AB 86: Adult Education

Webinar Series

http://ab86.cccco.edu

7-17-2015

Agenda for Today's Webinar

- Status Update
- Last week - emerging perspectives
- This week – deliverables
- Questions / Discussion

Status Update

- MOE
- Regional Consortia
- Guidelines
- Deliverables
- Next Steps

Follow up areas from last week

- Program Definitions

- Need governance questionnaire

- Role of COEs & JPA in consortia

- What is the consortium's authority?

- Can you have more than one designee from a member?

- Does allowability guidance pertain to both MOE and consortia?

- The 17/18 student question

- How do we avoid supplanting of apportionment funding aka double dipping?

Disclaimer

- Please note…..
- This is the DRAFT that reflects current thinking.
- It is not official, it will be edited, and it should not be used as guidelines at this time.
- It is subject to change.
- Feedback on today's material…..
  - Today – via chat room and the AB86 inbox
  - Afterwards – via the AB86 inbox ab86@cccco.edu

Deliverables

– Governance

– Allocations

– Plans

– Assessment

– Data Collection

– Budget/Expenditure

– Effectiveness Measures

– Structural information

– Marketing / Best Practices

Governance

- Deliverable – Governance Plan for each consortium.

- State will create a template based on the questionnaire form.

- Will be out soon. Must be in place prior to allocation distribution decision making.

- In the meanwhile, obtain official designation of members by their local board, and begin discussion to create a governance plan.

Question	What should the timing be for development and approval of the required rules and procedures for each consortium be so they can get the 2015/16 consortia funding?
Background	Consortia have a long list of deliverables over short period of time
Emerging point of view / status	**First**, Rules and procedures MUST be formalized before 2015/16 money is distributed. FYI, money must be available to be distributed by Oct/ Nov 2015, though CDE/CCC are working hard to making funding available sooner. **Second**, Possible sequence of events: *Each member's Governance Board designates an "official" to the consortia *These officials collectively drafts / deliberates / agrees / approves "Rules and procedures" - drawing on what they've developed for the planning - use the Rules and Procedures questionnaire as a guide *CCC/CDE approves individual "rules and procedures" *Consortia develop proposed decision for distribution schedule and any plan amendments *Consortia goes through open meeting process to formally approve the distribution schedule and amendments *Consortia develops the required budget documentation and follow administrative process for fund release
Next steps	How should consortia be supported to AGREE on rules and procedures in a timely effort?

Question	How will required consortia Rules and procedures (per 84905) be developed?
Emerging point of view / status	**First**, in the spirit of local flexibility, there will be no mandated single template with uniform language for all consortia. Each consortia will develop and formally adopt their own Rules and Procedures that meet legal requirements. **Second**, to ensure minimum consistency and compliance with the Law, the AB104 implementation guidelines will include a list of required elements to be included in individual Rules and Procedures (eg., decision making rules, public notice rules, rules for adding/removing members, etc.) **Third,** to support consortia in their efforts, CDE/CCC will create an online questionnaire form that will prompt consortia to think through all required elements and offer additional information as appropriate. The finalized version of the Rules and Procedures form must be approved by the Governing Body of each member, and by CDE/CCC in order to be enacted. **Fourth**, in addition, to support consortia, CDE/CCC will host a resource library of approved consortia Rules and Regulations that others may use as reference documents.

Additional info	**Example 1**: Frequent question is how will decisions be made.
	AB104 specifies that
	   1) All members MUST participate in the decision-making process.
	   2) A member is any (formally accepted) – CCD, K-12, COE, Joint Powers Authority
	   3) Each member has an formally designated official.
	
	However, AB104 does not specify:
	   1) How many votes does each member have? (e.g.: 1 member=1 vote, 1 institution=1vote, votes proportionate to adult students served)
	   2) How many votes are needed to approve a decision? (e.g.: 51%? 50%+1 vote? ⅔ of votes? consensus?)
	Under this guideline, each consortia will have to agree on how they want to be jointly making decisions and include it in their Rules and Procedures.
	Example 2: Brown Act or no Brown Act - up to each Consortia to decide how to adhere to public notice process

Allocations

- Consortia will be required to report how their adult education block grant funds were allocated (MOE and Regional Consortium). Will tie to the 15-16 budget submission.

- Consortia will also be required to report on other adult education fund sources in the region as mandated by budget bill language.

- This includes an evaluation of the funds available to the members of the consortium and the entities that provide education and workforce services to adults in the region.

Evaluation of other fund sources

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

Consortia Plans

- Need to review three year plan submitted in March 2015 and make any amendments.

- Create 15-16 "annual" plan detailing how adult education funds will be spent. Must be consistent with three year plan.

- Format/template will be developed for the annual plan process. Will tie together with your 15-16 budget submission.

Consortia Plans (cont.)

- Amended three year plans, annual plans, allocations, and education & workforce funding available in the region will be uploaded to the AEBG website.

- Must involve consortium members in this process (see Governance).

- The goal is to create a snapshot of each consortium including local planning as well as the other deliverables.

Question	When/how/should consortia amend their plans to include the newly added programs/members?
Background	Perceived contradiction in the language between sticking to the original plans vs. allowing a new areas of funding (especially for parents; other new program maps to CTE) and new members (eg, County offices of Education)
Emerging point of view / status	**First,** AB104 explicitly states that all 7 areas can be funded; therefore, not allowing the 2 new programs is not an option. **Second,** Consortia will have the choice to amend their plans to include new areas - either for 2015/16 through a special process, or for 2016/17 through their annual plan update process. **Third,** Consortia must follow prescribed decision-making requirements when amending their plan (eg, open meeting, participation, etc.) **Fourth,** there will be a specific process to relay the changes to CCC/CDE after amendments.
Next steps	1.**Investigate** related departments/ agencies to coordinate with on the new areas and include in the "open comment" process

Question	Will the consortia comprehensive plans drive the MOE expenditures?
Background	Confusion since MOE is dedicated to k12 schools
Emerging point of view / status	**YES.** The intent of the law is to allocate consortia-level funds across all providers for the maximum benefit to adult learners - see 84909 The MOE process is a one-time k12 funding mechanism (only in 2015/2016).

Assessments

- Each consortium will submit an assessment plan and a crosswalk .

- The regional assessment plan will describe how the adult education providers will coordinate the use of assessment tools in the region.

- The crosswalk will show how assessment scores in the region align and crosswalk so students are not taking multiple tests and a variety of assessments.

Question	How do we implement a menu of common assessments and policies regarding placement of adults into adult education programs?
Background	See AB104 requirements.
Emerging point of view / status	**First**, the intent is to develop a statewide menu of common assessment using the approved assessment under the WIOA Title II grant and the approved assessments under the Common Assessment Initiative (CA Community Colleges). **Second**, each consortium would be required to develop the following: - A regional assessment policy describing how the adult education providers will coordinate the use of assessment tools in the region. - Create a crosswalk showing how assessment scores in the region align and crosswalk so students are not taking multiple tests and a variety of assessments. **Third,** the State will examine the regional assessment policy and the crosswalk along with program outcomes to verify that the regional consortium is operating efficiently and effectively in moving students through their regional adult education system.
Next steps	1. Create an approved menu of common assessments. 2. Create a template for a regional assessment policy and regional assessment crosswalk.

Data Collection

- AEBG will collect outcomes measures based on budget bill language.

- Methodology, Data Definitions, Data Protocols, and technical instructions will be released prior to the 15-16 school year on how to report the outcome measures.

- Consortia will have the flexibility to use existing data collection tools that will be reported to the State.

- Outcome measures will be closely aligned with federal WIOA requirements.

- Consortia will be required to submit a data collection plan detailing the regional process used to collect AEBG data.

Question	What measures will be used to assess effectiveness per 84920?
Background	(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.
Emerging point of view / status	**First**, 84920, explicitly mandates certain measures that must be used. **Second**, these shall be collected by program area and by member - and rolled up at consortia level (and then, at state level) **Third**, for 2015/16 we will not require ADDITIONAL metrics , but we anticipate with time we will get more sophisticated in measuring and tracking effectiveness.
Next steps	1. Discuss definition of specific metrics, so that results can be rolled over to state level, eg, how will improved literacy rates be measured? How will placement into jobs be measured? etc.

Question	How will consortia & LEAs collect and report data to the State?
Emerging point of view / status	**First**, we reiterate that these guidelines are for 2015/16 only. With time, the State plans on developing a tracking system. **Second**, the intent for 2015/16 is to collect only the legislatively mandated data elements to minimize reporting burden. **Third**, we lean toward the option to allow regional consortia to use local systems & processes and report data into a State level adult education database. **Fourth**, many specific questions remain - eg, - What will training and technical assistance look like? - What will this state database look like? These will be resolved over the coming weeks and communicated on a timely manner.
Next steps	1. Verify if separate funds will be designated for statewide tracking system. 2. Keep thinking through detailed questions 3. what does the reporting system look like

Budget & Expenditure

- Consortia will be required to create a 15-16 budget.

- Consortia budget and expenditures will be tracking similarly to the planning grant process.

- AEBG member fund allocations and other related adult education fund sources as described in budget bill will be tracked via another process/system.

Question	How will the allowed 7 areas be defined?
Background	Previously, only 5 areas were defined, and certain confusion remained for those 5
Emerging point of view / status	**First**, for consistency, we will build on the previously published definitions used during the AB86 planning process **Second**, the 2 new areas (older adults) and (assisting K-12 students) must be defined. See above. **Third,** remaining confusion must be clarified - eg, allowability of credit pre-apprenticeship programs, and of existing parent academies/universities.
Next steps	1.Carry over AB86 definitions into AEBG Glossary 2.Define new areas 3.Address specific questions

Question	What expenditures will be allowable?

Emerging point of view / status	**First**, given the need to rebuild and the vast differences across consortia of what is needed to do so, the general stance for 2015/2016 is intended to be permissive. **Second**, to be specific: Any expenditure is allowable as long as it
	- meets the AEBG restrictions (ie, 7 funded areas for adults 18 and over),
	   - is part of the approved consortium plan, and
	   - does not violate general restrictions on public funds.
	Third, while the plans submitted in March are considered "approved", any further amendments must follow adopted Rules and Procedures

Additional info	Examples of allowable expenditures, provided these are included in the approved consortium plan:
	Teachers/Direct instruction, Professional development, Student supports, Counseling services, upgrades, IT investments, Student supplies, Research to support programs, Curriculum alignment & development, Legal fees, convening, project manager to coordinate activities
	
	Examples of non-allowable expenditures
	   - Spend for programs that do not fit the 7 AEBG program areas. K12 districts can still offer additional adult ed programs, but cannot fund them with AEBG money.
	   - Spend on students younger than 18 (do not fit AEBG's definition of adult). Members can still serve younger students, but cannot use AEBG to cover their costs.

Question	How will "mixed use" expenditure be allowed?
Background	Certain expenditures will benefit students outside AEBG - eg, classes also attended by students younger than 18 years old, or a computer lab used by adult students enrolled in non-AEBG programs **84900.** The Adult Education Block Grant Program is hereby established under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. **84901.** For purposes of this article, the following definitions shall apply, unless otherwise specified: (a) "Adult" means a person 18 years of age or older.
Emerging point of view / status	**First**, "Mixed use" expenditures will be allowed under AEBG only to the extent applicable - ie, these will be pro-rated. **Secondly,** that DOES NOT mean that schools and colleges can not serve students that do not classify as "adult" (older than 18), or programs that do not fit the AEBG areas; it simply means, these have to be paid with alternative money streams

Question	What can be included in the 5% admin cost cap?
Emerging point of view / status	**First,** we intend to take a narrow interpretation of admin costs to provide maximum consortium flexibility. **Second,** we are still detailing the specifics under two scenarios: with fund administrator (fiscal agent) and direct disbursement. **Third**, what we anticipate will NOT be included in the admin costs for the purposes of the 5% cap are: • Salaries and benefits: AE teachers/faculty, counselors, advisors, administrators, coordinators, certificated support staff, classified support staff **NOTE: AEBG Project Coordinator / Facilitator would be expensed in this category (outside of the 5%)** • Maintenance and custodial supplies • Instructional Support: Materials and supplies, Technology and equipment • Services: Contracts, Professional development, Marketing and outreach, Internships and externships
Next steps	Continue the discussions

Effectiveness Measures

- Checklist will be developed based on mandated areas of the budget bill.

- Will attempt to collect a 14-15 baseline.

- Consortia will be reporting 15-16 data based on budget bill program outcomes.

- Plan to follow budget language regarding need: adult population, unemployment, immigration, adult literacy, & educational attainment.

- Each consortium will have an effectiveness chart showing regional need (five areas above) and program outcomes.

Question	How do we define consortia effectiveness beyond the explicit metrics?
Background	See AB104 requirements.
Emerging point of view / status	**First**, the intent is to develop a "checklist" tool of mandated areas from the budget bill. **Second**, at the highest level, the "checklist" will address the questions: - Based on the required content, does the consortium have a well-formulated regional plan (strategy)? 3 year plan? Annual plan? - Is the consortium executing against its plan (activity)? - Is the consortium achieving results (outcomes)? - Did the consortium provide the necessary information to the State (assessment policy, governance rules and procedures, budget, data collection process, consortia members, services, etc)? **Third,** we will follow fact-based approach, leveraging data collected from DOF mandated areas as compared to need in the regional consortium area to develop an effectiveness scorecard.
Next steps	1. Detail the intended checklist tool. 2. Develop effectiveness scorecard.

Structural Information

- List of members (official designee names/e-mails).

- List of partners – contact information.

- Consortium point person – contact information.

- Types of programs & services offered by the consortium, and the level of service.

- Summary document on how the consortium will function – the organization structure of the consortium and how will members collaborate to meet the objectives of the block grant.

Marketing/Best Practices

- How do we collect data and information to convince DOF and the Legislature that the investment of $525M was worthwhile?

- How do we make the argument to receive additional funding next year?

- How do we showcase what's happening in the field in the various regions in the State?

AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

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