in consortium/public meetings.
- Members participate in consortium final decisions.
- Members report student level enrollment data and outcomes for quarterly and final reporting.
- Members must share information on programs offered, and the resources being used to support the programs.
- Members provide services that address the needs identified in the adult

education plan.

- Members file financial expenditure and progress reports with the regional consortium and input financial data in the state reporting system.

In addition to the consortia and member effectiveness above, please check Section 5 of the CAEP Program Guidance for all the CAEP member requirements.

Annual Plan General Assurances

Consortia and their members must agree to adhere to the general assurances listed as part of the annual planning process. For the purposes of evaluating Consortia and Consortium Member effectiveness, the California Department of Education and California Community College Chancellor's Office establish annual indicators of compliance. Failure to meet the requirements listed in the 2017-18 CAEP General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and/or Member funding. (See annual plan general assurances). Please note that all the items listed above for consortia and member effectiveness are also covered in the CAEP General Assurances Document.

Reduction of Member's Funding

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.

(a-b) If a member no longer wishes to provide services or cannot provide services, if possible, reallocate their funds to other members in the consortium. The consortium membership should amend planning documentation to ensure services are being covered in the region (as a result of a member that no longer wishes to provide services or cannot provide services). The consortium

must also notify the CAEP Office and update the CFAD allocation schedule for the upcoming program year.

(c) If a consortium decides that a member has been consistently ineffective in providing services that address the needs identified in the adult education plan, and is not following the member requirements as listed in the CAEP Program Guidance Section 5, and the Annual Plan General Assurances, the consortium must take the following steps:

1. Document the member's ineffectiveness (what requirements are they not meeting, etc.)
2. Notify the member that they are being monitored for effectiveness and their funds could be reduced as a result.
3. Notify CAEP TAP for technical assistance for the member.
4. Provide the information in #1-#3 to the CAEP Office.
5. Work with CAEP TAP and the CAEP Office to determine if reasonable interventions have not resulted in improvements.
6. If no improvements after steps #1-4, reduce the member's funding and update the CFAD allocation schedule for 17-18. Copy the CAEP Office on all correspondence related to member funding reduction.

8. Capital Outlay

Any capital outlay (including building improvements, rental space, leases, construction, etc.) will also be closely scrutinized. It will require that you notify the CAEP Office of your consortium's (including any member in that consortium) intent. This is an informational e-mail only. The CAEP Office reserves the right to ask questions regarding any purchase and can prohibit any activity that it deems not meeting the reasonable and justifiable criteria. The member must follow all state & local policies and procedures related to capital outlay. This would include district facilities approval, following procurement processes, and notification of state agency facility departments.

Procedure:

Capital outlay expenditures need to be submitted by the requesting Member-district to the consortium's governing board for review and approval. Once the consortium has reviewed, approved, and established that the expenditures are aligned with the Consortium's 3-year plan, the consortium will send an informational email to the CAEP Office to inform them of the proposed expenditures.

9. Consortium Administration Function

Fiscal Agent or Direct Funding

Consortia have multiple options (direct funding or fund administrator) when choosing who will be responsible for receiving CAEP funding from the State. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis. The pass through mandate follows the instructions from the State's Fiscal Services Division (CDE and CCCCO). See sections #11 and #12 of this guidance document for more detailed instructions on how the pass through is recorded, and not treated as revenue.

Regardless of whether you choose a fiscal agent or a direct funded structure, consortium must use their administrative funding to ensure that member fiscal information (budget, expenses, etc.) is valid, and tied to the effectiveness of the consortium plans (3 year & annual).

Consortium Administrative Oversight

Consortium Oversight consists of an assessment of each member.

1. Assessment of the member's ability to meet the CAEP requirements.
2. Review general assurances (basic member requirements) signed off by each member as part of the annual plan process.
3. Review bylaws, charters, and governance for additional member requirements.

Consortium Oversight consists of an evaluation of each member.

Using the 3-year plan, annual plan, CAEP student data, and other resources available— evaluate the following:

1. Evaluation of program needs as identified to meet the needs of the community (needs based)
2. Evaluation of current levels & types of services (enrollment, outcomes)
3. Evaluation of funds provided to members (cost effective)
4. Evaluation of member effectiveness (overall effectiveness)

Each consortium must determine what structure they will use to manage their CAEP funding and program activities. Using the State's program guidance, consortia can use multiple leads (co-chairs), a coordinate, point person, lead, and/or director. This decision is made by the consortia membership. Advice on how to reimburse for the consortium related activities for this position can be in consultation with the consortium fund administrator and/or district accounting representatives. Consortium level budgets and expenses must be agreed to by the consortium membership.

Section 84913 limits a consortium on how much they can spend on the administration of the CAEP program.

Section 84913 (b) A consortium may use no more than 5 percent of funds allocated in a given fiscal year for the sum of the following:

(1) The costs of administration of these programs. (2) The costs of the consortium.

The administrative limit of 5 percent is calculated on the consortia total allocation for the program year. If agreed upon by members, it can be lower than 5 percent, but not above. Administrative activities are defined as fiscal in nature, and should not include programmatic activities. In some cases, a consortium budget may contain funds for program related activities, and funds for fiscal or administrative activities.

Note: Project leads/co-chairs voting privileges for consortia decisions are not guaranteed and are to be determined by consortia membership.

Listed below are example of programmatic and fiscal related activities.

Examples of consortium project lead/co-chairs activities

Programmatic Activities

- Provide coordination leadership in consortia.
- Formalize the open meeting requirement to make sure decisions are approved using the agreed upon governance rules.
- Draft and merge planning narrative/information from members.
- Submit planning and student level data deliverables to the State demonstrating consortium agreement (member sign off).
- Set up, organize, manage, and facilitate consortia related meetings (at various levels). Include travel, events, agendas, and preparation of reports/minutes.
- Submit program related information, best practices, and program progress reports to the State. Including developing marketing material for regional or State use.
- Facilitate relationships with members and partners.
- Assist in the implementation of planning strategies.
- Develop milestones and timelines: tracking goals, outcomes, and other deliverables.
- Respond to State inquires and requests (acting as the region's liaison to the State).

Fiscal or Administrative Activities

- Develop consortium and member budgets based on CAEP planning.
- Documenting member and consortium activities as it relates to CAEP funding.
- Reviewing each member's budget & expenditures for State reporting.
- Administering a review process of financial budget & expenses to CAEP planning (3-year plans & annual plans).
- Preparing and setting up fiscal / administrative oversight related meetings.
- Working with members to submit budget & expenditures reports.
- Coordinating the completion of the CFAD documentation.
- Coordination and tracking of consortium & member spending.
- Hiring of consortium level staffing.
- Preparing the payroll for consortium level staffing.
- Purchasing any consortium level items.
- Coordinating budgets in collaboration with consortium members, district administrators, and accounting staff.

10. Indirect Rate for Members

Effective July 1, 2018, Section 84913 of the Education Code is amended to read: For purposes of this paragraph. "indirect costs" means either of the following: (i) For consortium members that are school districts and county offices of education, the lesser of the member's prior year indirect cost rate, as approved by the department, or no more than five percent of the total funding received from the program. (ii) For community college consortium members. the lesser of the member's prior year negotiated indirect cost rate or no more than five percent of the total funding received from the program.

Per the legislative trailer amended under EC 84913, K-12 districts and COEs may use their CDE approved indirect cost rate for any CAEP/CAEP apportioned funding or 5% whichever is less. The CDE approved indirect cost rate varies by district and is not a set amount. Please check the CDE Indirect Rate website for each school year, at the link shown below.

<http://www.cde.ca.gov/fg/ac/ic/>

Community College Districts (CCDs) may use up to either their approved indirect cost rate as directed in Code of Federal Regulations (CFR) 200.414 up to the development *minimus* amount as allowed in the CFR or 5% whichever is less.

<https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-414>

11. Forty-Five Day Trailer Bill Rule / Pass Through

45 Day Trailer Bill

The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

Passing Funds Through to Members

As consortia and their members have implemented the 45-day receipt of funds requirement, tracking the pass through of funds to members in the CAEP financial system has been difficult. Beginning in program year 17-18, consortium will no longer track the pass through of CAEP funds disbursed in 16-17 and 17-18 in the existing CAEP financial system. In the fall of 2017, a new CAEP fiscal reporting system was rolled out (NOVA) requiring all members to report their allocations, budgets, and expenditures.

The pass through of funds is not required to be reported in this system.

12. Recording of CAEP funds in financial systems

To record CAEP funds, please follow your state & local financial system guidelines. This would be in addition to any local district policies and procedures that are in place.

As noted in recent trailer bill language introduced for program year 17/18, CAEP Program funds received by a participating school district are to be deposited in a separate fund of the school district to be known as the Adult Education Fund and would require moneys in the Adult Education Fund to be expended only for adult education purposes.

K-12 and COEs must adhere to the following reporting requirements:

- All Adult Education Program revenue should be recorded in Fund 11, Adult Education Fund, using Resource 6391, Adult Education Program. Fund 11 is the only fund valid in combination with Resource 6391.

- LEAs that continue to formally commit LCFF revenue to the purposes of adult education should use Object 8091, LCFF Revenue Transfers, to transfer the committed LCFF revenue from their general fund to Fund 11.
- There are no statutory provisions preventing an LEA from carrying over funds, however, a consortium may change the amount of adult education funds available in future years based on actual prior fiscal year spending (see Reduction in Funding / Member Ineffectiveness).
- LEAs will use the same resource code for MOE and non-MOE funding.

K-12 and COE Consortia Fund Administrators

LEAs who are the fund administrator for an adult education consortium and receive Adult Education Program revenue on behalf of their member LEAs should use:

- § **Resource 6391**, Adult Education Program and,
- § Either **Object 8587**, Pass-Through Revenues from State Sources (for the pass-through grant model), or **Object 8590**, All Other State Revenue (for the subagreement for services model), to account for the revenue that will be provided to their member LEAs.

K-12 and COE Consortia Members (Subrecipients)

LEAs who are the members in an adult education consortium and receive Adult Education Program revenue from their consortia's fund administrator (not directly from the state) should use:

- § **Resource 6391**, Adult Education Block Grant Program and,
- § Either **Object 8590**, All Other State Revenue (for the pass-through grant model), or **Object 8677**, Interagency Services Between LEAs (for the subagreement for services model), to account for the CAEP revenue.

K-12 and COE (LEAs) that receive CAEP directly from the state

Use Resource 6391, Adult Education Program, and Object 8590, All Other State Revenue.

Adult Education Program (CAEP) SACS Coding Examples

Original Recipient	Subrecipient
<i>Receipt of CAEP revenue to be passed through:</i> 11-6391-0-0000-0000-8587	N/A
<i>Pass-through of state revenue:</i> 11-6391-0-0000-9200-7211, 2, 3	<i>Receipt of passed-through CAEP revenue:</i> 11-6391-0-0000-0000-8590
N/A	<i>Expenditure of CAEP funds:</i> 11-6391-0-XXXX-XXXX-XXXX

Pass-through grant model accounting examples:

Subagreements for services model accounting examples:

Original Recipient	Subrecipient
<i>Receipt of CAEP revenue:</i> 11-6391-0-0000-0000-8590	N/A
<i>Payment to subrecipient for subagreement services:</i> 11-6391-0-4XXX-XXXX-5100	<i>Receipt of payment for subagreement services:</i> 11-6391-0-7110-0000-8677
N/A	<i>Expenditures for subagreement services:</i> 11-6391-0-7110-XXXX-XXXX

For further information on whether to use the pass-through grant model or the subagreement for services model when accounting for this grant, LEAs should consult the *California School Accounting Manual (CSAM) Procedure 750*. Additional guidance can be found in *CSAM Procedure 330* under the definition for Object Code 5100, Subagreements for Services.

Community College Districts must adhere to the following reporting requirements:

The following requirements addresses the appropriate accounting for community college districts receiving CAEP funds either as a fiscal agent, as a participant/provider, or both. The treatment of funds received as the fiscal agent for disbursement to other participants is different than for funds received by the district for the direct costs of providing adult education services.

Fiscal Agent

Fiscal Agent Funds received from the State under a fiscal agent agreement that are then disbursed within 45 days to other adult education providers should be recorded in the restricted General Fund as 8900 “Other Financing Sources” using revenue object code 8970 “Fiscal Agent Pass Through”. Disbursements should be coded to “Other Outgo-Other Transfers” using expenditure object code 7400 “Other Transfers”, excluding indirect cost recovery. Under CAEP, districts have no fiduciary requirement regarding the use of the funds by the other participants. The only obligation of the fiscal agent is to disburse within 45 days.

Participant/Provider

If a portion of the funds received as a fiscal agent are for the district’s own adult education program, then those funds should be recorded initially as described above. A transfer (other outgo) will be recorded to the fiscal agent funds for the district’s share. The district will recognize its share of the funds in the restricted General Fund using revenue object code 8620 “General Categorical Programs”. Expenditures should be recorded in expenditure object codes 1000-6000 as appropriate. Likewise, if the district is not the fiscal agent and is receiving CAEP funds, those funds should be recorded to the restricted General Fund using revenue object code 8620 “General Categorical Programs” and expenditure object codes 1000- 6000 as appropriate.

13. Fiscal Reporting & Planning – (using NOVA)

The Purpose of NOVA

The CAEP has consolidated its fiscal reporting requirements, and planning templates, under the NOVA system. For CAEP, the NOVA system creates a brand new fiscal structure for financial reporting. NOVA allows for real time access for consortia members to update school information, contact information, and member representatives. Member budgets & expenses are available for state, consortia, and member level viewing. The system allows the CAEP program to participate in the new era of transparency so that all members can see what other members are doing. The NOVA system provides better financial data and accountability for over 400 CAEP members and their 71 regional consortia.

1. CFAD

The Consortium Fiscal Administrative Declaration (CFAD) is based on the CAEP preliminary allocations released by February 28th of each year. The preliminary allocations are derived from the Governor’s Budget, which is usually released during

the first week of January. The CFAD captures member allocations for each consortium as well as the consortium's chosen disbursement method. The consortium primary contact submits the CFAD into NOVA. Once the CFAD is submitted, the member representative for each member agency is required to review and approve, upon which the CFAD's status is displayed as Consortium Approved. Once the CFAD is Consortium Approved, no changes be made. The CFAD must be Consortium Approved by May 2 of each year.

The CFAD consists of four main components, which include the Fiscal Declaration, Agencies & Certifiers, Member Allocations, and the Preview sections.

The Fiscal Declaration section requires that your consortium select a disbursement method for that year (e.g., direct funded or fiscal agent). In addition, this section includes a requirement to explain the rationale behind any changes that occurred such as disbursement method or allocation changes.

2. Three-Year Planning Process

Each consortium is required to submit a 3-year plan in NOVA that is approved by their consortium membership. For more details, please see the education code citation below:

Education Code 84906

(a) (1) Commencing with the 2019–20 fiscal year, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have a consortium-approved three-year adult education plan that addresses a three-year fiscal planning cycle. The plan shall be updated at least once each year based on available data pertaining to the requirements of subdivision (b).

(2) For the 2018–19 fiscal year, as a condition of receipt of an apportionment of funds from this program, the members of a consortium shall have a consortium-approved adult education plan that satisfies subdivision (c).

(b) An adult education plan shall include all of the following:

(1) An evaluation of the educational needs of adults in the region.

(2) A list of the following:

(A) Entities that provide education and workforce services to adults in the region.

(B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services.

(3) A description of the services provided by entities listed pursuant to paragraph (2).

(4) An evaluation of current levels and types of education and workforce services for adults in the region.

(5) An evaluation of the funds available to the members of the consortium and the entities listed pursuant to paragraph (2), including funds other than those apportioned pursuant to this article.

(6) Actions that the members of the consortium will take to address the educational needs identified pursuant to paragraph (1).

(7) Actions that the members of the consortium will take to improve the effectiveness of their services.

(8) Actions that the members of the consortium, the entities listed pursuant to paragraph (2), and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:

(A) Placement of adults seeking education and workforce services into adult education programs.

(B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.

(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.

(D) Collection and availability of data.

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

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

3. Annual Plan

The annual plan, due August 15th, based on the consortium 3-year plan, highlights the objectives that members will be working on from July 1 to June 30 of the upcoming year. The annual plan process also includes the Consortium Fiscal Administration Declaration (CFAD) (see #1 above) that certifies the amount of funds to be distributed to each member of the consortium. All consortium members must approve the CFAD and Annual Plan. Please see the education code below pertaining to the annual plan,

and the allocation of funds.

Education Code 84914

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

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

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

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

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

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

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

(2) For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

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

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

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

in improvements.

(c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

4. CAEP Member Workplan & Budget

Based on the annual plan strategies (submitted by August 15th) and the CFAD (submitted by May 2nd), each member creates a budget and work plan for the new fiscal year (July 1 to June 30). The member budget is by object code, which aligns with the member work plan to spend all active funding during that 12-month fiscal year period. Active funding includes all carry-over and new funding combined into one budget. The member work plan aligns with the strategies of the annual plan. Members will check off which strategies from the annual plan they are covering with their 12-month budget. Once the member submits their work plan and budget, the consortium membership will review, approve, and certify for the upcoming year. If the member has changes to their work plan and/or budget, it will go back through NOVA using the same process of consortium membership review, approval, and certification.

Period	Process
January	Governor Releases Budget
February	CAEP Preliminary Allocations Released
May	CFAD is due
August	Annual Plan is due
September	Member Work Plans & Budgets are due
October	Consortium certifies member budget & work plans

5. Allocation Amendment

The CAEP allocation amendment process allows consortia and members to change allocations outside of the CFAD process. Allocation amendments can occur throughout the year, but should be recorded in NOVA prior to the submission of the following expenditure report. Allocation amendments must be approved by all member agencies, even those agencies not directly affected by the changes. Consortia that utilize the direct funded disbursement method will need to work at the local level to transfer funds between member agencies.

6. Budget Changes

Budget modifications must be submitted in NOVA prior to the submission of the quarterly expenditure report. In order to submit a budget revision, the consortium primary contact must un-certify the budget and the member representative un-submits, in order to allow changes to be made. The member representative enters

their changes and re-submits the budget, upon which the consortium primary contact will need to re-certify.

7. Expense Reporting

Every quarter, consortium members are required to submit their expenses in NOVA. Expenditure reports are year to date (cumulative) and expenses cannot be less than what was reported in the previous quarter. Once the member expense report is submitted, the consortium must review, approve, and certify. Please see the schedule below for expense report submission and certification.

August

- **Aug 15:** Annual Plan for 2019-20 due in NOVA September 2019
- **Sep 1:** Member Expense Report due in NOVA (Q4) – prior year
- **Sep 30:** End of Q1
- **Sep 30:** Member Expense Report certified by Consortia in NOVA (Q4)/prior year
- **Sep 30:** Current Year Member Program Year Budget & Work Plan due in NOVA October 2019
- **Oct 30:** Current Year Member Program Year Budget & Work Plan certified by Consortia in NOVA December 2019
- **Dec 1:** Member Expense Report due in Nova (Q1)
- **Dec 31:** Member Expense Report certified by Consortia in NOVA (Q1)
- **Dec 31:** End of Q2 February 2020
- **Feb 28:** Preliminary allocations released by this date

March 2020

- **Mar 1:** Member Expense Report due in NOVA (Q2)
- **Mar 1:** Close out of **prior, prior** year Member Funds due in NOVA
- **Mar 31:** Member Expense Report certified by Consortia by NOVA (Q2)

- **Mar 31:** Close out of **prior, prior** year Member funds in NOVA certified by Consortia in NOVA
- **Mar 31:** End of Q3 May 2020
- **May 2:** CFADs due in NOVA June 2020
- **Jun 1:** Member Expense Report due in NOVA (Q3)
- **Jun 30:** Member Expense Report certified by Consortia in NOVA (Q3)
- **Jun 30:** End of Q4

Note: Expenditures cannot be reported with a negative balance in any of the object codes. In addition, prior, prior year funding is the oldest funding. For example, during 19-20 fiscal year, 17-18 funding would be prior, prior year funding, and 18-19 funding would be prior year funding, and 19-20 funding would be current year funding.

8. Target Spending

Quarter Ending	Spending Targets
First Quarter September 30	15%
Second Quarter December 31	30%
Third Quarter March 31	45%
Fourth Quarter June 30	60%

Targets are based on the current active funding for the 12-month period (July 1st to June 30th), which includes all active carry-over funds and any new funds. The member fiscal year or 12-month budget in NOVA reflects all active funding. Failure to meet targets will result in a corrective action plan. The State CAEP Office will review all corrective action plans and schedule targeted technical assistance as necessary via CAEP TAP.

9. FIFO and Closing Out Funds

FIFO stands for First In, First Out – meaning the oldest funds in NOVA are expended first. CAEP funds have a 30-month life span (see chart below for fund year and end date). NOVA tracks funds by allocation year/amount using the FIFO method until all funds are spent. NOVA expenditure information may not match local district accounting ledgers as prior year NOVA expense reports cannot be reopened for adjustments. Using the FIFO method, the State encourages accounting offices to update expenses in the next quarter to reflect accurate expenses (provided this is within the 30-month cycle/life span of the funds).

Close out of funds begins after the 30-month period is over. Members will certify in NOVA if they have liquidated all funds being closed out or if they will be remitting any funds to the State. The State recapture must be finalized by June 30 (or 3 years from the release of funds).

Fund Year	Start Date	Target Spend Down Date	Extra Time with Corrective Action Plan	Activities End By	Final Expense Report Due	Consortium Certification Due	State Recaptures Remaining Funds
16-17	7/1/16	6/30/18	12/31/18	12/31/18	3/1/19	3/31/19	4/1/19
17-18	7/1/17	6/30/19	12/31/19	12/31/19	3/1/20	3/31/20	4/1/20
18-19	7/1/18	6/30/20	12/31/20	12/31/20	3/1/21	3/31/21	4/1/21
19-20	7/1/19	6/30/21	12/31/21	12/31/21	3/1/22	3/31/22	4/1/22

10. Reporting Deadlines

If the above reporting due date falls on a weekend or a holiday, the report shall be due by close of business on the last working day prior to the reporting deadline.

Members or consortia that fail to meet due dates or submits incomplete reports will be scheduled for targeted technical assistance through CAEP TAP.

CAEP Quarterly Reporting Deadlines and Spending Targets

Quarter Ending	Expense and Progress Report Due Dates	Spending Targets
First Quarter September 30	Member Due Date: December 1st Consortia Due Date: December 31	15%
Second Quarter December 31	Member Due Date: March 1 Consortium Due Date: March 31	30%
Third Quarter March 31	Member Due Date: June 1 Consortium Due Date: June 30	45%
Fourth Quarter June 30	Member Due Date: September 1 Consortium Due Date: September 30	60%

11. Governance & By-Laws and NOVA

All consortium decision making (through governance and by-laws) must adhere to Education Code 84905 (see below) and conform to Brown Act regulations regarding public meeting notice, and public comment. Please note, “all members of the consortium shall participate in any decision made by the consortium”. This is true for public meeting decision making as well as approval and certification in NOVA. The consortium governance and by-laws must match the approval and certification in NOVA. If your governance and by-laws states that there are five members in the consortium making the decisions, then there should only be five members in NOVA approving plans, budgets and expenses.

Education Code 84905

The chancellor and the Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures that adhere to all of the following conditions:

(a) Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.

(b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.

(c) A member of the consortium shall be represented only by an official designated by the governing board of the member.

(d) (1) Decision-making procedures are specified that ensure that all of the following conditions are satisfied:

(A) All members of the consortium shall participate in any decision made by the consortium.

(B) A proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment.

(C) The consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly.

(D) (i) The consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults.

(ii) The consortium has considered and responded to any comments submitted by entities pursuant to clause (i).

(iii) For purposes of this subparagraph, entities that provide education and workforce services to adults include, but are not necessarily limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

(E) The consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision.

(F) A decision is final.

(2) For purposes of this subdivision, a decision includes approval of an adult education plan pursuant to Section 84906 and approval of a distribution schedule pursuant to Section 84913.

(e) The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member

is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

12. Reporting Program Area Hours & Expenses

CAEP members that were active during the prior program year must submit the required prior year program and expenditure data by program area. The CDE and CCCCO requires all Adult Education Program agencies to use the NOVA systems for data submission in the following areas:

- All CAEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total hours of instruction for prior program year provided to students in the seven CAEP program areas (adult education/noncredit).
- All CAEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total operational costs for the prior program year by fund source in the seven CAEP program areas (adult education/noncredit). Funds sources also include any fee revenue collected in the prior year.

All data must be submitted in NOVA as follows:

- Each consortia member will be asked to **save estimated amounts by September 1** into NOVA for the following:
 - Prior Program Year – hours of instruction by program area.
 - Prior Program Year – expenses by program area by fund source.
- Each consortia member will be asked to **submit actual amounts by December 1** in NOVA for the following:
 - Prior Program Year – hours of instruction by program area.
 - Prior Program Year – expenses by program area by fund source.

14. Examples of Expenses Allowed

Example of Allowed Expenditures Listed by Objective

Sample expenditures listed by objective include, but are not limited to the following:

Objective #3: Activities for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

The consortium will align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Consortia should address alignment of placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Program and curriculum planning and development
- * Student assessment
- * Articulation
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment
- * Assessment for Placement Services
- * Follow-up and Orientation Services
- * Research and contractual services

Objective #4: Activities to address the gaps identified pursuant to the evaluation of regional needs and the evaluation of current levels and types of adult education programs.

Describes the consortium response to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Activities identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities also include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning

to reach adult populations in a consortium's region who are currently underserved).

The AB86 approved 3-year consortia plan includes the resources needed to carry out those strategies, the costs involved, the consortium participants responsible for implementing the identified strategies, the methods for assessing the progress made toward implementing the identified strategies, and a timeline for accomplishing the various implementation steps.

Examples of allowable expenditures:

- * Staff/instructor time for developing new classes/programs
- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Space Use Agreements
- * Classroom reconfiguration
- * Classroom furniture
- * New program and curriculum planning and development
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment
- * Follow-up and Orientation Services
- * Research and contractual services

Objective #5: Activities to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Program and curriculum planning and development
- * Articulation
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment

- * Follow-up and Orientation Services
- * Research and contractual services

Objective #6: Activities to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Professional Development
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel and Out of State Travel
- * Research and contractual services

Objective #7: Activities to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Describes how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with existing members, Local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Space Use Agreements
- * Meeting supplies
- * In State Travel
- * Research and contractual services

Examples of Allowable Expenditures by AB104 Objective of Expenditure Reporting Categories

1000: Instructional Salaries, Supervisor’s Salaries, Counselor’s Salaries, and Project Coordinator / Director’s

Salaries. Examples:

Program Director/Coordinator, Instructors, Teachers, Faculty, and Staff - CAEP director/coordinator who has direct responsibility for coordinating the program services, developing and monitoring the program plan and budget, reviewing data submissions to ensure accuracy and completing required program reports. Staff who work directly in the program, all positions -- classified, faculty or administrative -- must directly support program services, as reflected in job descriptions and included in the CAEP 3-year Consortium Plan and Annual Plan. The member/consortium must be able to document staff time charged to the program. Costs may include salaries or wages and employee benefits.

Costs must be prorated for employees who are assigned to CAEP on a part-time basis.

2000: Non-Instructional Salaries: Classified Staff (non-instructional) Salaries, and Instructional Aides Salaries.

Examples:

Counseling, Advising, and Other Student Education Planning Services – CAEP members may use funds to pay for counseling, advising, and other education planning services provided to students. This may include salary and benefit costs of staff who provide these services, costs related to the provision of workshops, group counseling or advising sessions, online advising, etc.

Orientation Services - Development and delivery of orientation services: this may include staff and materials costs to deliver group orientations, workshops, development of online orientation resources, etc.

3000: Employee Benefits.

4000: Supplies & Material - books, supplies for the adult education program (office), outreach, and recruitment materials.

Examples:

Publications and Outreach Materials - Reasonable costs to develop and produce materials to promote CAEP services and activities. Examples include materials for orientation and assessment workshops, guides for creating an education plan, brochures about supportive services, etc.

Food and Beverages - funds can be used to provide food or non-alcoholic beverages for students or staff, provided that there is no local board policy

prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the CAEP 3-year Consortia Plan and the Annual Plan. Funds cannot be used to pay for general activities such as open houses or other events not directly related to CAEP.

5000: Other Operating Expenses and Services – CAEP related conferences and travel expenses, meeting supplies for CAEP related activities, consultants, subcontractors, speaker fees at CAEP workshops, and leases for CAEP related space and equipment.

6000: Capital Outlay & Equipment - computer hardware/software/printer, space use agreements.

Examples:

Computer Hardware and Software and Equipment - Members may use program funds to purchase computer hardware, software, and equipment to assist in the delivery of CAEP services if the purchases are included in the CAEP Annual Plan.

These could include education planning software. Equipment purchased by the program that is no longer needed or is being replaced cannot be donated to another non-CAEP program. District policies regarding the use and disposal of surplus equipment must be followed.

Follow-Up Services – CAEP members may use program funds to pay for communication or early alert systems designed to notify students of their academic standing or intervention services that may include related workshops targeting students on probation or facing dismissal.

Assessment for Placement Services - Purchase of assessment tests and the implementation of multiple measures used for course placement, career assessments, assessment center staff, test proctors, communication to students, practice tests, etc. This may include evaluators or other staff who collect and review of multiple measures data, such as transcripts from other schools, military service and work experience, and specialized certificates and licenses.

Examples of Allowable Expenses by CAEP Types of Activities

Program and curriculum planning and development: Development of an CAEP tutoring program. Development of an CAEP curriculum planning guide. Development of an CAEP drop in peer help center. Development of online distance education courses for CAEP students. Curriculum development for CAEP

courses, including new courses.

Student assessment: Purchase of computers and equipment such as scanners, to assess CAEP student abilities. Purchase of software and licenses for assessment. Salary of non-instructor hired to administer CAEP assessment tests. Development and implementation of assessment intervention programs. Research and development methods for assessment preparation.

Advisement and counseling services: Salary of CAEP advisor or counselor. Salary of CAEP mentor. Purchase of supplies to create CAEP announcements. Creation and maintenance of a website devoted solely to CAEP. Cost of an CAEP email list that delivers adult education information to adult education students. Direct advising and counseling services for adult education students. Embedded counseling in adult education courses. Counseling and advising in support of adult education courses.

Supplemental instruction and tutoring: Purchase of a web-based interactive program of supplemental instruction for CAEP. Purchase of training videos, or online training videos, or similar that supplement CAEP instruction. Direct tutoring to adult education students in CAEP areas. Supplemental instruction for CAEP students. Salary of teaching assistants assisting CAEP instructors.

Articulation: Cost of studies that evaluate applicable English and mathematics courses, to identify important points of instruction to include in CAEP course curriculum. Support for CAEP faculty/teachers to attend or host meetings and discussions on course alignments and student preparation as these pertain to CAEP courses. Stipends for meetings, portfolio sharing, and discussions on course alignment and curriculum.

Instructional materials and equipment: Purchase of learning materials and equipment that support CAEP students. The costs for safe storage of CAEP supplies, equipment, instructional materials, and similar. Purchase of textbooks and learning materials used in CAEP courses. Purchase of CAEP instructional software. All learning materials and equipment that support CAEP courses and students. Purchase of computers to assess CAEP abilities.

Purchase of supplies to create CAEP announcements. Creation and maintenance of a website devoted solely to CAEP. Cost of materials distribution across a variety of media, to CAEP students. Purchase of a web-based interactive program of supplemental instruction for CAEP courses. Purchase of training videos that supplement CAEP instruction.

Coordination: Salary of CAEP coordinator, or assistants, or project leads for hours of service provided, not to supplant a teaching salary. Cost of seminars to raise CAEP awareness among faculty. Cost of a consultant providing services to create,

coordinate, and implement CAEP programs.

Research: Purchase of electronic support equipment, hardware and/or software for in- class use by CAEP students, used to capture data. Salary of qualified researcher hired to quantitatively assess CAEP student data against outcomes of success. Cost of creating a safe storage process for CAEP research data. Expanded bandwidth of research capabilities and services related to CAEP data systems and queries.

Professional development: Travel to events whose training will directly benefit CAEP students, will enhance CAEP instructor capabilities, or both. Replication of CAEP related training, provided by attendees who return to their schools to share this knowledge with their peers. Cost of seminars to raise CAEP awareness among faculty/teachers. Cost of an CAEP professionals/consultants providing services to create, coordinate, implement, and improve CAEP programs. Workshop, conferences, and seminars attendance directly related to CAEP programs and students. Support for learning communities for professional development for faculty/teachers to learn CAEP best practices.

15. Examples of Expenses Not Allowed

Example of Expenses Not Allowed or that Need Prior Approval (specific to CAEP) include, but are not limited to:

1. Other Staff Salaries and Benefits

Program funds cannot be used to pay for any staff that does not directly support the CAEP services described in the consortium's approved plan.

2. Political or Professional Dues, Memberships, or Contributions

Funds cannot be used for these activities, unless professional membership is an institutional requirement. Business, technical and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

3. Unrelated Travel Costs

Program funds may not be used for the cost of travel not directly related to program activities or functions.

4. Vehicles

Any funds used to purchase vehicles needs to have prior approval by the CAEP Office.

5. Clothing

Program funds may not be used to purchase clothing for individual students such as jackets, sweatshirts, or tee shirts (gift of funds). However, clothing for a classroom is permissible – i.e. aprons for a culinary class, welding helmets, etc.

6. Entertainment Costs

Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

7. Fines and Penalties

Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.