

Feedback
CCAIE/CAEAA Southern California Regional Meeting
Thursday, May 26, 2016

Dan welcomed participants and Steve provided an overview of Dawn's Budget report. Dan reviewed the Ed Code and Regs governing the Regional Consortia in each of the areas to be discussed. Discussion and report back as follows:

Governance:

Q 1: How is your consortium leadership structured and how are decisions made? What are strengths?

Challenges?

- Well written plans but interpretations leave a lot to be desired. Interpretation of plans is the issues. No consultation regarding duplication of programs.
- One vote per member, consensus, members appointed by boards
- Challenges: voting structure, superintendents and chancellors understanding legislation
- No partners, work groups, direct funding
- Consensus
- Challenges: interpretation of legislation, working together
- Strengths: Project Manager, Fiscal Agent, Steering Comm/Directors
- Well written plans
- Interpretation of Plans very challenging due to widely differing programs
- Following developed governance
- One vote per member, members having appointed reps and alternates
- Consensus
- Challenges-voting structure, communication with Supts, understanding legislation

Q2: What is the perception of your K-12 District leadership of the consortium process and organization?

- Meet directly with chancellors
- Newsletters to teachers
- Cabinet secretary takes minutes which are distributed
- Meetings to inform/Friday newsletters to inform
- Districts believe that this is temporary (GRANT), deadlines changing regularly, serving students under 18
- Long Beach CC-meet with Dean → shares with President, P concern about moving forward
- All District share with Superintendents/Exec Cab
- Some do newsletters or cabinet mtg, minutes shared
- Some groups have had large meetings-Pull people together & discuss plans
- Superintendents more informed because of previous fiscal-costs-maintenance & facility needs
- Supportive---most part
- Running parallel
- Perspective of skill (Adults=CC vs. ABE)

- Hands off
- Very involved
- Temporary, not here to stay
- Use of word “Grant”
- Funding confusion [Designated AE funding]
- Changing deadlines
- Serving students under 18

Q3: How is your consortium interpreting and implementing the requirements for public notice/input?

- Use technology
- Emails
- Website
- Social Media
- Agenda-Deadlines
- Form workgroups-One-Stop, Teachers, CSEA
- Focus group around 7 areas
- Website, Consortium/District & post notices, advisory committees
- Websites
- Public meetings
- Advisory meetings
- Surveys
- Notices on website
- Maintain email lists of those interested & send out meeting notices

Q4: How are you communicating with your K-12 District leadership (Superintendent and Board of Education) regarding the work of the consortium i.e. local plan, governance, continued funding and data collection?

- Invitation to events
- Coordinating council
- Reporting at board meetings
- Reports to school boards

Q5: How are the K-12 Adult Schools in your region communicating amongst themselves and working towards greater congruence of programs/services across the region?

- Consortia wide work for pathways
- SD County, all five consortia meet monthly
- Don't forget to partner with state prison system (11 in SoCal)
- Include counselors in information regarding: services offered so that they are able to refer students appropriately
- Conferences with all stakeholders
- Some groups already meeting monthly, this information is incorporated
- Share out at monthly meetings: What's new? What's challenging?
- Have tentative agreement with shared data collection, programs to use, etc.
- ESL workgroup (4 Ad Ed) share curriculum working on CCR

- Career Cruising-shared with all members online program-available resources (Spanish & English)
- Conferences
- Events
- Webinars
- Frequent (monthly) meetings
- Open meetings
- Chair/pointy person meetings
- Workgroup meetings
- Larger involvement stakeholders in meetings
- We meet informally, go out to other districts that don't show, meet frequently to discuss plans, etc.
- Point persons mtgs
- Executive team mtgs
- Quarterly newsletter
- Advisory committee
- Strategy proposal workgroup
- Project coordinator mtgs
- Consortium retreats
- Consortium summits

Q6: How does your consortium's governance structure impact its fiscal process and vice-versa?

- One agency went from fiscal agent to direct funding
- Pass through funding
- Problems in larger districts
- Co-chair for communication
- Major discussions
- Members discuss-present ideas
- Governing Board votes on issues
- Adult Ed reps are THE BOARD, Ad Ed 2 votes/1 for CC
- Small consortia
- Pasadena---equitable
- Rio---75% to CC
- SC---50/50\$
- Citrus College---40/60%
- College district as fiscal agent
- Direct funding
- Consensus
- One vote per member
- Delay in distribution

Q7: How is the AEBG Office supporting your work? What kind of services or improved services would you like to see from the AEBG Office?

- CDE needs to update their website so that when we look for information, we are not getting incorrect information
- Great support
- Issues with the portal
- Carmen: please slow down
- Need to be more succinct re: measurable outcomes---what do we align to? "It looks as if we're going to be audited"
- Emails and phone calls are answered quickly
- Friday webinars are helpful
- Get things out & not make so many changes
- FAQ from webinars when questions are asked (some don't get answered)
- Response time can be good, but answers not always consistent

Fiscal/Funding/Allocations

Q1: Do you have carry-over funds from 2015-2016 and how are they being handled?

- Yes!
- Carry over: spend it first to cover STRS/PERS

Q2: How was the decision about having a local fiscal agent or not, handled for your consortium?

- Vote
- Vote and move on

Q3: Do you have any concerns about the amount and distribution of funds thus far?

- Frustrations about additional dollars to CCD that we haven't been able to discuss at consortium level
- CCD not spending their consortium dollars but we will need to start removing programs if we don't get more funding

Q4: What has been your communication regarding this issue with your K-12 District leadership?

- .
- .

Q5: What was the process for determining how funds are distributed amongst members?

- 16-17 allocations at percentage of 15-16 allocations
- Funding based on zip code regions most in need

Q6: How will you work with other members of your consortium to ensure each member is accountable for their agreed on expenditures and objectives in the annual plan?

- Monthly invoicing (!)---expenditure reports
- Quarterly expenditure reports

- Consortium closing books on May 31st (dates changed)

Q7: How are consortium common costs being addressed and managed?

- Pulled off the top
- Program manager hired by fiscal agent only?
- Website management
- Professional development
- Facilitator
- Extra-hourly (salaries)
- Bridge program (pilot)
- Conference attendance
- Consortium-wide expenditures are board approved

Q8: Are funded activities directly related to producing AEBG outcomes and increased levels of service?

- Better preparing ESL students for entry to CTE
- Improving counseling services

Discussion re: a population and a program area (Adults with Disabilities)

Data Collection/Accountability

Q1: How has your consortium addressed the data collection requirements? What specific steps have been taken?

- Wait and see
- Everyone doing CASAS (WIOA)
- Hiring data collection person for consortium
- Strategy Proposal Worksheet
- Every district puts in own data
- Hire data coordinator
- ASAP
- “Mothership” Report
- CASAS Reports
- Hire data collection personnel
- Determining what needs to be collected?
- Generating a data warehouse
- Shared expenses for system
- Final Fields---CASAS/common collection
- Data Collection TBD by Consortia
- Hot topic in discussion
- ***Could or should use “sampling’ at state level**
- Agree easier to sue what existing WIOA agencies use---but issues remain with non-WIOA agencies
- CASAS---TOPSPRO-demographics, attendance reporting

Q2: What challenges do you see related to:

- **Agreeing on common language for data collection purposes**
- **Collecting data at school level**
- **Consolidating data at consortium level**
- **Using data for decision making?**
- We don't ask for SS#
- How does Learning Plan/Student information follow students to CCD?
- Common language
- Different management systems---currently meeting to discuss challenges
- Common language/common definition
- Need a "Data Dictionary"
- Vendors will (or hopefully will) do it to get our business
- Common data entry---reporting site
- Developing ISP's and sharing between K-12 & CC
- Development of a state-wide data entry system to facilitate sharing of data and ISP's between K-12 and CC
- School level-follow up is difficult, Consortium level of data-difficult, MOU?? between member for data collection
- Challenges-student systems

Q3: What are your thoughts about the specific data elements?

- Job placement #'s is difficult
- Collection of SS# is hard
- Collection will be difficult, self reporting, e.g. → increased wages
- Data Elements
 - SSN
 - Citizenship

Q4: How does your consortium's plan and/or Governance structure support member accountability?

- Monthly progress reports/meetings---open meetings→reporting out
- Hold each other accountable per governance agreement
- Accountability?

Q5: What are ideas to collect and report common data that meet AEBG requirements and work for all consortia stakeholders?

- Still in talking stage
- West Ed: Launch Board

Q6: Are you aware that your consortium will be getting additional funds for data and accountability? What are the plans for their use?

- Asd
- Asd