





# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS  
DATE: March 3-4, 2014

SUBJECT: Assembly Bill 86 Adult Education Consortium Program: Implementation Update		Item Number: 3.4	
		Attachment: No	
CATEGORY:	Workforce and Economic Development	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Van Ton-Quinlivan, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	
		Information	X

**ISSUE:** This item presents the Board of Governors with information on the status of the adult education regional planning under Assembly Bill 86, Section 76, Article 3.

**BACKGROUND:** In July 2013, the California Community Colleges Chancellor’s Office (CCCCO) and the California Department of Education (CDE) were jointly tasked with implementing Assembly Bill 86, Section 76, Article 3, to provide planning and implementation grants to regional consortia of community college districts and school districts. \$25,000,000 was legislated to develop regional plans to better serve the educational and workforce needs of adults. The legislation requires that regional plans must address the following five areas:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills;
3. Education programs for adults with disabilities;
4. Short-term career technical education programs with high employment potential; and,
5. Programs for apprentices.

**RECOMMENDATION:** This item is presented to provide the Board with information about the implementation of the adult education regional planning grants. Board discussion and feedback will be useful to Chancellor’s Office staff as we continue implementation.

**ANALYSIS:** In response to the Assembly Bill 86 legislation, Chancellor Harris and State Superintendent of Public Instruction Torlakson appointed the Assembly Bill 86 Cabinet of six members, three from each agency. The Cabinet in turn established the Assembly Bill 86 Work Group comprised of twelve members, four representing adult education programs in school districts, four representing adult education programs in community college districts, and four staff members, two from the CCCC and two from the CDE.

The Cabinet and Assembly Bill 86 Work Group continue to meet regularly. In fulfilling their commitment to ensure an inclusive and transparent process they engaged in the following activities:

- Designed the Assembly Bill 86 website
- Developed, administered and analyzed the Survey of Interest
- Created and surveyed the Stakeholder Sounding Board
- Established and consulted an Expert Panel
- Produced weekly Informational Webinars
- Convened Statewide Town Hall meetings
- Developed and administered the Certification of Eligibility.

The Assembly Bill 86 website, located at <http://ab86.cccc.edu/>, serves as a resource to share information with all stakeholders, as well as a repository to receive input. The Home Page entitled, *Assembly Bill 86 – Collaborating to Better Serve the Educational Needs of Adults* contains a variety of helpful information. This website provides the public with an unobstructed view of the planning process and steps taken to actualize the legislation.

A Survey of Interest was developed by the CCCC and CDE and sent to and Community College District Chief Executive Officers and School District Superintendents on October 3, 2013. This survey was the first of a series of tools utilized to gather information in preparation for the Certificate of Eligibility. The responses provided the CCCC and CDE with information about the immediate landscape of adult education, the diversity of partnerships, and the continuum of collaborative efforts in California. The responses suggested that regions are at many different stages of planning. Some groups were meeting and positive relationships were forming. Conversely, some districts within regions planned to meet for the first time to begin planning.

The Stakeholder Sounding Board includes representatives from organizations relevant to the five areas of adult education identified by the Assembly Bill 86 legislation, as well as stakeholders, advocates, and organizations that support adult learners. Stakeholders participated in surveys and will continue to be contacted, as needed, to provide structured feedback to specific questions or portions of draft documents.

An Expert Panel was formed and panelists were consulted as resources for their knowledge in the five program areas outlined in Assembly Bill 86 and other relevant fields in adult education. The use of experts, including demographers, statisticians, and adult education state directors proved invaluable in the overall process.

Four Town Hall meetings were held across the state. The first one was held in Southern California, followed by three others held in Central, Bay Area, and Northern California. The knowledge gained through these town halls helped shape the Certificate of Eligibility, which is reflective of the suggestions and concerns heard from town hall participants. Participants included a variety of stakeholders, including faculty, students, community members, non-profit entities, and other agencies. The Town Hall meetings provided insight to the CCCCCO and CDE on the diversity of California's regions and the unique challenges that regions would encounter in planning an adult education system to better serve the needs of California's adults.

The weekly Webinar Series began on October 11, 2013, and will continue throughout the planning process. The intent of the webinar series is to provide updates on new Assembly Bill 86 developments, technical assistance, and answer questions on the spot through the "Live Chat." The webinars will host field practitioners and experts to share best practices.

### **Certificate of Eligibility**

The Certificate of Eligibility was released December 19, 2013. The designated allocation for each region was included in the document. Demographers and researchers were consulted for guidance in developing a funding formula that was equitable, supported core planning tasks, reflected the diversity of each region, and provided funding for planning. Fifty percent of the funding was dedicated to core basic funding and was evenly distributed among the 72 consortia; twenty-five percent was allocated based upon the population of the region; and the remaining was allocated based upon census data indicators that reflected need for each of the five areas in the region. Additionally, each region that was larger than 1,000 square miles received an allocation to address rural planning.

Each of the 72 regions submitted a Certification of Eligibility Cover Sheet to the CCCCCO on January 31, 2014 and identified a fiscal agent. On February 24, 2014 the consortia submitted preliminary budgets, identified members and partners, and completed the project management plans that include strategies for shared leadership, organizational structures, roles and responsibilities and communication plans. All regional consortia have designated a fiscal agent. Two regional consortia have come together to better leverage their resources in an effort to plan to better serve their adult learners. San Jose-Evergreen Community College District merged with West Valley-Mission Community College District, and Shasta-Tehama-Trinity Community College District merged with Siskiyou Community College District. Of the 70 fiscal agents, 55 are community college districts, and 15 are K-12 school districts. The criteria most cited by regional consortia for choosing a fiscal agent in descending order were as follows: experience, capacity, partnering ability, and location of entity.

## **Next Steps**

Planning is a dynamic process that will evolve over time. It is anticipated that partners and members may change throughout the planning process. Consortia were provided a template and framework to map those changes. Over the next year consortia will create a plan that identifies and evaluates current adult education services, and maps the service gaps. Districts and partners will work together to create linkages between the systems to create seamless transitions for students to transfer into postsecondary and the workforce. They will also create plans to employ approaches proven to accelerate a student's progress toward their academic and career goals. These strategies may include contextualized basic skills, orientation programs, and bridge projects.

While there are issues that must be resolved at the consortia level, some issues may need a unified approach. One is that of assessments and their utilization by two systems. Another area of concern that has been raised is that of a common accountability and data exchange framework that measures outcomes – e.g., employment, transfer, and certificates.

Assembly Bill 86 requires that the CCCCO and CDE will provide a joint report to the Legislature and governor in March of 2014 on the status of developing regional consortia across the state, identification of unserved geographic areas or emerging gaps in regional program delivery, and the status and allocation of grant awards made to the regional consortia.

A second report is due to the Legislature and the governor in March of 2015. This report shall include the plans developed by the regional consortia across the state and recommendations for additional improvements in the delivery system serving adult learners. According to Assembly Bill 86, Section 76, Article 3, it is the intent of the Legislature to work toward developing common policies related to adult education affecting adult schools at local educational agencies and community colleges, including policies on fees and funding levels. It is the intent of the Legislature to provide additional funding in the 2015–16 fiscal year to the regional consortia to expand and improve the provision of adult education.