



# Coastal North County Adult Education Consortium (CNCAEC)

General Meeting  
Monday, December 17, 2018  
12:00 p.m.

San Dieguito Union High School District Board Room  
710 Encinitas Blvd., Encinitas, CA 92024

## AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVE MEETING MINUTES
  - A. September 17, 2018 General Meeting Minutes
4. PUBLIC COMMENTS: Members of the audience may address the CNCAEC on any item listed on the agenda during this time. Comments will be limited to three (3) minutes per person for a total of thirty (30) minutes of public comment. Members of the CNCAEC are not required to respond directly to comments made at this time.
5. CHANGES IN AGENDA ORDER
6. PRESENTATIONS
  - A. AEP Updates from the State, Beatriz Aguilar
7. CONSENT ITEMS
  - A. CNCAEC Bylaws
  - B. 2018-19 Budget
8. ACTION ITEMS
  - A. Nomination of Chair and Vice Chair
  - B. Development of new 3-year plan
  - C. Schedule meetings for first read and approval of 3-year plan
9. ADJOURNMENT

Coastal North County Adult Education Consortium ( CNCAEC)  
General Meeting

Minutes  
MiraCosta College, Community Learning Center, Community Room  
Monday, September 17, 2018, 12:00 p.m.

	Agenda Topic	Discussion	Outcome
1	Call to Order	Alder called the meeting to order at 12:00 p.m.	
2	Roll Call	Kate Alder, Interim Dean, Continuing Education, MiraCosta College; Manuel Zapata, Director of Accountability and Special Programs, San Dieguito Union High School District	Lisa Tisdale, Admin. Asst. to the Dean, administered roll call; both Consortium members present.
3	Public Comments	No public comments.	
4	Approvals	<p style="text-align: center;">A. June 18, 2018 General Meeting Minutes</p> <p style="text-align: center;">B. June 18, 2018 Budget Workshop Minutes</p>	<p style="text-align: center;">A. Consensus reached</p> <p style="text-align: center;">B. Consensus reached</p>
5	Accept New Members	Alder introduced Lupe Gonzales, Alliance for Regional Solutions; Vicki Brannock, San Diego Workforce Partnership; and Vicki Gravin, Sr. Director of Academic Excellence and Innovation, Oceanside Unified School District. Gonzales and Brannock present and assumed their place at the dais.	Consensus reached. Three new board members accepted.
6	AEP Manager Update	<p>Aguilar began her presentation with a reminder that all Consortia three-year plan will be due May/June of 2019. Much growth and knowledge has occurred since our initial plans conceived in 2015-16. At that time, some Consortia wrote very ambitious funding plans. During this new funding cycle, the State will require a more conservative approach.</p> <p>Alder requested Aguilar to plan a workshop to bring our new Consortium members up to speed. Gonzales asked that Aguilar send or post PowerPoint presentation.</p> <p>Of note: next plan may be no more than 35 pages maximum. Alder asked Aguilar to add new Board members and communicate with them on how to access NOVA, etc.</p>	

7 Calendar Special

# COASTAL NORTH COUNTY EDUCATION CONSORTIUM (CNCEC)

## Adult Education Program Updates



December 17, 2018

# Agenda

- ‡ Threeyear plan Overview
- ‡ Threeyear reviewof Guidance
- ‡ Threeyear reviewof the planning template
- ‡ Threeyear selfassessmentTool
- ‡ Community Needs Data
- ‡ Planning ResourceTool
- ‡ Budget Bill RequirementsDataRequest
- ‡ Coming Soon!

# Overview

- ‡ Based on AB104 legislation and education code 84906
- ‡ Still using requirements that were part of the last 3 year planning effort t No surprises!
- ‡ The State is providing better data tools and more technical assistance
- ‡ Plans shall be uploaded and certified by members in NOVA by June 7, in MS Word and PDF formats

## Pre-Planning Assessment

{ Evaluation of your consortium capacity, identify your key partners and alignment with other regional planning processes



# Guidance

‡ Four main sections plus an Executive Summary

‡ Three required tables:

9 Regional Service Providers

9 Progress Indicators

9 Sources of Funding

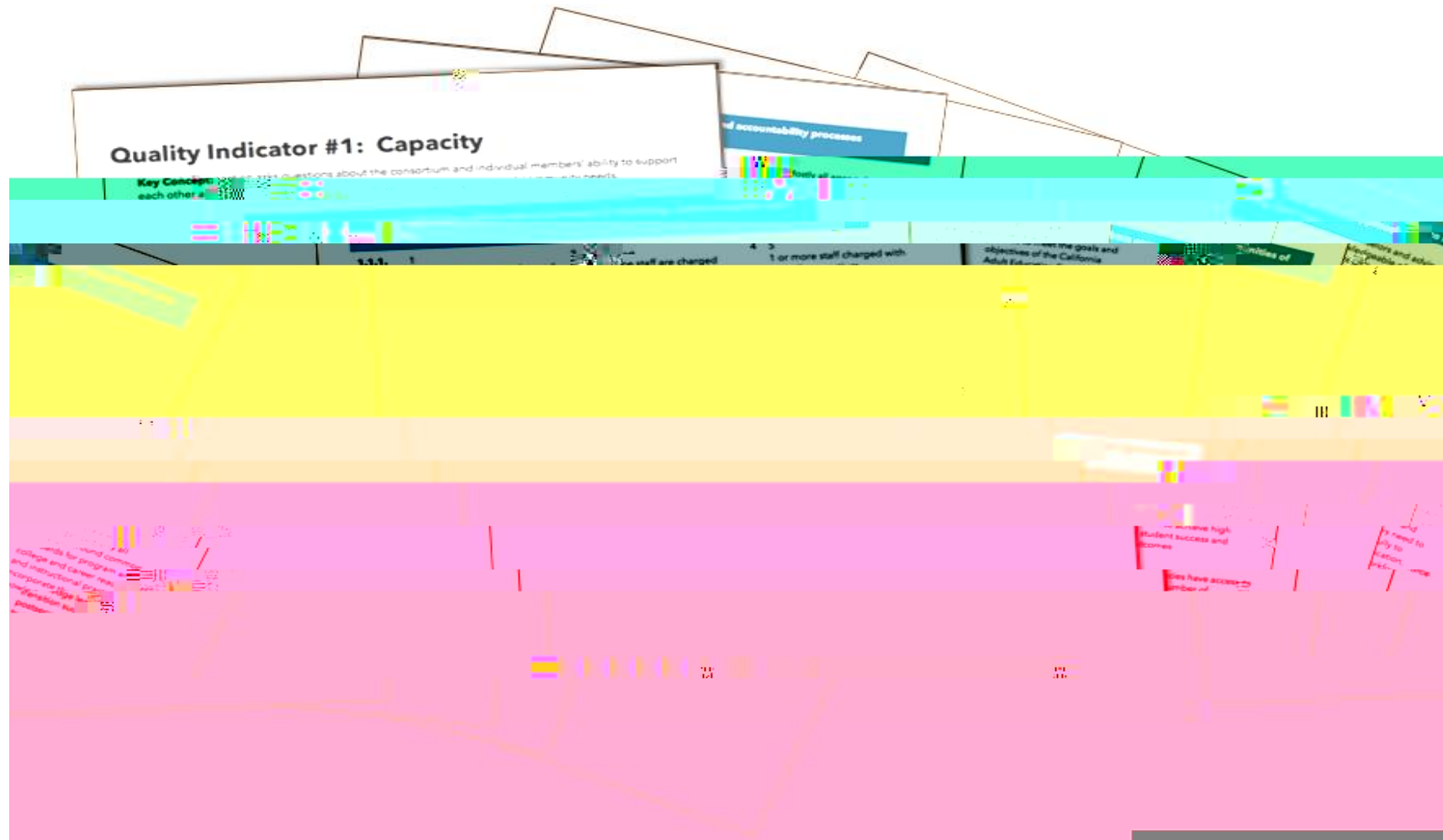
‡ Plus a Logic Model

‡ Narrative is limited to 35pp (single spaced) or 21k words





# Self Assessment Tool



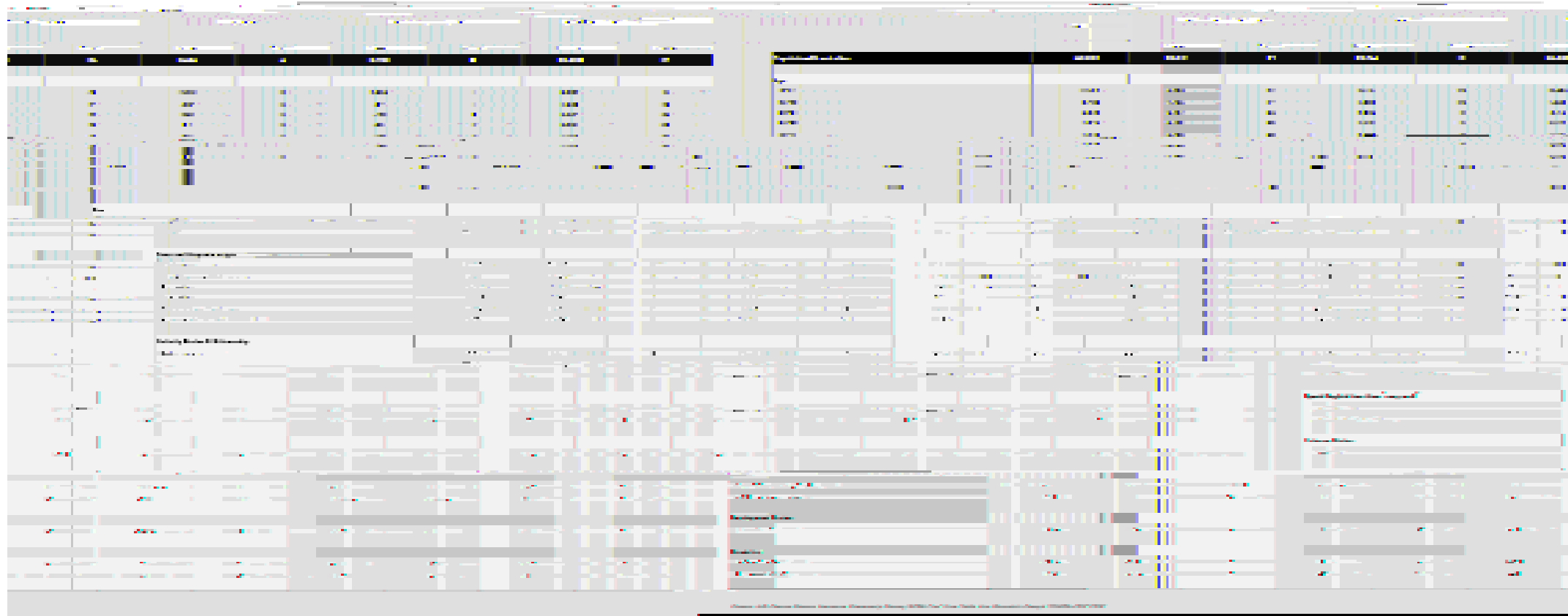
# Community Needs Data

## Selected Social Characteristics of the California Adult Population

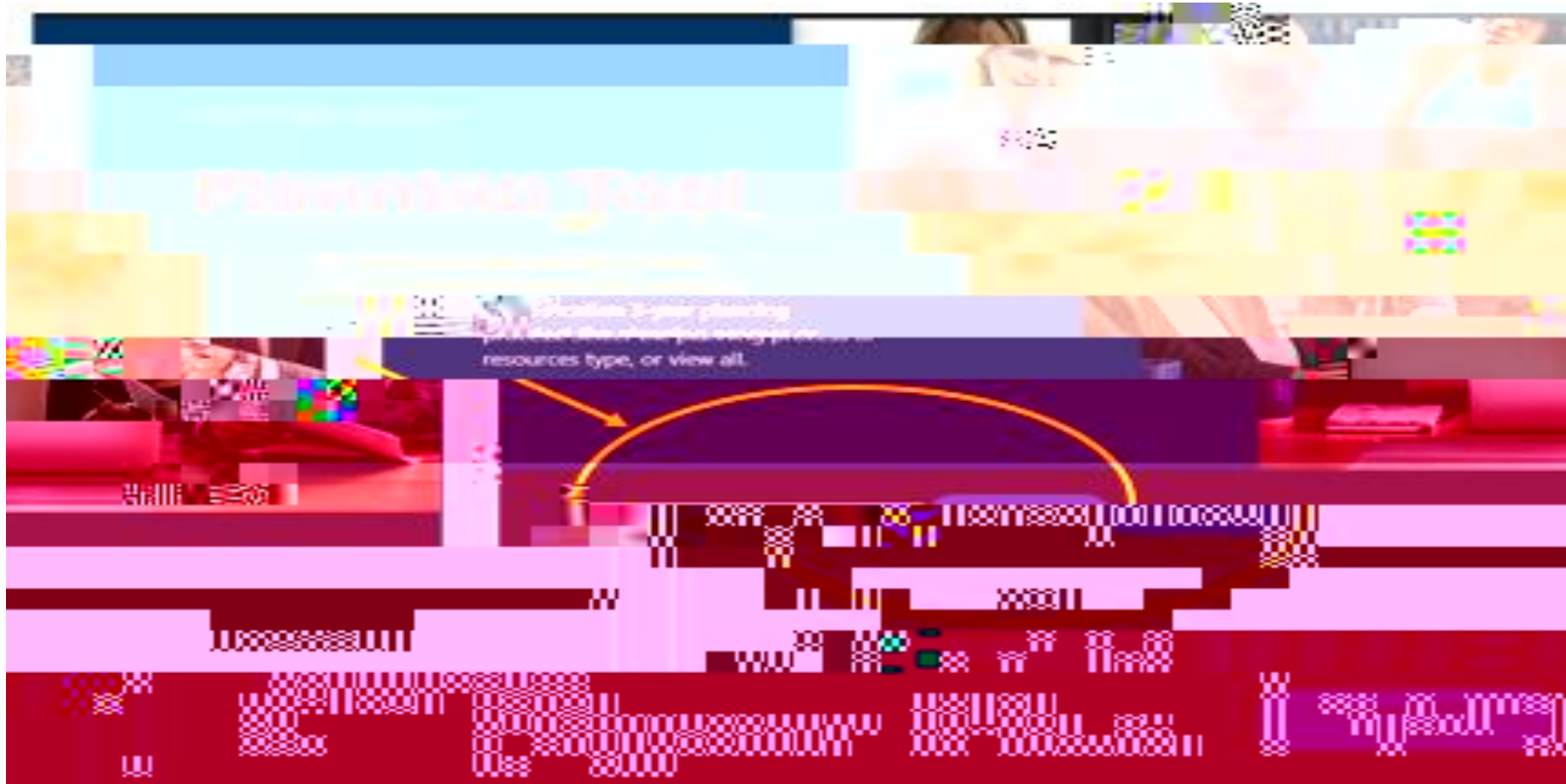
2010 Census Community Data Center

Source: U.S. Census Bureau, 2010 Census of the United States

Page 1 of 10  
Population: 100,000



# Planning Resource Tool



<http://resources.caladulthood.org/>

# NEW Special Reporting

~~Budget~~ Bill Requirements & Data Request

~~#~~ Hours of instruction by Program Area

~~#~~ Operational costs by Program Area

~~#~~ Due by February 15, 2019 via the NCS system

## ‡Onboarding Tool Kit

‡A guide and web-based tool for new consortium staff and members

‡

# COASTAL NORTH COUNTY ADULT EDUCATION CONSORTIUM (CNCAEC)



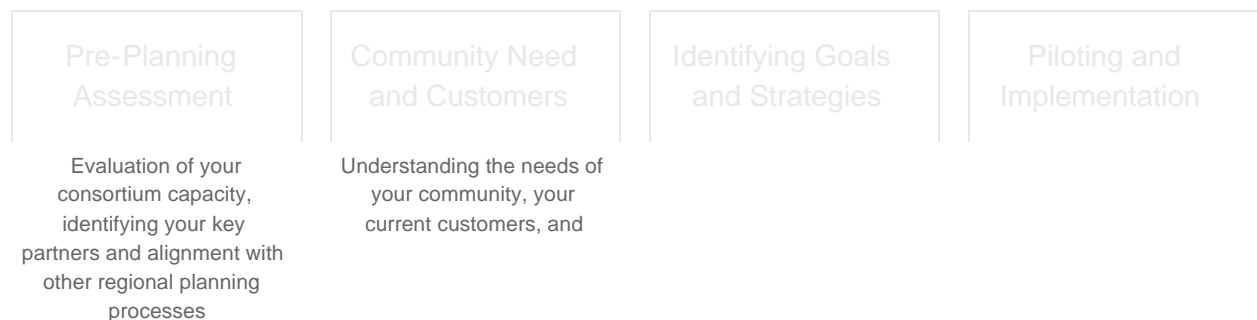
# CONSORTIUM THREEYEAR PLANNING GUIDANCE 2019-2022!

## OVERVIEW

This document provides guidance and establishes the procedures regarding three -year adult education consortium regional plan required by the Adult Education Program (AEP). The three-year planning process is designed to provide consortia and consortium members a chance to collectively assess the impact of services provided over the previous period and to identify new approaches to meeting the educational and workforce needs of adult learners in a diverse and ever-changing economic landscape. In this way, it also provides an opportunity to reexamine commonly held assumptions about the beneficiaries and providers, which taken together, can promote stronger collaboration among agencies and deeper connections to the students and the communities they serve. !!

The components of the plan are aligned around four phases essential to good planning. The following pages provide a framework for the required elements of consortium three -year plans, as well as guiding prompts, resources, and aligned training opportunities to aid in the planning process. Plans are required to respond to the directions provided under each element of the Plan Guidelines.

Figure 1. AEP ThreeYear Planning Framework







# CONSORTIUM PLANNING GUIDANCE

## 2019-2022!

5." Programs for adult with disabilities.

6." Programs in career technical education that are short term in nature w

# PLAN GUIDELINES!

## Section 1: Consortium Information

Directions: Provide a cover sheet containing, at a minimum, your consortium name, consortium primary contact name

# CONSORTIUM PLANNING GUIDANCE

## 2019-2022!

or other funding types which may support services or instruction for adult education students

Helpful Planning Conversations , Questions, and Training:

Potential planning conversations include:

- ☞ Convenings with stakeholders and partners to better understand each other's programs and services, performance outcomes, gaps in services, and needs.
- ☞ Review of and participation in other regional planning being conducted under WIOA, the regional Strong Workforce Program, AB109, or other processes.

Helpful Questions to Ask:

- ☞ Who provides education and workforce

# CONSORTIUM PLANNING GUIDANCE

## 2019-2022!

### Available Training:

- ¥" Human Centered Design Training Ñ Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.
- ¥" Self-Assessment Training Ñ Adult Education consortia can complete

## 2.3 Community Need and Customers

Directions: In this section you will:

- 1." Describe the regional need for Adult Education and workforce services as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.
- 2." Define shared and unique customers , as well as service priorities and communities of need.
- 3." Evaluate the alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

Helpful Questions to Ask:

- ¥" Who are our current customers? Where do they live? What characteristics define the populations engaged in the programs we currently offer?
- ¥" What characteristics define the regional community? How do those align with profiles of students currently served by Adult Education programs?
- ¥" What industries is the region home to? What kind of skills are they looking for in their employees? What kinds of credentials do they value?
- ¥" How well do available programs and services align to the needs and goals of students and area employers?

Resources & Tools:

- ¥" Regional demographic data provided by AEP
- ¥" Census Reporter

# CONSORTIUM PLANNING GUIDANCE

## 2019-2022!

Available Training:

¥ Adult Education Data Unlocked Training Ñ

## 2.4 Identifying Goals and Strategies

Directions: In the Goals and Strategies section, you will:

- ¥" Identify activities and measurable goals to address community needs & improve student outcomes.
- ¥" Describe strategies to improve integration of services including, but not limited to, alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards.
- ¥" Describe strategies to improve transitions into postsecondary education and the workforce.

# CONSORTIUM PLANNING GUIDANCE

## 2019-2022!

### Tools & Resources:

- ¥" Best Practices Reports from Full Capacity Marketing & Hanover Research
- ¥" Co-enrollment Guidance from CDE & the Chancellor's Office
- ¥" Student Progress Framework
- ¥" Webinars highlighting the current pilots that are showing results around the state
- ¥"



## 2.5 Piloting and Implementation

Directions: In the Pilots and Implementation section, you will :

- 1." Explain how you will prototype new strategies and
- 2." Evaluate the effectiveness of these pilots using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.

Helpful Questions to Ask:

- ¥" What problems most need solving



## Section 1: Consortium Information

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Primary Contact Name

Title

Phone

Email







Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas	If other, provide a brief description of services provided
---------------	---------------	-------------------------------------------------------	---------------	------------------------------------------------------------





## 2.3 Community Need and Customers

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## 2.4 Identifying Goals and Strategies

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## Figure 1. Logic Model

### Goal Statement:

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address





## 2.5 Piloting and Implementation

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the quality of their collaboration and impact within their communities using a self -directed quality improvement process wherein consortium agencies may work collaboratively to assess their strengths and weakness, and to develop strategies to enhance policies, procedures and practices

# Instructions

R

# Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.





1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education

1.2.1.	<p>1 Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.</p>	<p>2 3 Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.</p>	<p>4 5 Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.</p>
1.2.2.	<p>1 Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size</p>	<p>2 3 Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size</p>	<p>4 5 Resource allocations (e.g., time and funding) for agency</p>

## 1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice

1.4.1.	1 New program staff / member representatives are expected to learn about AEBG policies on their own	2 3 Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance	4 5 All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance
1.4.2.	1 Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.	2 3 Existing professional	

# Quality Indicator #2: Connection

Key Concept: This section asks questions about the consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

2.1. Consortia and members collaboratively engage prospective students from communities of high need to provide service

2.2.

# Quality Indicator #3: Entry

Key Concept: This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests "

## 3.1. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence

3.1.1.	1 Few programs provide mandatory orientation for first-time students	2 Some programs provide differentiated orientation for first-time students	3 Some programs provide differentiated orientation for first-time students	4 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services	5 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services
3.1.2.	1 Few to no partnerships exist among community providers	2 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports	3 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports	4 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.	5 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.
3.1.3.	1 Few students have meaningful access to high-quality counseling services	2 Some students in certain programs have access to high-quality counseling services	3 Some students in certain programs have access to high-quality counseling services	4 Nearly all students have access to high-quality counseling services from initial contact	5 Nearly all students have access to high-quality counseling services from initial contact

"

"

"

3.2. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities

3.2.1.	1	2	3	4
	There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans.		There is some consistency among providers regarding assessment, placement, and use of individual learning plans.	

#### 3.4. Consortia and members collaborate in the provision of proactive counseling and support

# Quality Indicator #4: Progress

Key Concept: This section asks questions about the consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals. "

## 4.1. Agencies have aligned and articulated programs

4.1.1.	1 No alignment has occurred	2 3 Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices	4 5 Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence
4.1.2.	1 No alignment / articulation has occurred	2 3 Some programs are	



### 4.3. Agencies provide coordinated, ongoing, consistent student support

4.3.1.	1	2	3	4	5
	There is little to no coordination around student support services		Some agencies have processes for tracking student supports needs and acting on data to ensure student success		Members have shared tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals

# Quality Indicator #5: Completion / Transition

Key Concept: This section asks questions about the consortium members' ability to facilitate

5.2.



November 2, 2018

To: Adult Education Program Consortium Directors and MembeBT1 0 0 1 300.77 65.58m TJETBT1(s)TJETBT1 0 0 1 3



AEP Background ±Reporting in NOVA 17-18 data

Adult Education Program Area Definitions

The AB104 legislation defines the seven Adult Education program areas as follows:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate



List of fund sources (Education Code 84916 (a-f)):

1. AEP (formerly



Example: a K12 adult school operates a CTE program that charges a fee to offset the true cost of running the program. The adult school receive AEP funding, and some WIOA I individual training account funds in addition to the fees to operate the CTE program. See the table below on how to report this in NOVA for the district.

Program Area: Designated as Short Term CTE.

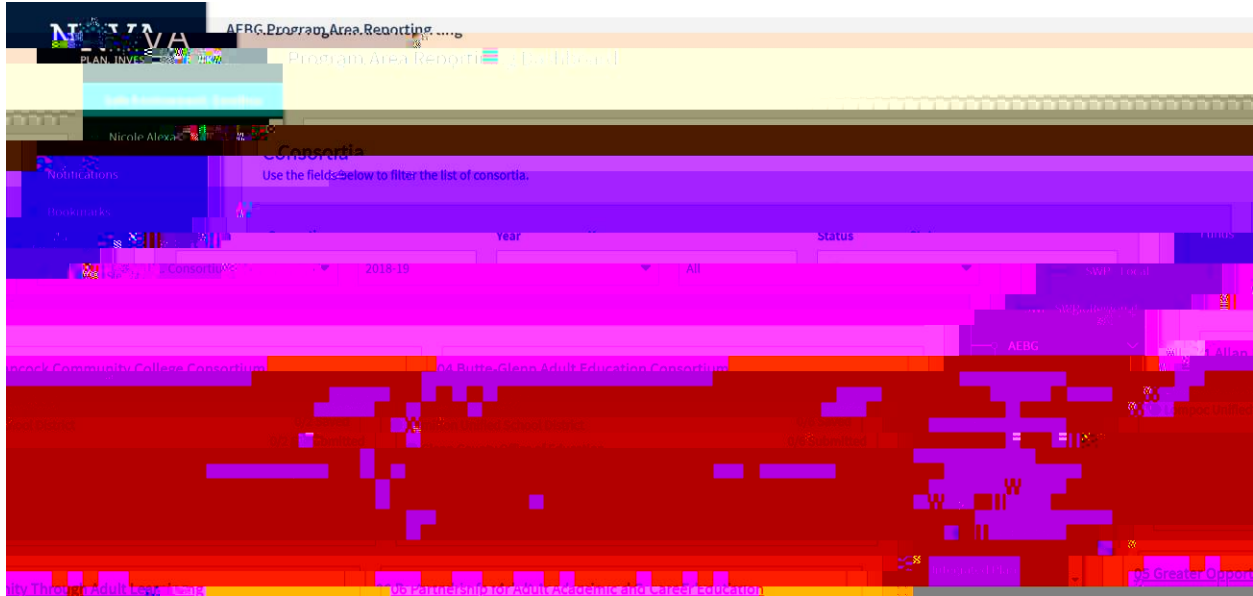
Total Operational Cost to Run the Short Term CTE Program: \$600,000

- \$150,000 is cost



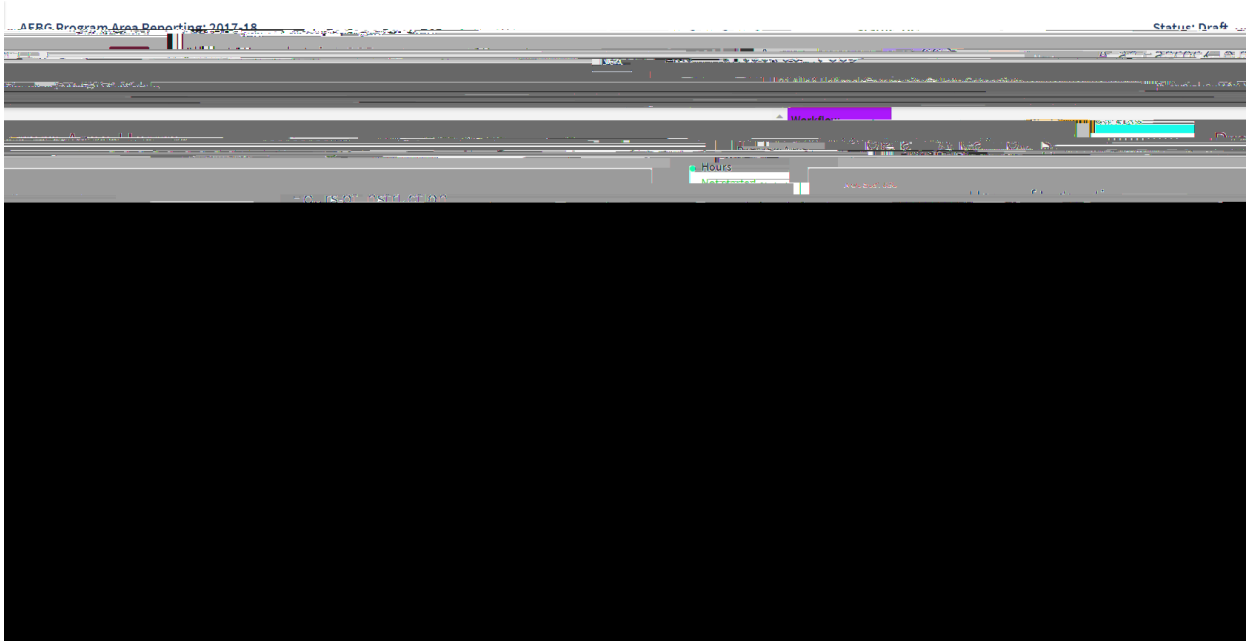
# NOVA Program Area Reporting Guide

Step 1: Once you log into NOVA, click on Funds (located on the blue navigation pane on the left hand side), next click on AEBG, and then click on Program Area Reporting. This will direct you to the Program Area Reporting Dashboard, as shown in the screenshot below. You can use the filters located at the top of the screen to locate your consortium.

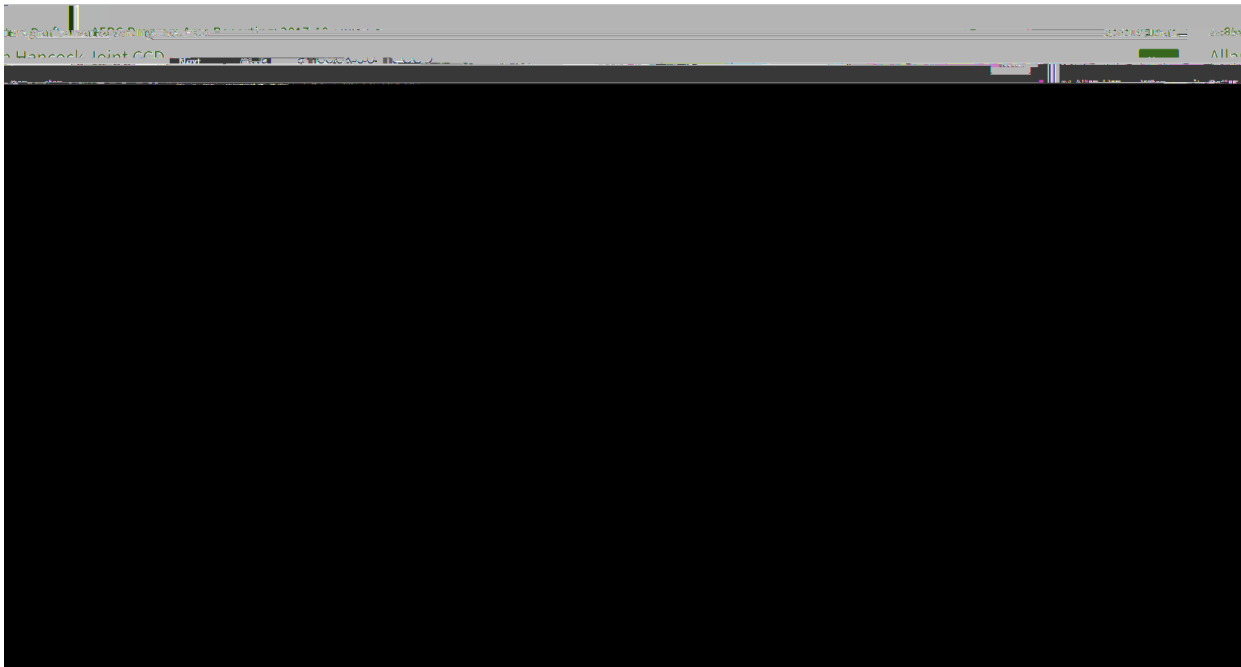


Step 2: Click on your consortium, which will direct you to the Member Agency Program Area Reports, as shown in the screenshot b

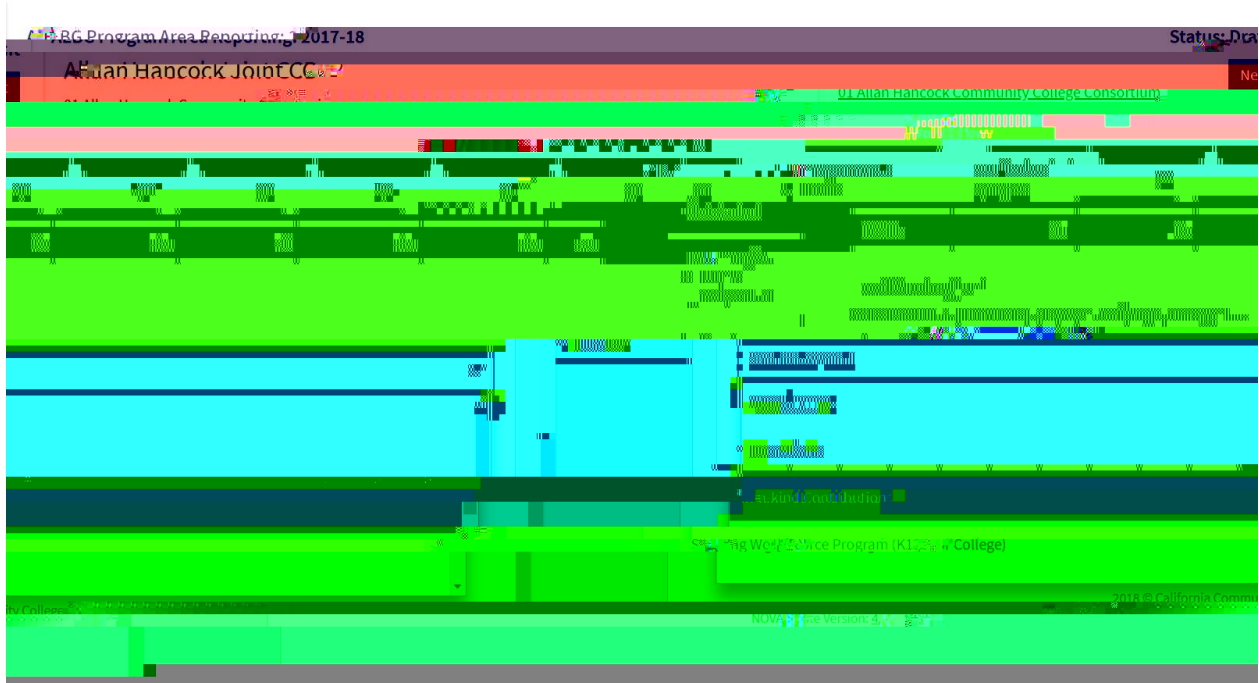
Step 3: Find your member agency and click on the link. This will direct you to the workflow steps to complete this report, which includes the Program Area Hours, Leveraged Funds, and Preview section. In the Program Area Hours section, enter the hours of instruction totals for the year for each program area.



Step 4: Next click on the Leveraged Funds section and enter expense totals for each fund broken up by program area.



To add an additional fund not shown on this list, select a new fund from the drop-down list under the 'Add Another Fund' section.



Step 5: Once you have completed the Program Area Hours and Leveraged Funds sections, click on the



~~6/2/16~~

~~6/~~

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~~R1~~  
~~h~~

~~S11h~~

The name of the consortium shall be the Coastal North County Adult Education Consortium (referred herein as the CNCAEC or the Consortium).

~~A12~~  
~~D~~

~~S11b~~

MiraCosta Community College located at 1831 Mission Avenue, Oceanside, CA 92058 serves as the fiscal agent and provides a primary office for Consortium communication at the Community Learning Center .

~~S265~~

The Consortium may also have offices or conduct business at such other places within





~~6~~ 3. ~~663~~

The Board is responsible for all items set forth in section 1 of this Article, all statutory duties not otherwise set forth in these bylaws, and all responsibilities set forth by the State AEBG office. In addition, the Board is responsible for the following:

- a. Creation and updating of the Consortium s Bylaws;
- b. Facilitation of communication among consortium members, partners, interested community members;
- c. Joint and collaborative development of adult education ~~year~~ annual plans (Plan).
- d. Prioritization of activity objectives of the Plan and outcomes;
- e. Hiring of a Consortium Administrator and other staff to facilitate the implementation of the Consortium responsibilities;
- f. Designation of duties necessary for hired staff to successfully support the Consortium s purpose;
- g. Convene, develop agendas and conduct meetings of the Consortium;
- h. Provide leadership and accountability within the Consortium to ensure ~~effective~~ and efficient completion of tasks;
- i. Ensure that each consortium member is represented by an official representative;
- j. Conduct an annual budget workshop prior to the adoption of an annual plan that identifies the measures to be taken for each program area identified in its Plan and the funding to be allocated;
- k. Creation of a ~~6~~ month (or more) calendar of regular Consortium meetings;
- l. Election of a Chair and Vice Chair;
- m. Providing and posting of minutes of all regular and special Consortium meetings;
- n. Providing an update report to the governing boards of member institutions ~~at least~~ once a year.

~~5~~ 4. ~~66~~

The Consortium places the highest value on students achieving their academic and/or vocational goals;

- a. The Consortium strives to help improve the community by providing adults with educational pathways to the workforce and higher education;
- b. Adult education programs will be open to all without discrimination.
- c. The Consortium will make sure that its budgets and allocations are aligned with the measures identified in its Plan
- d. The Consortium will fairly allocate financial resources to the objectives and activities prioritized in its ~~year~~ Plan;
- e. The Consortium will adhere to a transparent process of open and collegial communication

~~5~~ ~~66~~ ~~666~~ ~~6~~

The Board shall create a three year consortium implementation plan known as ~~the~~ Adult Education Plan (Plan), or other plan as the State may require, to meet the goals and mission set forth in Article 9, Adult Education Program, of California Education Code Sections 84900-84920 Any plan created to implement Article 9 will address and incorporate the measures identified by the Chancellor of the California Community College and the State Department of Education as needed for the Plan (or other plan as











§ 11

The Consortium recognizes that input from stakeholders is a critical part of its accountability and implementation process. Ad hoc workgroups consisting of appropriate stakeholders are essential to provide guidance to the Consortium to help it prioritize and implement its Plan and to provide input for future planning needs. Ad hoc workgroups may be created by the Chair to assist the Chair in the performance of the Chair's duties and responsibilities to align with the seven program areas identified by Ed Code § 84913, as prioritized in the Consortium's AB86 plan.

§ 12

The Consortium will take measures to encourage the following stakeholders to participate in its ad hoc workgroups:

- a. one (1) official member of the Consortium, (approved by the Consortium member's governing board);
- b. the chairs of the instructional departments or programs being targeted by a workgroup's discussions;
- c. an administrator or manager from the educational institution for which the workgroup was formed;
- d. district representatives who provide instructional support to students in the program areas targeted by the Consortium's Plans (e.g. DSPS, WIOA, SSSP, etc.); and
- e. representatives of o.15 Td , (gr)7 n841eshe



~~625~~

As condition of receipt of an apportionment of funds from the state for a fiscal year, the members of the consortium shall approve an adult education plan that address that fiscal year, and the plan shall include all of the components as defined in Ed§84906

~~6~~ ~~135~~ Ed. Code § 84913

(a).

~~§ 7.11~~

Funds may not be used for items not expressly allowed by Ed Code § 84913 or for items the Consortium has not approved through an open, publicly noticed meeting under Ed Code § 84905 or the Brown Act.

~~§ 7.12~~ E9  
~~§ 7.13~~

~~§ 7.14~~

Materials provided to a majority of the Consortium which are not exempt from disclosure under the Public Records Act must be provided, upon request, to members of the public without delay. Brown Act § 54957.5

~~§ 7.15~~

These bylaws may be amended by a majority vote of the Consortium provided that notice of the proposed bylaws change was sent to each Consortium Member and representative, and placed on the agenda of a publicly noticed meeting.

~~§ 7.16~~

The fiscal year of the Consortium shall run July 1 of a given year, to June 30 of the following year.

~~§ 7.17~~  
~~§ 7.18~~

~~§ 7.19~~

~~§ 7.20~~

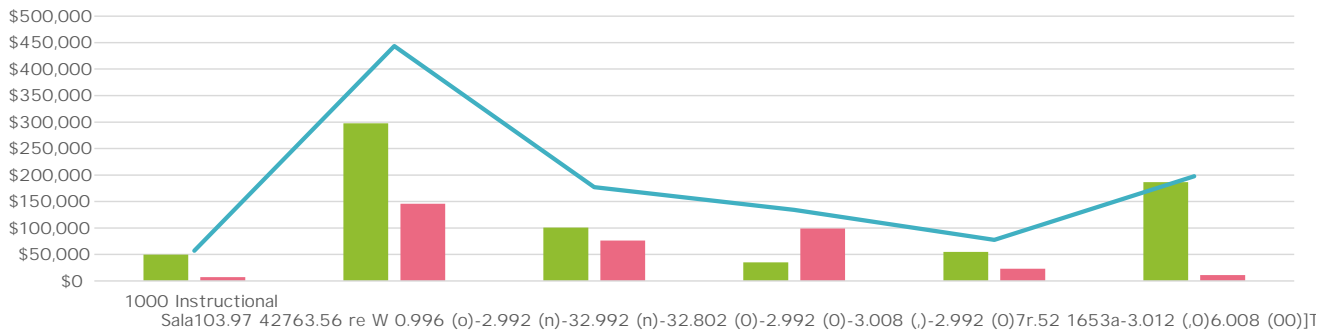
~~§ 7.21~~

Lupe Gonzales, Alliance for Regional Solutions	
Kate Alder, MiraCosta Community College District	
Vicki Gravlin, Oceanside Unified School District	
Manuel Zapata, San Dieguito Union High School District	
Vicki Brannock, San Diego Workforce Partnership	

# Adult Education Program

## Annual Expenses Fiscal Year 2017-18

Object Code	1743 (2017 Allocation)	1744 (2018 Allocation)	Total
1000 Instructional Salaries	\$49,714	\$7,335	\$57,049
2000 Noninstructional Salaries	\$297,551	\$145,968	\$443,519
3000 Benefits	\$100,623	\$76,438	\$177,061
4000 Supplies and Materials	\$35,171	\$98,912	\$134,083
5000 Other Operating Expenses & Services	\$54,723	\$22,999	\$77,722
6000 Capital Outlay	\$186,611	\$11,018	\$197,629
		Grand Total	\$1,087,063



# Coastal North County Adult Education Consortium



# Coastal North County Adult Education Consortium (CNCAEC)

## AEPA allocations Available for 201819

2018-19 State Allocation

**\$1,181,336**  
the amount was based on the



45773

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An act to amend Section 84913 of the Education Code, relating to adult education.



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Bill No. \_\_\_\_\_  
as introduced, \_\_\_\_\_  
General Subject: \_\_\_\_\_

Existing law provides for adult education classes for adults. Pursuant to policies and procedures, minors meet certain requirements.

Existing law provides for the administration of the Superintendent of the Superintendent, via the Superintendent of Education, are received. One adult education fund is apportioned, including, among other things, programs for adults.

This bill would require members, as specified, may be used.

Vote: majority  
program: no.

