

CCAЕ/CAЕAA Regional Meetings Feedback
Northern California Meeting – Thursday, January 26, 2017
Southern California Meeting – Wednesday, February 1, 2017

Members from the following consortia and/or agencies were in attendance:

ACCELL San Mateo County Consortium
Capital Adult Education Regional Consortium (CAERC)
Cabrillo
Chabot-Las Positas/Mid-Alameda County Consortium
Contra Costa County
Delta Sierra Regional Alliance (San Joaquin Delta)
Education to Career Network
Gateway Adult Education Network SCV
Los Angeles Regional Adult Education Consortium (LARAEC)
Los Rios Community College District
MetroED
Monterey Peninsula CCD Consortium
Mt. San Antonio Regional Consortium for Adult Education
Mountain View Los Altos
North Alameda County Consortium
North Santa Clara County Student XXX
PAACE Cerritos College
Pasadena Area Consortium
Rio Hondo Region Adult Education Consortium
San Bernardino Community College Consortium
Salinas Valley Adult Education
Sierra Joint Consortium
Solano
Soledad
South Bay Adult Education Consortium/Southwestern
South Bay Consortium for Adult Education
South Orange County Regional Consortium (SOCRC)
South Alameda County Consortium (Ohlone CCD)
South Bay Adult Education Consortium (El Camino)
Tri-Valley Regional Occupational Program
West End Corridor/Chaffey Regional Adult Education Consortium

Many thanks to the several volunteer note-takers who helped us gather this information!

SPENDING

1. Did your consortium spend all 15-16 consortium allocations by December 31st? If not, how is your consortium planning to spend those unspent funds by June 30th, 2017?

- Yes, several member districts reported they spent their allocations by December 31st.
- In some consortia, dollars are allocated, but not spent (anywhere from \$700,000 to \$10.4 million).
- There was carryover for some member districts due to delay in receipt of funds, but member districts spent their entire allocations.
- Some are saving dollars for a 'rainy day'.
- Out of loop for specific fiscal decisions but making progress in student programs.
- Building career center, capital project like a career center, have more equipment, like welding/CAD class. Allocate money to a new member JPA that serves some of the students that serve students at the adult school. Move money from allocation into the data plan.

2. Which members are struggling to spend their consortium allocations? K-12 amount unspent? College amount unspent?

- District split between two consortia. Out of loop for specific fiscal decisions but making progress in student programs. Not hiring new teachers/new classes. Issue with student waiting list. Being split creates additional challenges.
- MOE for school district a problem as district is close to overspending. Doing teacher pay raises. Benefits/etc. have increased costs. Had to cut hours as adult school by 5%. School district has spent all/most of money but community college has not spent all.
- Other districts fine they too have spent most of their money but the community colleges in their consortia are a little behind.
- Some K12's have LCFF that may be unspent.
- Description of AEBG as a "GRANT" has bogged down money process.
- Issues with neighbor consortia as there is a lot of "overlap" with districts.
- Some districts are "free agents" without any adult school services. Issue with some districts bowing out but having residents using services at neighboring community colleges/school districts.
- AEBG is comparatively small so that causes delays with community colleges.

3. Did K-12 members spend all of their 15-16 MOE dollars?

- Time frames prevent from implementing, we usually plan well ahead of time and state deadlines change and go out quick with quick deadlines. Not having enough students in a class. There are not enough completers. Revolving doors, open entry/exit students come and go quick, so our retention is slow.
- Larger member districts have struggled, especially community colleges.
- Some elected to spend consortium allocation first and carryover 15-16 MOE
- Some used 15-16 consortium dollars to back fill.
- Concern: Need reserve in case funding level falls.

- Anyone charging 16-17 expenses to 15-16 dollars---yes. It's a 'catch up' strategy.
- Some CCDs holding AEBG funds because they don't know what AEBG programs 'look like.'
- Community colleges ramping up throughout the state (?) to be able to spend.
- If CCDs don't already have a non-credit program, they are having to 'build up' the non-credit side.

4. What are challenges to spending all 15-16 consortium allocations?

- More dollars needed.
- Internal issues with Superintendent and funding. Community College was slow in hiring and building the pathways for adult schools.
- Continue to build transitions, produce outcomes.
- Delayed Funds: Delays in receipt and distribution of funds made it difficult for member districts to spend funds within the 15-16 school year.
- Fiscal Structure/Distribution Model: It took time to determine an equitable and efficient fiscal structure and funding distribution model (e.g., fiscal agent vs. direct funding, district-specific funding protocols/requirements).
- Hiring/Finding Qualified Teachers: Member districts have allocated funds for new instructors but struggled to fill those positions—especially in CTE, where candidates have more lucrative opportunities in the private sector.
- Credentialing: Hiring on a large scale creates challenges in regards to finding and processing new teachers, particularly in regards to credential requirements (e.g., requirements for AE vs. requirements for CC, CTC requirements for ESL).
- Spending Challenges:
 - Creating funding structure
 - Hiring/finding qualified teachers
 - Credential requirements
 - Finding CTE teachers
- Challenges:
 - Hiring people because of the "grant" wording on the AEBGrant.
 - Now districts are using more of the funding from AEBG to indirect costs, rather than when it was MOE, went directly to the program. Now agencies are using 5-6% Indirect costs for the AEBG funds, so some schools are taking out \$800,000 that could be used in the classroom for Direct Cost.
- Shared governance and hiring freezes.
- Unique situation with adult school where they were part of one consortium but are now being managed by another.
- Starting adult education from square one.....one district hasn't had adult education for many years. "Scrambling to set up ESL, computer courses, HS dropout classes, etc. Also getting up and running in TE/eT. Another district with similar issue needing to provide services to outlying rural areas---difficult to make progress.
- District Office withholds funds for AEBG (and other areas). Causes more "scrambling" at schools to fill seasonal class offerings, fill staff positions, etc. Faulty tenure has also

created fiscal challenges. Started using a “contract” system which has worked much better. Once tenure was created though, there are persisting issues which will continue over time.

- Board used to be an issue but at least four board members are voting in favor of adult education now.....so improvement since 2012.
- WIOA/ELC funds have really helped district plug away fiscally. 2008-2009 issue hit district hard. WIOA has enabled district to avoid major difficulties.
- First year of AEBG, cooperation was a problem.....voting structure was a big conflict. Since early 2015 relationships have improved. Community college has given up its “fight” so fiscal conflicts have subsided.
- Community College issue is that we are serving similar students but ‘not exactly the same.’ Overall consortium has “improved’ the overall issue but not “fixed” it.
- Community College troubles implementing new programs because of Academic Senate/etc. others have similar troubles is Community Colleges and time line to get things initiated.

5. Are you considering voting to reallocate funds for 2017-18 (see Ed. Code 84914(b)(1))? If so, how will you determine reallocation amounts?

- Difficult conversations to have and difficult situation---Trust is key.
- Very difficult conversations within the consortium with the community college not spending any dollars. The adult schools are looking at dollar efficiency, but understand the difficult conversations this will bring up. We are working on an efficiency scorecard which measures dollars to student outcomes.
- Repurpose/reallocate the dollars: How can we help students to get to you? (A question that K12 can ask community colleges)
- Leadership from all sides must be involved to avoid roadblocks.
- Most effective vs. ineffective (use positive language as opposed to negative).
- No conversations yet, but the need is there for additional money (student waitlists).
- This has been a learning process between AE and CC systems in regards to data and accountability, but no formal discussions have taken place with regards to measure of effectiveness and reallocation.
- There is accountability by seeing the results and meeting monthly, that way there are no “surprises” if there needs to be reallocations, because the text of ineffective programs is understood---that came from AEBG.
- Some agencies want to renegotiate for more funds, some agencies don’t want to give up money, they want more themselves. The community college has not been a “money grabber” and some might even give it back. The schools/agencies might be hesitant to give up money for other programs that are more effective.
- The community college is really not using the AEBG funds. Have an MOU in place to provide noncredit college courses for ESL at local adult schools.
- Some have not gotten to the discussion yet. CC’s not willing to pre/post test so they are willing to give back funds to K12.

- Some not using funds for teachers but services---How are they going to show outcomes? Governance plan needs to cover it.....
- One problem with reallocation is multiple districts charging indirect costs on the same pot of money.
- The important thing is that all of the 15-16 funds get spent by June 30th.
- Lots of community colleges haven't spent their money, but there are K12 districts too.

6. Does your Governance address member responsibility/effectiveness? If not, what are your Consortium's plans to address this?

- The Governance/Accountability policy is somewhat open ended, so there is some flexibility to partnering with other agencies that provide services, refer students over, etc.
- Governance plan does not have any provisions, but meet monthly to provide transparency, inform people how money is spent. There will be a retreat to plan ahead for next school year. Having transparency is key, having data to back up what is said, helps with the transparency. Having direct communication with students and staff is also important for transparency, posting agendas, using social media and flyers.
- No formal discussions nor do governance plans address the issue of measures of effectiveness.
- Based on informal feedback, the following are two indicators that should be considered as part of any evaluation of member district effectiveness:
 - *Level of participation/non-participation of member districts regarding regional plan implementation and consortium activities.
 - *Proportion of spent/unspent funds.
- Most governance plans do not address responsibility and effectiveness. Ineffective Programs – Very difficult conversations. One agency is attempting to build a Scorecard around student outcomes and dollars spent to measure how much spent to achieve an outcome.
Steve/Adriana – We need CAEAA & CCAE to build a fiscal Scorecard. This should measure dollars to student outcomes. How much money is being spent to accomplish student outcomes? This will place all of us on a similar playing field in which Best Practices could be identified.

NEW AND UNMET NEEDS

1. What are unmet and or new needs in your region? How is your Consortium addressing these?

- Consortium plan implementation requires direct site-level support. Considering hiring AEBG Advisors at all school sites to support consortium activities and monitor pilot projects.
- Would like to expand CTE offerings to strengthen CTE pathways to entry-level positions in growing and high-need industries (e.g., CNA, Pharmacy Tech).
- Issues like ESL, immigrant immersion, etc. are huge in our area and mostly completely unmet.

- New school site to help students attain GED/HSD
- Had some professional development days that have been successful.

2. Where is collaboration happening and where is it not happening?

- Subject matter Expert workgroups have made great progress in the areas of ESL, ABE, ASE, CTE, and Counseling. We have dramatically increased collaboration with the local government, WIOA partners (workforce development boards, WorkSource/YouthSource), and government services agencies (EDD).
- Collaboration between AE and CC is growing and deepening.
- Outreach to recently released inmates via CBO.
- College bridge Day (consortium pays for the transportation---how to show outcomes? CC ID#?)
- Joint professional development events (one-day conferences).
- Finding how to work together. Have a planned retreat to iron out any issues so they don't come up to any last minute surprises at meetings. Educating the people in the meetings is important (boards).
- Small groups that are tight knit work well.
- Working with the community college is new, but seems to be smooth.
- Collaboration happened more during the initial roll out of AEBG, good meetings and events (prior to FY1 of AEBG). Since that, with all deliverables, it is harder to have collaboration since we have so many deadlines/WIOA application, etc.
- Need credit faculty in meetings/collaboration from the community college.
- Collaboration with HomeBoys, out of prison paroles provide GED, ASE classes.
- Having Professional Developments with partners is key! Members of the consortium present and share best practices, collaborative PD.
- Having workgroups is good too.
- The larger you are (schools get funding) the harder local boards (college boards) to have proportional votes, and working with different budgets in each district is hard.
- Not all the right stakeholders were at the table. Would make conversation change if the correct stakeholders were present for conversations on budgets, staffing, etc.
- Define what completion level is, that a student can then transition to another level, have an articulation agreement.
- Community college involvement is limited, but progress is being made as the CC system learns about and adapts to the consortium process. Also, business partnerships should be deepened to help strengthen CTE pathways and ensure that students move toward employment.

3. Who is your consortium adapted to the WIOA performance measures for ASE, ABE, and ESL?

- Non-WIOA member districts are using one-time data and accountability funds to develop a WIOA-aligned system (i.e., to purchase WIOA assessment materials and data accountability tools).

- All K-12 member districts are aligned with WIOA performance measures for ASE, ABE, and ESL. Those CC that are not WIOA aligned are moving toward alignment.
- Get all members standardized to use CASAS, ASAP, and vendors like Aztec software. Colleges not using CASAS since they are not using funds from AEBG.
- Consortium uses a transition specialist to help transition students from adult class to college.
- Create a universal ID number for student (planning stage) for regional use.
- Having a “universal ID” number
- We already use CASAS and TE so this transition has been easy for us. Those using other data systems have historically had problems, but with AEBG they have worked harder to ensure the systems interface correctly.
- Timeline to spend account funds has been more challenging. Looking at creating system to enable more student level interface with agency data systems.
- Started getting on TE ahead of state mandate. CC uses CASAS & TE also so that made it an easy decision for us. Some issues with getting teachers on board – they have embraced it but had trouble learning the process. Working on transition from paper testing to eTests.
- Another agency also uses Aeries but right now are not working on import/export.
- Need new system, or more info in TE or other system, that includes student transcripts – need to record grade, enrollment date, graduation date.
- Differences between who is WIOA II and who is not.
- We have small K-12 who is not WIOA II, and CC also not WIOA II so not as easy for us. CC CAI also raises some concerns from them.
- Consortium is developing the “eISP” plan to identify student IDs, make them unique, provide counseling resources, etc.
- Yes counseling services is an issue where we need more capability. We have worked on a system internally to better track this.
- Our AEBG consortium is applying for the WIOA II RFA as a consortium.

4. Did you report enrollments and expenditures in the areas of: “Adults Involved to Support School-aged Children” and “Older Adults Entering the Workforce” per AEBG legislation? How are you measuring outcomes?

- If parents complete the class it’s an outcome.....Look at test scores of kids
- Older adults in a program vs. only CTE over 55 and if they get a job. We definitely need definitions of these two categories.....
- Parent participation preschools paid for with LCFF funds.
- One district using AEBG funds to cover Parent Participation.

DATA AND ACCOUNTABILITY BUDGET AND WORK PLAN

1. What are your identified strategies? What data systems or processes will you be developing? What will you spend your funding on?

- One agency dropped Community Pro
- Super Region is adopting Community Pro. A problem with TOPSPro communicating with ASAP 3 Community Pro costs about \$500,000 a year.....really a problem since D&A money is a onetime thing.....
- One consortium will invest data and accountability funds toward WIOA-alignment (e.g., assessment materials and data and accountability tools) and toward data collection and analysis (e.g., hiring data and accountability personnel).
- Another consortium is piloting an electronic Individualized Student Plan (eISP), a cloud-based pathways navigation tool with a portal for students (input demographic information, take skills assessments, find program locations, track pathway progress, communicate with counselors, etc.).
- ASAP is used by nearly all schools. No one is looking into a new system.
- Funds will be used for salaries, needed hardware, software and additional Professional Development as needed.
- An additional consortium is setting up an all staff retreat to align similar recording and reporting data strategies in the consortium. In addition, they will examine the data looking for trends and areas for professional development.
- Aligning a staff retreat re: data, reports, etc.
- Hire a demographer for info on needs of the region.
- Hire a data consultant to ensure that all schools have the system in place---issue is non-WIOA student population.
- How to align CASAS with CCD Common Assessment mandate.
- Common assessment initiative is still being worked out, still a year out Fall 2018, phase 1 is Fall 2017.
- Apply for WIOA as a consortium.

2. How have you been involved in the development of your local Workforce Development Board's regional plan? Are you aware of new mandates for the WDB---Adult education to negotiate cost-sharing when collocated in an America's Job Center (One-Stop); WDB's with regions of over 15% English learners must identify specific strategies for their access to WIOA programs and services; ASE and ABE students are identified priority populations for WIOA programs and services?

- Cost sharing...not co-located must share infrastructure costs of job center... can we use Title II to pay Title I??? Some say not but need directions. Sounds as if most WIBS are looking at it as a wash...Consortia need to include WIB staff as partners in their meetings.
- One has been collaborating although admittedly this process started late.
- Worrisome that this was rolled out so late.
- Difficult to get everyone together, but admit that was the whole idea from the beginning.

- Have worked with one stops to start identifying students who do have SSNs and provide services mutually. One stop initially very hesitant to release information but becoming more receptive.
 - Talk about developing “common intake system” but seems like old idea that won’t go very far.
 - Started using math appraisals in addition to reading. Formalizing assessment process has created some improvement.
 - Sometimes standardizing process can reduce the level of quality/rigor.
 - Hired teachers to monitor assessment and deliver sessions that better describe the goals and process, with content tied to WIOA outcomes.
 - If it is regions “of over 15% English language learners” then that pretty much means ALL regions.
 - What does “strategies to access WIOA services” really mean?
 - Each region must work with students to increase their level of access to WIOA programs.
 - One agency works closely and meets regularly with the local OneStop, but they have not developed a close relationship with the county WDB.
 - Another is looking for ways to deepen their relationship with the county WDB. Working closely with WDB through regular collaboration meetings and co-located WIOA Navigators. These initiatives have allowed them to be a full partner in the development of the WDB regional plan. Also, the strength of this relationship allowed them to work together with the city, EDD, and another educational entity to serve over 400 displaced clothing workers as part of coordinated/full service rapid response effort.
 - There are district-level adult educators who are part of the WDB’s board. WDB and county working together to promote adult education centers at OneStops.
 - Some steps are in process with meetings coming up, others not completed yet.
- Questions: OneStop to send an employee to our campus to work with students? Did anyone propose a liaison person to all of the adult schools? Will costs be limited to 5% admin costs or will it fall under 5000 contract services?**