

CAEP Public Meeting Agenda

Date: August 26, 2021

Time: 3:00 pm – 4:30 pm

Zoom: Meeting ID 946 8691 2354



The meeting will be available at both regional consortium locations via Zoom **ID 946 8691 2354**:

- Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93455
- Lompoc Adult School and Career Center 320 North J Street, Lompoc, CA 93436

Northern Santa Barbara County Adult Education Programs Consortium

Board Members: Dr. Sofia Ramirez Gelpi (AHC), Margaret Lau (AHC), Elaine Webber (LUSD), Brian Jaramillo (LUSD)

Meeting Chair: Dr. Sofia Ramirez Gelpi

- 1. Call to Order**
- 2. Roll Call & Establishment of Quorum**
- 3. Guest Presentations**
- 4. Approval of Agenda**
- 5. Public Comment and Entity Comment***

The section of the agenda is intended for members of the public to address the board on items involving regional Adult Education. Public comment not pertaining to specific agenda items is welcome under public comment. Testimony on specific agenda items will be welcome during consideration of the item by the Consortium Board.

- 6. Approval of Minutes/record of meetings**

6.1 Approval of Minutes from June 24, 2021 regular public meeting

- 7. Presentations/Oral Reports**

- 8. Member reports**

Ms. Elaine Webber, Principal LASCC, will provide an update on LASCC programs ; Dr. Ramirez Gelpi, Academic Dean, will provide an update on Community Education programs.

- 9. Action Items**

- 9.1 Approval of request by AHC and LASCC to uncertify the 2020-2021 budget to align budget items to actual expenses for the 20/21 Member Expense Report (Q4) – e.g. negative value not allowed on final report – and then recertify the 20/21 budget following the needed changes.
- 9.2 A recommendation that the consortium board approve certification of the 19/20 and 20/21 Member Expense Report certified in NOVA (Q4). Due by September 30, 2021.

- 10. Discussion/Information**

- 10.1 Three-Year Plan Template and Planning (Due 2021-2022)
- 10.2 Governing Documents Review/Revise (Due 2021-2022)
- 10.3 Full Capacity Marketing Status

- 11. Old Business**

- 12. New Business**

- 13. Adjournment**

The next regular meeting of the consortium board will be held on Thursday, October 28, 2021.

In compliance with the Americans with Disabilities Act, if you need assistance to participate in this meeting, please contact Marina Washburn at (805-922-6966 x 3588). Please make requests 48 hours prior to the meeting in order to make reasonable arrangements to ensure accessibility to this meeting.

*Public comment forms are available at the meeting. If you are unable to attend and wish to make public comment, contact Marina Washburn at (805-922-6966 x 3588). The CAEP Consortium Public Meetings are scheduled alternate fourth Thursdays of the month at 3:00 pm.

Zoom Topic: CAEP Meeting ID 946 8691 2354 Meeting URL: <https://cccconfer.zoom.us/j/94686912354>

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2021-2022 Proposed Bi-Monthly Consortium Regular Meeting Schedule aligned with CAEP Deadlines. Regular Meetings are scheduled the fourth Thursday of every month from 3:00 p.m. to 4:30 p.m.

August 26, 2021
October 28, 2021
December 23, 2021
February 24, 2022
April 28, 2022
June 23, 2022

Calendar of Events/Due Dates

June 2021

- **Jun 1:** 19/20 and 20/21 Member Expense Report due in NOVA (Q3)
- **Jun 30:** 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q3) *
- **Jun 30:** End of Q4

August 2021

- **Aug 1:** Student Data due in TOPSPro (Q4) FINAL
- **Aug 15:** Annual Plan for 2021-22 due in NOVA *

September 2021

- **Sep 1:** 19/20 and 20/21 Member Expense Report due in NOVA (Q4)
- **Sep 1:** July 1, 2020 to June 30, 2021 expenses by program area due (estimates only) in NOVA *
- **Sep 30:** 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q4) *
- **Sep 30:** 21/22 Member Program Year Budget and Work Plan due in NOVA
- **Sep 30:** End of Q1

October 2021

- **Oct 30:** 21/22 Member Program Year Budget and Work Plan certified by Consortia in NOVA *
- **Oct 31:** Student data due in TOPSPro (Q1)

December 2021

- **Dec 1:** July 1, 2020 to June 30, 2021 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium *
- **Dec 1:** 19/20, 20/21 & 21/22 Member Expense Report Due in NOVA (Q1)
- **Dec 31:** 19/20, 20/21 & 21/22 Member Expense Report certified by Consortia in NOVA (Q1) *
- **Dec 31:** End of Q2

January 2022

- **Jan 31:** Student Data due in TOPSPro (Q2)

February 2022

- **Feb 28:** Preliminary allocations for 2022-23 and 2023-24 released by this date.

March 2022

- **Mar 1:** Member expense report is due in NOVA.
- **Mar 31:** 19/20 and 20/21 and 21/22 Member Expense Report certified by Consortia in NOVA (Q2) *
- **Mar 31:** End of Q3

April 2022

- **Apr 30:** Student Data due in TOPSPro (Q3)

May 2022

- **May 2:** CFAD for 2022-23 due in NOVA *

ATTACHMENTS

CAEP Public Meeting Minutes
Date: June 24, 2021
Time: 3:00 pm – 4:30 pm
Zoom: Meeting ID 815 7673 1945



The meeting is available at regional consortium locations via Zoom ID 815 7673 1945 Passcode 643480

- Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93455
- Lompoc Adult School and Career Center 320 North J Street, Lompoc, CA 93436

Northern Santa Barbara County Adult Education Programs Consortium

Board Members: Dr. Sofia Ramirez Gelpi (AHC), Margaret Lau (AHC), Elaine Webber (LUSD), Brian Jaramillo (LUSD)
Meeting Chair: Elaine Webber

1. Call to Order

Elaine Webber called the meeting to order at 3:00 p.m.

2. Roll Called with the following members present: Lau, Jaramillo, Webber.

3. Quorum established; Absent: Sofia Ramirez Gelpi.

4. Approval of Agenda

On a motion by Lau, seconded by Jaramillo the board approved the agenda.

Roll call vote: Ayes: Jaramillo, Lau, Webber

5. On a motion by Lau, seconded by Jaramillo, the minutes of the April 22, 2021, Regular Meeting were approved.

Roll call vote: Ayes: Jaramillo, Lau, Webber. Noes: none; Abstentions: none

On a motion by Lau, seconded by Jaramillo, the minutes of the May 27, 2021, Special Meeting were approved.

Roll call vote: Ayes: Jaramillo, Lau, Webber. Noes: none; Abstentions: none

6. Guest Presentations: None

7. Public Comment and Entity Comment

8. Presentations/Oral Reports

9. Action Items

8.1 Approval of the 2021-2022 North Santa Barbara County Annual Plan

On a motion by Lau, seconded by Jaramillo, the board approved the 2021-2022 Consortium Annual Plan.

Roll call vote: Ayes: Jaramillo, Lau, Webber. Noes: none; Abstentions: none

8.2 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q3)

On a motion by Jaramillo, seconded by Lau, the board approved certification of the 19/20 and 20/21 Member Expense Report Q3.

Roll call vote: Ayes: Jaramillo, Lau, Webber. Noes: none; Abstentions: none

10. Discussion/Information

10.1. 21/22 Member Program Year Budget and Work Plans due in Nova September 30

10.2. AB 1491 Adult Education proposed legislation: carryover of consortium funds (legislation has been archived)

11. Old Business

11.1. Consortium Name Change

12. New Business

13. Adjournment: Adjourned at 3:14 p.m.

The next regular meeting of the consortium board will be held on Thursday, August 26, 2021.

In compliance with the Americans with Disabilities Act, if you need assistance to participate in this meeting, please contact Marina Washburn at (805-922-6966 x 3588). Please make requests 48 hours prior to the meeting in order to make reasonable arrangements to ensure accessibility to this meeting.

CAEP Consortium Fiscal Reporting 01 Allan Hancock College Consortium

2020-21 Fiscal Year

Certification

Certification Authority

Sofia Ramirez Gelpi

Dean, Academic Affairs

Quarter 1 Status	Quarter 2 Status	Quarter 3 Status	Quarter 4 Status
Certified	Certified	Certified	Uncertified

Fiscal Report Submittal Status

Member Agency	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Allan Hancock Joint CCD	Submitted	Submitted	Submitted	Not Submitted
Lompoc Unified	Submitted	Submitted	Submitted	Not Submitted

Allan Hancock Joint CCD

Allan Hancock Joint CCD Q1 Report (7/1 - 9/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$10,897	\$10,945	99.56%	\$109,450	9.96%	\$98,553
2000 - Non-Instructional Salaries	\$40,904	\$115,763	35.33%	\$771,750	5.3%	\$730,846
3000 - Employee Benefits	\$16,820	\$30,656	54.87%	\$204,375	8.23%	\$187,555
4000 - Supplies and Materials	\$21,306	\$17,773	119.88%	\$177,734	11.99%	\$156,428
5000 - Other Operating Expenses and Services	\$46,670	\$27,375	170.48%	\$273,750	17.05%	\$227,080
6000 - Capital Outlay	\$0	\$11,572	0%	\$46,289	0%	\$46,289
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$6,768	\$7,917	85.49%	\$79,167	8.55%	\$72,399
Totals	\$143,365	\$222,001	64.58%	\$1,662,515	8.62%	\$1,519,150

Corrective Action Plan

Due to COVID 19, hiring new staff and launching marketing campaigns were put on hold while programs were relaunched as ERT. We are currently working on removing registration barriers and developing new student support strategies to implement in Spring.

Summary of Activities:

Despite the lower than expected enrollment numbers, most CAEP classes are in session.

Status
Submitted

Allan Hancock Joint CCD Q2 Report (10/1 - 12/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$24,526	\$10,945	224.08%	\$109,450	22.41%	\$84,924
2000 - Non-Instructional Salaries	\$91,613	\$115,763	79.14%	\$771,750	11.87%	\$680,137
3000 - Employee Benefits	\$34,309	\$30,656	111.92%	\$204,375	16.79%	\$170,066
4000 - Supplies and Materials	\$24,998	\$17,773	140.65%	\$177,734	14.06%	\$152,736
5000 - Other Operating Expenses and Services	\$89,087	\$27,375	325.43%	\$273,750	32.54%	\$184,663
6000 - Capital Outlay	\$0	\$11,572	0%	\$46,289	0%	\$46,289
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$13,227	\$7,917	167.08%	\$79,167	16.71%	\$65,940
Totals	\$277,760	\$222,001	125.12%	\$1,662,515	16.71%	\$1,384,755

Corrective Action Plan

In the coming quarter, strategic marketing and outreach project plans will launch.

Status
Submitted

Allocation Year Closeout: 2018-19

I have reviewed the financial reports for my agency and confirm that all funds for this allocation year have been spent.

2018-19 Reverted Funds:

\$0

2018-19 Status

Closed

Submitting Authority

Dr. Sofia Ramirez Gelpi Ph.D., Dean, Academic Affairs

Margaret Lau, Dean, Academic Affairs

Marina Washburn, Director

Allan Hancock Joint CCD Q3 Report (1/1 - 3/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$36,809	\$10,945	336.31%	\$109,450	33.63%	\$72,641
2000 - Non-Instructional Salaries	\$144,459	\$115,763	124.79%	\$771,750	18.72%	\$627,291
3000 - Employee Benefits	\$51,902	\$30,656	169.3%	\$204,375	25.4%	\$152,473
4000 - Supplies and Materials	\$35,973	\$17,773	202.4%	\$177,734	20.24%	\$141,761
5000 - Other Operating Expenses and Services	\$95,977	\$27,375	350.6%	\$273,750	35.06%	\$177,773
6000 - Capital Outlay	\$0	\$11,572	0%	\$46,289	0%	\$46,289
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$18,256	\$7,917	230.6%	\$79,167	23.06%	\$60,911
Totals	\$383,376	\$222,001	172.69%	\$1,662,515	23.06%	\$1,279,139

Corrective Action Plan

Due to the pandemic, the CAEP related programs continue to operate at a 60-70% capacity. With the expected return to face-to-face instruction, we anticipate an increased need for student support services and outreach.

Status

Submitted

Allan Hancock Joint CCD Q4 Report (4/1 - 6/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$49,042	\$76,615	64.01%	\$109,450	44.81%	\$60,408
2000 - Non-Instructional Salaries	\$219,004	\$424,463	51.6%	\$771,750	28.38%	\$552,746
3000 - Employee Benefits	\$70,444	\$112,406	62.67%	\$204,375	34.47%	\$133,931
4000 - Supplies and Materials	\$146,346	\$124,414	117.63%	\$177,734	82.34%	\$31,388
5000 - Other Operating Expenses and Services	\$108,703	\$191,625	56.73%	\$273,750	39.71%	\$165,047
6000 - Capital Outlay	\$0	\$11,572	0%	\$46,289	0%	\$46,289
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$29,677	\$55,417	53.55%	\$79,167	37.49%	\$49,490
Totals	\$623,216	\$996,512	62.54%	\$1,662,515	37.49%	\$1,039,299

Status

Unsubmitted

Lompoc Unified

Lompoc Unified Q1 Report (7/1 - 9/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$96,601	\$167,014	57.84%	\$668,055	14.46%	\$571,454
2000 - Non-Instructional Salaries	\$39,621	\$66,074	59.96%	\$220,246	17.99%	\$180,625
3000 - Employee Benefits	\$34,727	\$60,885	57.04%	\$304,427	11.41%	\$269,700
4000 - Supplies and Materials	\$12,489	\$37,387	33.4%	\$149,548	8.35%	\$137,059
5000 - Other Operating Expenses and Services	\$68,369	\$142,374	48.02%	\$316,386	21.61%	\$248,017
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$11,990	\$22,175	54.07%	\$73,918	16.22%	\$61,928
Totals	\$263,797	\$495,909	53.19%	\$1,732,580	15.23%	\$1,468,783

Status
Submitted

Lompoc Unified Q2 Report (10/1 - 12/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$180,347	\$300,625	59.99%	\$668,055	27%	\$487,708
2000 - Non-Instructional Salaries	\$61,075	\$110,123	55.46%	\$220,246	27.73%	\$159,171
3000 - Employee Benefits	\$61,309	\$121,771	50.35%	\$304,427	20.14%	\$243,118
4000 - Supplies and Materials	\$15,130	\$89,729	16.86%	\$149,548	10.12%	\$134,418
5000 - Other Operating Expenses and Services	\$81,519	\$174,012	46.85%	\$316,386	25.77%	\$234,867
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$19,018	\$33,263	57.17%	\$73,918	25.73%	\$54,900
Totals	\$418,398	\$829,523	50.44%	\$1,732,580	24.15%	\$1,314,182

Corrective Action Plan

New programming to be implemented spring 2021 and to include additional salaries, benefits, and materials/supplies.

Status

Submitted

Allocation Year Closeout: 2018-19

I have reviewed the financial reports for my agency and confirm that all funds for this allocation year have been spent.

2018-19 Reverted Funds:

\$0

2018-19 Status

Closed

Submitting Authority

Margarita Reyes 3346417, Director Fiscal Services

Lompoc Adult School and Career Center Elaine Webber, Principal

Brian Jaramillo, Director

John Grelck IV, Budget Analyst

Lompoc Unified Q3 Report (1/1 - 3/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$275,006	\$467,639	58.81%	\$668,055	41.17%	\$393,049
2000 - Non-Instructional Salaries	\$89,594	\$165,185	54.24%	\$220,246	40.68%	\$130,652
3000 - Employee Benefits	\$96,278	\$197,878	48.66%	\$304,427	31.63%	\$208,149
4000 - Supplies and Materials	\$18,144	\$127,116	14.27%	\$149,548	12.13%	\$131,404
5000 - Other Operating Expenses and Services	\$93,871	\$189,832	49.45%	\$316,386	29.67%	\$222,515
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$27,280	\$51,743	52.72%	\$73,918	36.91%	\$46,638
Totals	\$600,173	\$1,199,391	50.04%	\$1,732,580	34.64%	\$1,132,407

Corrective Action Plan

Supplies and materials for new LVN program and other new IELCE programming will be purchased. Additionally, new staff positions and ongoing staff vacancies are anticipated to be filled soon. These items are planned to address expenditure issues.

Summary of Activities:

All programs operating via distance learning due to Covid restrictions. Students slowly returning to school in Q3 over Q1 and Q2.

Status
Submitted

Lompoc Unified Q4 Report (4/1 - 6/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$391,732	\$668,055	58.64%	\$668,055	58.64%	\$276,323
2000 - Non-Instructional Salaries	\$104,593	\$220,246	47.49%	\$220,246	47.49%	\$115,653
3000 - Employee Benefits	\$157,640	\$304,427	51.78%	\$304,427	51.78%	\$146,787
4000 - Supplies and Materials	\$20,110	\$149,548	13.45%	\$149,548	13.45%	\$129,438
5000 - Other Operating Expenses and Services	\$94,478	\$316,386	29.86%	\$316,386	29.86%	\$221,908
6000 - Capital Outlay	\$24,896	\$0	100%	\$0	100%	⌚ -\$24,896
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$36,598	\$73,918	49.51%	\$73,918	49.51%	\$37,320
Totals	\$830,047	\$1,732,580	47.91%	\$1,732,580	47.91%	\$902,533

Corrective Action Plan

Staff positions that remained unfilled due to Covid-related issues are being filled. New programming and related purchases also are being implemented. Other purchases and expenditures relating to our consortium's goals and plans are also in process.

Summary of Activities:

Three-Year Plan activities include expansion of staff, resources, supplies, etc. for HSD, ESL, CTE, and Parents Supporting K-12 Students programming.

Status
Unsubmitted



California
Community
Colleges

NOVA
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NOVA Site Version: 4.36.1



CONTRACT

Between
Lompoc Unified School District And
Full Capacity Marketing, Inc.

This Contract is between the Lompoc Unified School District (herein referred to as "LUSD" and Full Capacity Marketing, Inc, a marketing and communications company and California Corporation that specializes in education and workforce communications, herein referred to as "FCM". LUSD is a member of the Allan Hancock Community College Consortium (herein referred to as "Consortium"), which is tasked by the Chancellor's Office and the California Department of Education with implementing AB 86 Section 76, Article 3, the Adult Education Block Grant (AEBG) renamed to California Adult Education Program (CAEP). All of the terms and conditions hereinafter set forth.

Background and Purpose

- A. Consortium wishes to recruit adult learners to Consortium programs due to low enrollments; and
- B. FCM specializes in education and workforce communications and student campaigns; and
- C. LUSD seeks to hire FCM to supports efforts in serving students and attracting new students to Consortium programs.

Conditions

FCM will deliver items noted in Appendix A.

Term

The term of this contract shall be from March 16, 2021 – December 31, 2021 ("Term") with an option to extend for additional deliverables as needed. During the Term, this contract may be modified at any time by a mutually written amendment agreed to by the parties. Additional funds may be added by modifying the contract with new work plan reflecting tasks mutually agreed upon by both parties.

Termination

LUSD and FCM may terminate this Contract at any time by giving 14 days notice to the other Party by certified mail, return receipt requested, at such party's address provided below.

Scope of Services

FCM Roles and Responsibilities:

1. FCM will facilitate a kickoff meeting with Consortium leadership team to identify clear project goals.
2. FCM will develop a project plan within 48 hours after the kickoff meeting and get agreement from LUSD on the campaign timeline.
3. FCM will complete campaign deliverables as noted in Appendix A based on the agreed upon timeline.
4. FCM will keep LUSD apprised of progress made on all deliverables and the project plan via a weekly report.

LUSD's Roles and Responsibilities:

1. LUSD will review and provide input on all of FCM deliverables as noted in Appendix A.
2. LUSD will provide written approval on FCM deliverables in Appendix A based on the agreed upon project plan.

Compensation and Method of Payment

FCM will send to LUSD via email three invoices in the following amounts: Invoice 1, \$22,250 at the signing of the Agreement; Invoice 2, \$11,125 upon delivery of the marketing and communications plan; and \$11,125 upon delivery of the campaign website. The Contract total amount will not exceed \$44,500.

Agreement

Now, therefore, in consideration of the foregoing and of the mutual consideration and agreements hereinafter contained, the parties hereto agree as follows:

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of this 16th day of March 2021.

Signatures



Celina Shands
President/Chief Executive Officer
Full Capacity Marketing, Inc.
270 N. El Camino Real #285
Encinitas, CA 92024
Date: 2/17/21



Douglas L. Sorum
Interim Assistant Superintendent of Business Services
Lompoc Unified School District
1301 North A Street
Lompoc, CA 93436

Date: 03/10/21



Allan Hancock Community College Consortium
Partner, Student & Employer Engagement
APPENDIX A SCOPE OF WORK





full capacity marketing, inc.
elevate your brand

**Allan Hancock Community College Consortium
Brand Strategy: Partner, Student & Employer Engagement
February 2021**

The Allan Hancock Community College Consortium (“Consortium”) is composed of Allan Hancock College and the Lompoc Unified School District/Lompoc Adult School and Career Center. The Consortium is tasked by the Chancellor’s Office and the California Department of Education with implementing AB 86 Section 76, Article 3, the Adult Education Block Grant (AEBG) renamed to California Adult Education Program (CAEP).

The purpose of the Consortium is to oversee the development and implementation of the CAEP plans within the geographic boundaries of the Northern Santa Barbara County to address the adult education needs of the region. The Consortium is charged with improvement of adult education service integration, improvement in student transitions to post-secondary education and workforce, alignment of adult education services in the region among adult education providers and the Workforce Development Board programs, and engagement of providers and stakeholders in the development of adult education plans.

Consortium leadership met with Full Capacity Marketing (FCM) to discuss primary goals of rebranding the Consortium in order to **support better alignment of regional resources for adult learners and attract them into pathways**. The Consortium recently contracted with BW Research Partnership to provide a regional analysis of the key needs of students and employers. Additionally, the Consortium hired a marketing firm to develop a “creative brief” that identifies overall marketing objectives and target audiences. The document appears to be a high level summary without detailed psychographic data that identifies and validates learner motivators and barriers to engagement; these types of data points are necessary in order to verify campaign messages will engage the Consortium’s multiple target audiences.

Given the available data, **FCM recommends the following scope of work to better serve students with a coordinated strategic marketing and communications plan and regional campaign tailored to the partners, students and employers of the service area.**

FCM’s Methodology

FCM uses a highly collaborative process with all of our customers to ensure we have complete unification and consensus on goals, strategies, and creative direction, in conjunction with our proprietary customer-centric methodology (Figure 1, next page). This methodology is driven by market data to make informed decisions about what message platforms and communication mediums most resonate with the identified target audiences. FCM is a research-driven firm that leverages data from districts’ and colleges’ research and planning offices, as well as primary research through qualitative and quantitative data collection.

Figure 1. Customer-Centric Methodology



For the Consortium’s rebranding strategy and campaign, FCM would develop profiles of students likely to enroll using both demographic and psychographic data that identify the key motivators and barriers to enrollment. FCM specializes in psychographic modeling to create individualized student personas that reflect the different segments of students targeted in a campaign. This is an especially effective method for capturing the nuances within a unique region like northern Santa Barbara. The psychographics and personas support decision making in creating the right messages that influence, persuade and engage.

Additionally, the BW Research report would provide FCM with important data about the needs of regional employers in order to engage this important target audience in a campaign to provide work-based learning and job placement opportunities for the Consortium’s adult learners. FCM would also utilize the BW Research report to create an inventory of critical partners in the region to engage in the campaign as a Consortium “proud partner.”

This research approach will provide FCM with the necessary insights to create a campaign name and tagline that resonates across the three primary target audiences (partners, students, employers). FCM would create a messaging platform for each target audience that includes: the pain points of the target audience that the Consortium can solve; calls to action for each target audience in how to engage with the campaign and the Consortium; and the value propositions for engagement. These targeted messages will then be transferred to a microsite that FCM would design and develop in order to capture contact information of the target audiences and create leads for the Consortium.

As part of this project, FCM will create a comprehensive marketing and communications plan to drive target audiences to the microsite via tactics such as digital ads, a mobile-friendly student pathway tool and social media to name a few. It is too premature to know the exact tactics to maximize engagement and enrollments without first undertaking the necessary market research.

Summary of Deliverables & Estimated Budget

Noted below is a summary of deliverables based on FCM's customer-centric methodology, along with an estimated budget.

Summary Project Deliverables & Budget:

- **Research/Messaging/Plan: \$23,750**
 - Capture and evaluate demographic and psychographic data
 - Create personas of adult learners specific to northern Santa Barbara
 - Develop an inventory of current community partners and services that could support the campaign and the mission of the Consortium
 - Identify key campaign themes and messaging platforms to engage partners, adult learners and employers
 - Marketing and communications plan and recommendations to execute a successful campaign
 - Strategy sessions to review recommendations and create a ROI scorecard
- **Creative: \$20,750**
 - Campaign logo and brand guidelines
 - Microsite design and content development to capture leads

Total Budget: \$44,500

About FCM

Established in 2002 and incorporated in 2003, Full Capacity Marketing, Inc. (FCM) is woman-owned California Corporation headquartered in San Diego with offices in Washington, DC. FCM specializes in three vertical markets including workforce, education and economic development and was awarded the 2017 Best Public Sector Marketing Company in California by Corp America; FCM's CEO is the 2017 Marketing CEO of the Year in the Pacific Coast USA.

FCM is driven to create high standards and results for our customers no matter the size of the budget, as exemplified by a 16-year successful track record with a long list of federal, state and local customers in elevating brands and missions. Our successful education campaigns inform students how to develop workplace and career skills and to encourage them to pursue their career pathways and educational goals, as well as capture the attention of business and industry about the power of the mission of education.

While FCM has a national focus in workforce and education, the corporation has been entrenched in the California education market for the past ten years supporting statewide, regional and local branding, marketing and communications projects and initiatives to help students succeed and employers find qualified talent. Our education customer base includes the California Community Colleges Chancellor's Office, Adult Education Block Grant Office, DOING WHAT MATTERS for Jobs and the Economy (DWM), Strong Workforce Program, and projects for key field talent including regional consortia, sector navigators, deputy sector navigators, and individual colleges, along with their partners such as adult schools, workforce development boards, American Job Centers of California, community-based organizations, chambers of commerce, industry associations and economic development agencies. FCM has been awarded contracts with a multitude of California regional consortia, AEBG consortia and local colleges for branding, marketing and communications deliverables.

FCM has earned more than 65+ global Davey Awards for its workforce and education campaigns and communications deliverables, the gold standard in marketing and communications among small global firms. The Davey Awards is judged and overseen by a 700+ member organization of leading professionals from various disciplines of the visual arts dedicated to embracing progress and the evolving nature of traditional and interactive media such as Disney, Microsoft, MTV Yahoo! and Condé Nast to name a few.

Learn more about FCM at www.FullCapacityMarketing.com

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Overview:

The California Adult Education Program (CAEP) three-year planning process is designed to provide consortia and consortium members a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years.

This document is the companion to the CAEP Three-Year Plan 2022-2025 Guidance. This template provides a high-level overview of the information to be included in each section of the three-year plan, as well as fillable text boxes that mirror the template in NOVA. CAEP consortia can use this document to outline the information that will be entered into NOVA. The **official** three-year plan will be completed and approved by all consortium members in NOVA. Certain sections in NOVA allow for adding additional tables and content; however, since this template is for outlining purposes only, there is only one table type included for each section.

Section 1: Consortium Details

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto populated in NOVA. Provide an Executive Summary (up to 5000 characters), briefly describing needs, three-year plan metrics, objectives, activities, and outcomes, and a summary of the funds evaluation. Additionally, at the end of this section, attest to several Assurances.

Consortium Name	Consortium Short Name
Address	Website
Funding Channel 2022-23 (Direct Funded or Fiscal Agent)	
CAEP Funds 2022-23	
CAEP Funds 2022-21	
CAEP Funds 2021-20	

Consortium Contacts

Primary Contact	Primary Contact	Primary Contact

Executive Summary (up to 5000 characters)

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Assurances

- ☒ I have read and agree to the following...
- ☒ I have read and agree to the following...
- ☒ I have read and agree to the following...

Section 2: Assessment

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

Overview and Preparation (up to 5000 characters)

Provide a narrative description of the consortium's overall Assessment approach, process, and data sources.

Regional Alignment and Priorities (up to 5000 characters)

Provide a description of the alignment of adult education and workforce services supported by CAEP 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 WIOA.

Evaluate the Educational Needs of the Adults in the Region (up to 5000 characters)

Describe and evaluate the educational needs of adults in the region. To describe the educational needs, conduct a review of data on the region's adult population. To evaluate the educational needs, critically review this data to determine its significance for the consortium's adult education services.

Contributions by Entities (up to 2500 characters)

List all consortium members who contributed to the three-year plan process and briefly describe the ways in which each consortium member or partner contributed. Per California Education Code §84905(d)(1)(E), the consortium should have 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.

Regional Service Providers

NOVA will auto-populate this section with CAEP-funded adult education providers and the number of participants served in each program area. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the "+Add Service Provider" button and entering the appropriate information.

Provider Name	Provider Type	#of Participants in Program Area								
		ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Total Participants										

*Member Agency required to input number of Participants

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region (up to 2500 characters)

Conduct a review of data on the region's education and workforce services, then critically review this data to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services.

Section 3: Metrics

CAEP Barriers and Metrics

Select from drop-down menus *up to ten* CAEP Student Barriers and Metrics that are relevant for the consortium. These barriers and metrics will be used to track progress and outcomes related to the strategies and activities defined in this three-year plan, at the consortium and/or member level, as appropriate.

Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Of the metrics that are listed, two are required to be tracked by all consortia: percentage of available funds spent, and number of adults served who became participants. Additional metrics may be selected.

For each of the metrics selected in this section, define targets in the section below, which will in turn inform the definition of strategies, activities, and intended outcomes in the sections that follow. Over the coming three years, the consortium will track these outcomes using TE or COMIS.

Metrics	Notes on Metrics
Mandatory Metrics for Consortia	
Number of Adults Served	<ul style="list-style-type: none"> 1+ hrs. of instruction or received services
Barriers: <ul style="list-style-type: none"> ELL Low Literacy Low Income Long Term Unemployed 	<ul style="list-style-type: none"> ELL, Low Literacy, & Low Income are displayed on the Adult Education Pipeline dashboard as "If Ever Flagged," as they are considered barriers that have long term impact and, in general, reflect a longitudinal change Long Term Unemployed is displayed on the Adult Education Pipeline dashboard as "Flagged in the Selected Year" as it is considered a barrier that can change quickly (i.e., employed)
Mandatory Metrics for Member Districts	
Adults Served Who Become Participants	<ul style="list-style-type: none">
Optional Metrics for Members	
Participants Who Earn a High School Diploma or Equivalency	<ul style="list-style-type: none">
Participants with EFL Gains - ABE	<ul style="list-style-type: none">
Participants with EFL Gains - ASE	<ul style="list-style-type: none">
Participants with EFL Gains - ESL	<ul style="list-style-type: none">
Metrics	Notes on Metrics
Participants with Transition to Postsecondary (CTE)	<ul style="list-style-type: none"> Limited to Participants in ESL, ABE, and/or ASE programs Transitions limited to transitions "for the first time" on the Adult Education Pipeline dashboard. Counts transition to a CTE program (either in a K12 adult school or community college) and entry into apprenticeship, pre-apprenticeship, job training, and/or a training program.
Participants Who Earn a Postsecondary Credential	<ul style="list-style-type: none"> CASAS TE also captures outcomes beyond community college, such as earning a BA/BS or entering graduate studies, whereas COMIS is limited to community college awards listed in SP02 Student-Program-Award. In the Adult

	Education Pipeline, noncredit awards requiring fewer than 48 hours are excluded.
Participants with Transition to Postsecondary	<ul style="list-style-type: none"> • Limited to Participants in ESL, ABE, and/or ASE programs • Transitions limited to transitions "for the first time" on the Adult Education Pipeline dashboard. • Counts transition to any non-developmental, for-credit college coursework (includes but not limited to transfer-level courses).

[illegible]

Metrics	Notes on Metrics
Participants Who Became Employed in the 2 nd Quarter After Exit	<ul style="list-style-type: none"> The Adult Education Pipeline dashboard only uses the EDD UI Wage file match to populate employment and earnings metrics. Limitations: Data only shows for participants with SSN; excludes self-employment and enlistment in the military. Time lag: calculations are made in following academic year to verify that participant is not enrolled in any term/quarter first before flagging them as an "exiter" in the current academic year. Additional employment outcomes data can be found on TOPSPRO via the Employment & Outcomes Survey.

[illegible]

Metrics	Notes on Metrics
Earnings Metrics: Median Change in Earnings	<ul style="list-style-type: none"> Earnings metric has the same data limitations as listed above. Metric currently being displayed on the Adult Education Pipeline dashboard Metric captures the median change earnings across all exiting participants, as opposed to the number of exiting participants who experienced a wage gain. Median Change in Earnings is an effective way to show how learners have increased the dollar amount coming into homes.
Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)	<ul style="list-style-type: none"> Immigrant Integration Indicators data from CASAS TE, which captures the EL Civics COAAP, is only available starting in the 2019-2020 academic year.

Consortium Level Metric Targets (Number of Adults Served)

*Mandatory for all consortia

Metric Set	Barrier/Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All							
Student Barriers							
Student Barriers							
Student Barriers							
Student Barriers							

Member District Level Metric Targets (Number of Adults Served)

*Mandatory for all member districts

Metric Set	Barrier/Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Member Name							
All							
All							
Progress							
Employment and Wages							

Section 4: Objectives

Describe strategies that the members of the consortium and others impacted by or interested in the provision of education and workforce services to adults in the region will take to (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

Address Educational Needs (up to 2500 characters)

Describe strategies that the members of the consortium will use to address the educational needs.

Improve Integration of Services & Transitions (up to 2500 characters)

Describe strategies the members of the consortium will use to improve integration of services and to improve transitions into postsecondary education and the workforce.

Effectiveness of Services (up to 2500 characters)

Describe strategies the members of the consortium will use to improve the effectiveness of their services.

Section 5: Activities & Outcomes

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the "+ New Activity" button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

Activity Name	Objective that Applies to this Activity

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.



Short-Term Outcomes (12 Months) (up to 500 characters)	Intermediate Outcomes (1-3 Years) (up to 500 characters)	Long-Term Outcomes (3-5 Year) (up to 500 characters)
If accomplished, these activities will lead to the following outcomes in the next year.	If accomplished, these activities will lead to the following outcomes in 1-3 years.	If accomplished, these activities will lead to the following outcomes in 3-5 years.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s)

Name	Action