CONSORTIA GOVERNANCE RESEARCH

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Los Angeles Regional Adult Education Consortium

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Introduction

BACKGROUND

As the Los Angeles Regional Adult Education Consortium (LARAEC) began the process of creating the next Three-Year Regional Comprehensive Plan, LARAEC staff was tasked with doing some preliminary research. The LARAEC Executive Team wanted to:

- Evaluate the current governance structure in the consortium
- Have a better understanding of the governance structures of other consortia
- Consider recommendations for the expansion or restructuring of LARAEC.

Staff was tasked with creating a report and presentation to provide a starting point for a deeper discussion at a consortium-wide workshop. The research was conducted in the fall of 2018, and presented to the LARAEC Executive Board November 2, 2018. Funding considerations that were documented as part of this research were compiled in a separate document, *Funding Formula Research*, and presented separately on December 7, 2018. Marketing considerations and recommendations were also compiled in a separate document, *Marketing Plan*, and presented on October 19, 2018.

PROJECT DESIGN

Consortia Selection

For this research, the LARAEC Executive Team wanted to include specific comparison consortia based on the following criteria:

- Size/funding amount - Although there is no consortia in California similar in size to LARAEC, it was recommended that research begin with the top 10 consortia by total AEP funding.
- Demographics - LARAEC also wanted to include consortia that were demographically similar. Criteria considered were urban/suburban areas where the AEP Fact Sheet data showed similar percentages of Limited English Speaking Ability and No High School Diploma or Equivalency.
- Recommendation- Additional consortia recommendations by LARAEC leadership were based on prior knowledge and interactions through AEP field team work, and interest in specific consortia elements.

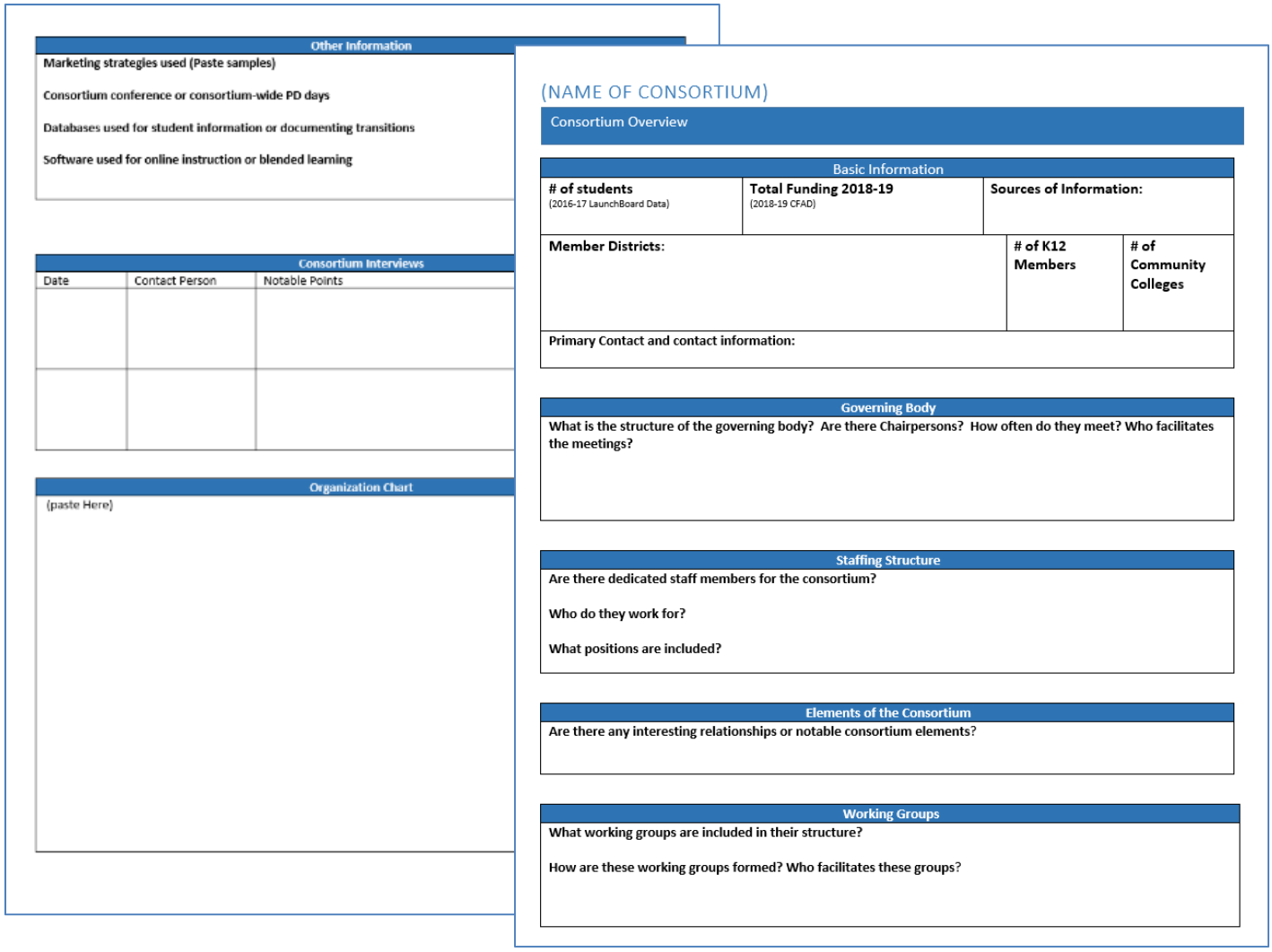
Based on the above criteria, the following consortia were selected:

Size	Demographics	Recommendation
Los Angeles Regional AEC	Rancho Santiago AEC	No. Orange County Regional CAE
Mt. San Antonio CAE	Tri City AEC	Inland AEC
South Bay CAE (San Jose)	Glendale CCD Regional Consortium	South Bay AEC (Southwestern)
Kern AEBG Consortium	Rio Hondo Regional AEC	Lake Tahoe AEC
Ventura County AEC	Mt San Antonio Regional CAE	San Diego AERC
State Center AEC	Kern AEC	
Contra Costa AEC	State Center AEC	
South Bay AEC		
Rio Hondo AEC		
Partnership for AACE (Cerritos)		
Capital AERC		

Research Plan

The plan for conducting the research included the following strategies.

- Review the regional plan and governance document for each identified consortium. These documents are posted on the AEP website.
- Write a short report on specific elements of each consortium
- Provide demographic data of each consortium
- Conduct interviews of consortium directors or representatives from at least 3 consortia
    - Clarify governance structure (and office structure if appropriate)
    - Inquire about strengths and weaknesses of their model
    - Inquire about what changes they are making or would like to make in their structure.
    - Ask to speculate about how satisfied consortium members are with their current structure
    - Ask to speculate about how effective the consortium has been in facilitating collaboration among members and fulfilling on the intent of AEBG.
    - Ask to highlight any challenges with regard to communication and facilitation of activities among member-districts.
    - Ask about how funding decisions are made? Is there a formula? How is new money allocated? Are there any changes in development?
- It was recommended that staff researchers attend regional meetings from several consortia to a get a sense of how they operate, connect with representatives, and get a first-hand sense of how decisions are made.



Other Information
Marketing strategies used (Paste samples)
Consortium conference or consortium-wide PD days
Databases used for student information or documenting transitions
Software used for online instruction or blended learning

Consortium Interviews		
Date	Contact Person	Notable Points

Organization Chart
(paste Here)

(NAME OF CONSORTIUM)

Consortium Overview

Basic Information			
# of students (2016-17 LaunchBoard Data)	**Total Funding 2018-19** (2018-19 CFAD)	**Sources of Information:**	
Member Districts:		**# of K12 Members**	**# of Community Colleges**
Primary Contact and contact information:			

Governing Body
What is the structure of the governing body? Are there Chairpersons? How often do they meet? Who facilitates the meetings?

Staffing Structure
Are there dedicated staff members for the consortium?
Who do they work for?
What positions are included?

Elements of the Consortium
Are there any interesting relationships or notable consortium elements?

Working Groups
What working groups are included in their structure?
How are these working groups formed? Who facilitates these groups?

INCLUSIONS and LIMITATIONS

Design Challenges

Consortium Visits: The LARAEC staff were given 2 months to complete the research project. The timeline did not allow for visits to each consortia's regional meetings. Staff were able to attend 1 board meeting and 1 conference of outside consortia. When time permits, it would benefit staff to continue visits to outside consortia for research, collaboration, and networking.

Perspective: The decision was made to reach out to consortium directors/coordinators to conduct interviews. In most cases, the research is limited to the one contact person in each region. Most of the people interviewed were quite candid in their interview sharing aspects of their program which are working, as well as those that are not working as well as they would like. In most cases, the interviewee seemed to provide a global view of the consortium's workings. In the future, perhaps a statewide survey of representatives from each member-district would yield a broader perspective.

Use of Data: The original plan included a 3-4 page summary of each consortium's interview, including anecdotal information. Some interviewees had concerns about sharing candid information to a wide audience in that format. There was a concern that some information may be used out of context or inappropriately, rather than used as a vehicle for sharing ideas and strategies with other consortia leadership. It was decided that individual reports would be removed and information would be conveyed in aggregate format.

Outcomes

Interviews: All identified consortium directors were sent an introduction email, a list of questions, and a request for interview. Some directors chose to provide email responses, while others wanted to discuss items in a phone interview. Some directors did not respond to several attempts, and for some consortia a director/manager could not be identified. Altogether, 8 consortia were interviewed directly. For consortia that could not be reached, web research provided the bulk of information. The questions from the research plan were discussed, however as new topics came up in the interviews, new questions were added. Overall, the interviews proved valuable. Structures outlined in original AEBG plans had often morphed into something more practical for the region.

Web-based Research: The AEP website provided a starting point for documentation about each consortia, with regional websites providing a mixed bag of additional information. In most cases, the AEP website had the original AEBG plan for each consortia, along with their current year plan, governance document, and CFAD. AEP Fact sheets and LaunchBoard provide demographic information for each region. Although most regions had a consortium website, some were more utilized than others. Some consortia had up-to-date agendas, minutes, articles, pictures, and links. Other consortia had not posted new content in several years. The updated websites provided more detailed information about program changes over the last four years, including status of projects, outlined new pilots, and extent of collaboration between member-districts.

ACKNOWLEDGEMENTS

The research and report was completed by:

Michele Stiehl – LAREAC AEP Advisor
Justin Gorence – LARAEC AEP Advisor

The Los Angeles Regional Adult Education Consortium would like to thank the following individuals for taking a few hours out of their busy consortia schedule to speak with us. We appreciated the inspiration, candor, and wisdom you brought to the interviews.

Lanzi Asturias – Los Angeles Regional Adult Education Consortium
Emma Diaz – Inland Adult Education Consortium
Christine Gascon - Rancho Santiago Adult Education Consortium
Robert Harper - South Bay Consortium for Adult Education (San Jose)
Lila Manyweather - Mt San Antonio Consortium for Adult Education
Wanda Pyle - Mt San Antonio Consortium for Adult Education
Dr. Alfred Ramirez- Glendale Community College Regional Consortium
Crystal Robinson - South Bay Adult Education Consortium (Southwestern)
Sherri Watkins – State Center Adult Education Consortium
Thatcher Weldon – Kern County Adult Education Consortium
Ryan Whetstone – Mt San Antonio Consortium for Adult Education

The LARAEC Executive Team

Emilio Urioste – Burbank Unified School District
Veronica Montes- Culver City Unified School District
Dr. Robert Miller – Los Angeles Community College District
Joseph Stark – Los Angeles Unified School District
Alice Jacquez – Montebello Unified School District

The LARAEC Point Persons Team

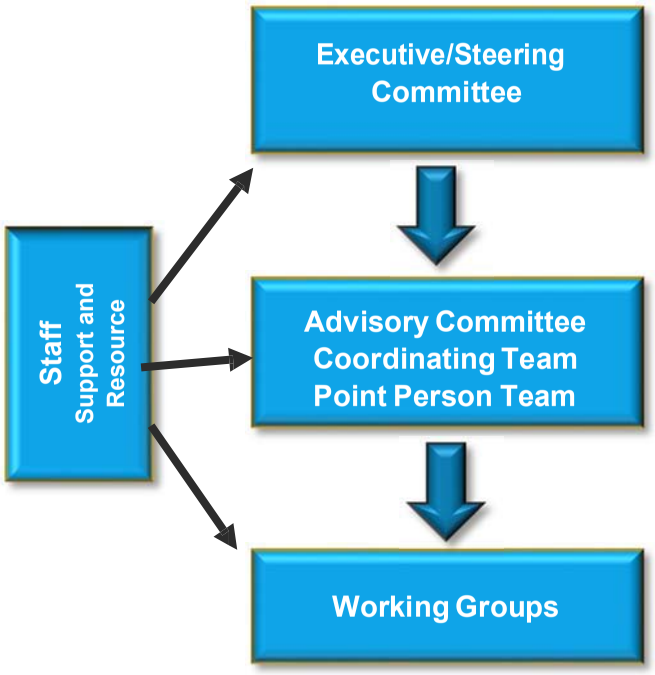
Yanira Chavez - Burbank Unified School District
Elvis Carias - Culver City Unified School District
Dr. Adrienne Ann Mullen - Los Angeles Community College District
Men Le- Los Angeles Unified School District
Phillip Tenorio- Montebello Unified School District

TIERED GOVERNANCE STRUCTURE

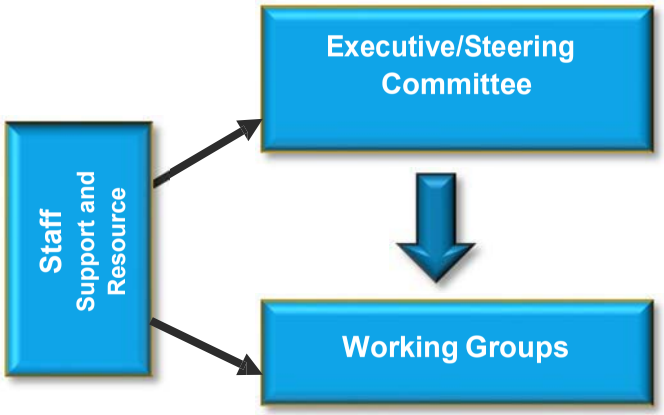
CONSORTIA GOVERNANCE RESEARCH

While each consortium has its own unique combination of committees, staff, workgroups, and management teams, there are some common structural elements in all of the consortia. Some of the consortia also have some common relational elements between groups. The following are a few of the major structures.

3-Tiered Structure



2-Tiered Structure



Although it would seem that larger consortia would utilize the 3-tiered structure, this was not the case. Both small and large consortia can be found with either model. What seemed to distinguish the level of management tiers was the strength and structure of the working groups. Consortia with well-developed and autonomous working groups tended to have direct reporting to the steering committee with some guidance provided by consortium director/manager.

EXECUTIVE LEADERSHIP GROUP

CONSORTIA GOVERNANCE RESEARCH

By mandate, all consortia must have a governing body made up of members officially designated to make decisions on behalf of the member-district. Every voting member must be appointed by the school district governing board and the appointment must be included in the minutes. That said, the logistics of running the consortium meetings are left to the region to determine. Each region was required to file a governance document with the AEBG office to ensure compliance with the Brown Act and outline basic bylaws. Some of the particulars of the executive leadership team are listed below.

Chairs/Co-Chairs Lead the Meetings	Project Director Facilitates Meetings	Outside Professional Facilitator
4 of the consortia researched have selected chairs or co-chairs from the board membership to lead the meetings. These chairs may work with the project director to prepare meeting materials. The meetings themselves are facilitated by the chairperson(s). Some consortia ensured 1 chair from USDs and 1 from CCDs.	In the majority of consortia, the project director facilitates the regular meetings of the board. While not a voting member, the program director coordinates with board members, prepares the agenda, prepares meeting materials, and manages the meeting.	3 consortia researched used an outside facilitator to run regular meetings. It is unclear whether this is done for equity of representation or to simply outsource work. LARAEC has used outside facilitators navigate sensitive topics surrounding funding and plan creation.

One Member=One Vote	Weighted Votes	Consensus	Other Voting Members
In the majority of the consortia researched, each member district in the consortia has one equal vote.	4 of the consortia researched utilized a weighted voting method. Larger consortium members were given more than one vote on the board. Some voting was based on number of primary campuses.	2 consortia researched selected a consensus model. In these consortia, no decisions are made unless all agree. If members disagree, further communication is needed.	A couple of consortia have included additional voting members in decision-making. Some have included external partners such as law enforcement, community organizations, students, bargaining unit members, and workgroup representatives. Some of these members are ex officio and others are made official.

Monthly Board Meetings	Quarterly Meetings
The majority of the consortia conduct monthly board meetings	A few consortia have quarterly meetings for the full board membership. However, in these cases, there was a subordinate committee with representatives that meet monthly or more often to facilitate the work of the consortium.

Brown Act Compliance

While AEP requires Brown Act compliance, consortia are at varying levels of Brown Act Compliance.

Notable Practices:

1. Some consortia have fully agendized and posted meetings with easily accessible minutes, recordings, and board packets.
2. Some advisor groups are treated as open public meetings (agendized, noticed, and reported)
3. Some workgroups are agendized, noticed, and reported.

Primary Issues:

1. Closed sessions not documented, agendized, or reported.
2. Public Comment not on agenda or minutes
3. Agenda and minutes not posted in website
4. Remote participation not managed consistent with Brown Act
5. Meeting documents not up to date on websites.

ADVISORY, MIDDLE MANAGEMENT GROUPS AND ANCILLARY GROUPS

CONSORTIA GOVERNANCE RESEARCH

A few of the consortia have a middle management group between the steering committee and the workgroups/faculty groups. These management teams play an advisory role in coordinating efforts among districts, the various workgroups, and driving the implementation of the annual plan. Here are some configurations of middle management groups.

Example- Point Person Team	Example- Advisory Committee	Example Board Vs. Executive Committee
Works under Executive Board 1. One representative from each district 2. Weekly Meeting 3. Manage implementation of Annual Plan 4. Facilitated by Project Director 5. Staff on hand as needed	Works under Director's Council 1. 6 Reps each from big districts 2. 2 Reps from small district 3. Bi-monthly/Monthly Meeting 4. Coordinates efforts of workgroups and annual plan implementation 5. Facilitated by Project Director	1. The AEP board is the larger group with all member-districts represented. This body makes recommendations. 2. The Executive Committee is the voting body. Each sub-region has 1 vote, the HSD has 3 votes, the CCD has a vote, and the county superintendent has a vote.

A few consortia included other ancillary groups as part of the organization structure.

Consultation Council	Partners	Super Region Meetings	Sub Regions
South Bay – San Jose consortium hosts a Consultation Council. This group includes bargaining unit representatives from classified and certificated groups, and academic senate representatives from each college. This group meets independently and also has representatives that sit on the steering committee as ex officio members.	Some consortium-members are in close proximity to and may transition students to colleges in separate consortia. These districts often serve as partners in more than one consortia. They may have standing, funding, and voting rights in multiple consortia. Additional partners may include county offices of ed, Sheriff's Dept., workforce development programs, and related JPAs.	The 5 San Diego area consortia have formal process for collaboration through their super regional meetings. Other consortia interact in a less formal structure of meetings at conferences and hosting informal gatherings to share ideas. Consortia that share students or feeder districts tend to meet periodically.	State Center and Kern consortia both cover wide geographic areas that have very different needs and populations. They break their consortia into sub regions. These sub regions create connections with the local colleges and coordinate marketing efforts. They can also deal with local issues like transportation and regional employment sectors.

CONSORTIUM STAFFING

CONSORTIA GOVERNANCE RESEARCH

Each consortium varies wildly on the structure of support and staffing. It is difficult to quantify the number of staff for each consortium because of variances in funding sources, funding priorities, placement of staff, and support needed by each member-district. Web research provides basic structure, however interviewing provides more clarity on actual staffing.

CONSORTIUM	SOURCE	CONSORTIUM-BASED STAFF	SITE-BASED/MEMBER-DISTRICT STAFF	OTHER
LOS ANGELES REGIONAL AEC	Interview	1 Project Director 2 certificated advisors 1 fiscal analyst 1 secretary	5 point people (part-time representatives that support implementation of annual plan activities) 2 full time LAUSD AEBG advisors	Subject-matter expert workgroup members
MT SAC	Interview	1 Director, 1 certificated data advisor 1 certificated coordinator 1 classified admin assistant		Workgroup members
SOUTH BAY – SAN JOSE	Interview	1 Executive Director	9 certificated Transitions Specialists – one per school (See appendix for job description) 1 Financial Analyst at CCD	1 Full-time AWD Coordinator (paid by one district) Co-Chairs for each workgroup ($1000 stipend) Workgroup members
KERN	Web	1 Director (Unknown if other staff) And access to community college clerical	(Unknown)	Sub-regional workgroups
VENTURA	Web	1 Project Director, 1 Admin Asst., 1 Fiscal Agent (Unknown of other staff)	(Unknown)	(Unknown)
STATE CENTER	Interview	1 Executive Director, 1 Regional Coordinator (Data), 1 Regional Transitions Counselor, 2 Transitions Specialists, 2 Data Specialists, 1 Admin Asst.		Sub-Regional Workgroup members School Site Data Staff
CONTRA COSTA	Web	1 Consortium Manager, 1 Fiscal Agent, Transition Specialist (Unknown if other staff)	(Unknown)	Workgroup members Outside Facilitator
SOUTH BAY – SOUTHWESTERN	Interview	1 Project Director, 1 Admin. Asst.	3 half-time project Coordinators (one hired by each district)	Advisory Committee and Workgroup members
RIO HONDO	Web	1 Project Specialist, 1 Fiscal Agent (Unknown if other staff)	(Unknown if other staff)	Coordinating Council and Workgroup members
PARTNERSHIP (CERRITOS)	Web	(Unknown if staff)	(Unknown if other staff)	(Unknown if other staff)

CAPITAL	Web	1 Director, 1 Coordinator, 1 Project Specialist- Financial, 1 Admin Assistant	(Unknown if other staff)	Workgroup members
NORTH ORANGE COUNTY	Web	1 Director, 1 Fiscal Agent (Unknown if other staff)	(Unknown if other staff)	(Unknown if other staff)
INLAND (SAN BERNARDINO)	Interview	1 Director, 1 Counselor, 1 Transition Specialist (Unknown if other staff)	(Unknown if other staff)	(Unknown if other staff)
LAKE TAHOE	Web	1 Director, 1 Tourism Industry Coordinator, 2 Transition Navigators (Unknown if other staff)	(Unknown if other staff)	Professional Facilitation
SAN DIEGO	Web	The director is the VP of Instructional Services for San Diego Continuing Education (part of CCD) (Unknown if other staff)	(Unknown if other staff)	(Unknown if other staff)
RANCHO SANTIAGO	Interview	1 Executive Director	9 Full-Time college faculty 1 Full-time TOSA	Workgroup members 3 faculty funded by Coast Consortium
TRI CITY	Web	1 Project Manager, 1 College Success Navigator (Unknown if other staff)	(Unknown if other staff)	(Unknown if other staff)
GLENDALE	Email Interview	1 Consortium Director	1 Workforce Board Employee as the Consortium Coordinator	Workgroup members

WORKGROUPS, TASK FORCES, AND SUBJECT MATTER EXPERTS

CONSORTIA GOVERNANCE RESEARCH

Each consortium has its own approach to working groups, task forces, or subject matter expert committees. How those groups are formulated, managed, and given task varies greatly. Implementation and utilization of work products also varies greatly.

PROGRAM AREA

Workgroups are formed by AEP program areas. Many consortia found these groups to be useful when drafting 3 year plans and evaluating annual plans. However, they were less useful as ongoing groups. Unless there was a specific project requested, some consortia put these groups on hold until the next planning cycle. One consortium switched these groups to "networking" groups with targeted PD.

Ex: Most consortia to start

3 YEAR PLAN FOCUS AREAS

Workgroups are formed by AEP annual plan and 3 year plan focus areas. These groups deal with AEP goals across all program areas. Groups are heterogeneous in nature. The workgroups tend to have specific goals, timelines, and outcomes.

Ex: South Bay Southwestern

SUB-REGIONAL WORKGROUPS

Workgroups are formed based on geography and proximity to other member-districts. Groups address issues specific to the needs of students in that area, e.g. transportation, transitions to specific colleges, and marketing.

Ex: State Center and Kern

GENERAL COMMENTS

Based on interviews, the strongest workgroups tended to have:

- Chairpersons (often from the membership)
- Clear purpose, outcomes, and projects
- Timelines for deliverables
- Work related to annual and 3 year plans
- Work supported and valued by consortium members
- Regular reporting to consortium board
- Field –level personal engaged
- Sharing of projects and progress with the rest of the consortium.

Creative Workgroups:
Marketing and Outreach, Transition Specialists, Data and Accountability, Curriculum, Professional Development, Math Networking, English Networking, Assessment, Hospitality and Tourism Trades, Adults with Disabilities, Immigrant Integration Metrics, Connections and Leveraging Funds, and Annual Plan.

ONE BIG GROUP

Workgroup is formed based on availability of staff to participate. Some consortia are small and do not have the resources to fill multiple groups. These groups tend to be heterogeneous and focus on many projects.

Ex: Rancho Santiago

NETWORKING GROUPS

Networking groups are formed based on sharing ideas, best practices, and professional development. These groups are less about implementation and more about sharing innovations, building consortium culture, creating relationships, and engaging faculty.

Ex: Capital

PRIORITY PROJECT AREAS

Workgroups are formed based on priority projects identified by faculty, administrators, and students. (see appendix for examples)

Ex: South Bay –San Jose

MARKETING, WEBSITES, AND SOCIAL MEDIA

CONSORTIA GOVERNANCE RESEARCH

Each consortium has its own approach to marketing. Some consortia have made marketing a priority for their region while others have left marketing to individual districts. Some strategies include: marketing the consortium as an entity or contact point, branding programs within the consortium, or marketing individual schools. LARAEC compiled the marketing research and recommendations into a more comprehensive separate document, LARAEC Marking Plan, which was presented a discussed in a LARAEC board meeting on October 19, 2018.

CONSORTIUM MARKETING

Some consortia, like Capital Adult Education Regional Consortium, have started consortium-based marketing campaigns. This marketing creates the consortium as a contact point, which then points students to individual programs and school sites.

PROGRAM BRANDING

One consortia we researched, Lake Tahoe, has created a brand for their consortium programs. This branding is not just part of a marketing materials, but is also used throughout the program itself and in its interactions with other student service agencies. . This creates a recognizable brand for anything public facing.

ADVANCE
learn • earn • grow

IMPACT DATA

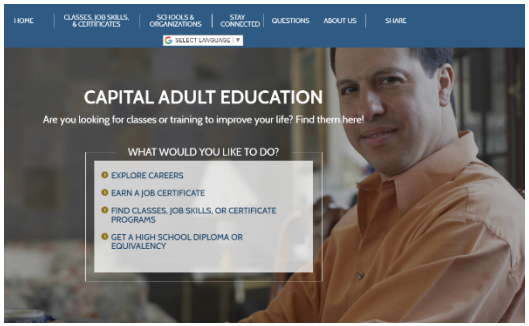
Inland AEC launched a radio campaign targeting English speaking and Spanish-speaking audiences. The consortia spent time identifying ways to measure the impact of their marketing efforts immediately after airing the commercials. This allowed them to allocate future funds to the most effective activities.

Measurement of impact can include items such as:

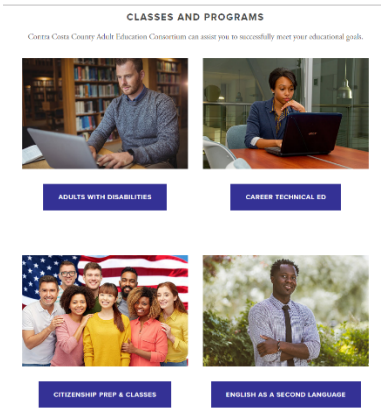
- Increase in web hits,
- Increase in call volume to central number,
- Increase in enrollment

WEBSITES

Most consortium have one website that is designed mainly for the work of the consortium. These often contain meeting information, plans, and PD. They may have school contact information but they are not designed specifically for students. Some consortia have design separate websites for student interface.



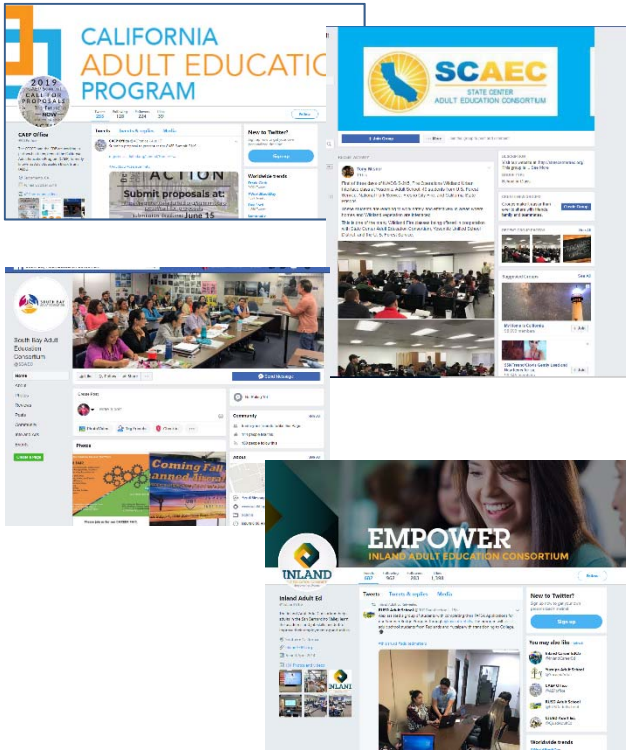
Some have clearly defined information for students with links to schools sites, programs offered, and registration information.



SOCIAL MEDIA

Many consortia have Facebook pages, Twitter accounts, and Instagram accounts. Some are more active than others. Some of the challenges and considerations with social media accounts:

- Needs designated person(s) to provide continuous content.
- To use as marketing, needs to define target audience. Is it for students, teachers, administrators, general public?
- Need a plan and purpose for driving traffic to these pages. How do we get people there and what are people supposed to do there?
- Provide call to action



INTERNAL MARKETING

Another aspect of consortium marketing, especially with larger consortia, is **faculty and staff engagement**. How do we have all consortium members aware of and engaged in the work of the consortium? How do we create a consortium culture, build and promote cross-district collaboration, and promote inter-district networking and program development?

Internal Activities:

- Professional Development
- Consortium meetings, decisions, and plans.
- District course offerings and student referrals
- Sharing best practices and pilots
- External PD and conferences

Types of Marketing:

- Consortium newsletters (also web-based)
- Email blasts
- Conferences and "super-regional" PD days.
- Universal online calendar
- Meeting summaries and updates
- Opportunities to participate in workgroups
- Awards

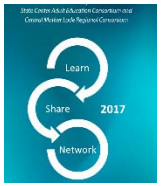
STAFF DEVELOPMENT

CONSORTIA GOVERNANCE RESEARCH

Of the consortia examined as part of this project, PD was handled in a variegated way. Some of the broad categories are listed below.

BIG EVENTS

Several consortia focus staff development activities through central or large events sponsored by the consortium. The specifics of this event may vary depending on the consortium. State Center has teamed up with Strong Workforce on a one-day event, called *Regional Education and Workforce Resource Summit*, to provide networking opportunities and program information. Mount San Antonio hosts a fall conference with staff development presentations and a spring conference focused on the sharing of best practices. Inland hosts a "Super Regional PD Day." Los Angeles puts on an annual conference with 500 attendees from the 5 member-districts and community partners.



PROFESSIONAL ORGANIZATIONS

Most consortia encourage participation in various conferences and staff development offered through outside agencies. Most districts have representatives attend:

- CCAE annual and regional conferences
- CASAS Summer Institute
- ACSA and CAEAA Conferences
- CATESOL
- AIR, OTAN, ASAP, CalPro, CASAS Training
- CAEP Webinars
- CCCAOE Conference and ACCE State Conference

WORKGROUP DIRECTED PD

Some consortia utilize workgroups to generate and direct PD within the consortium. Some consortia have a specific Professional Development workgroup to help develop and recommend training opportunities for consortia members. These workgroups may design specific training to address three-year planning activities and priorities. Others have subject area workgroups and subject-matter experts to design PD based on current interests and needs.

MULTI-OPPORTUNITY APPROACH

Some consortia have created a universal calendars with coordinated staff development opportunities. These calendars may include PD within and outside the consortia. Professional development may also be provided in the form of networking groups that create a forum for sharing and collaborative problem-solving around specific topics of interest.

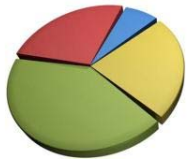
FUNDING AND MEMBER ALLOCATIONS

CONSORTIA GOVERNANCE RESEARCH

Consortium leaders were also asked about how allocations were determined, how decisions were made to fund projects, and what are they looking at for the future in terms of funding formula. The distribution strategies were as varied as consortia. A few basic ideas are included below. A more comprehensive look at funding formulas and funding considerations was compiled into a separate document, *Funding Formula Research*, and presented and discussed during two LARAEC board workshops on December 7, 2018 and February 9, 2019.

MOE FUNDING

Some consortia interviewed decided to keep the same levels of funding as originally allocated. When new money came into the consortia, it was proportionally distributed.



ONE BIG POT - WITH SPECIAL PROJECTS OR TIERS OF PRIORITY

Some consortia have adult education primarily managed by one or more community colleges. This gave greater flexibility to pool consortia funding for priority projects. Priority projects might be a new adult education center, curriculum development, transition specialists, or data coordinator. Some consortia outlined "tiers of priority" and funded higher tiers first.

CAPACITY RESTORATION AND REBUILDING

Some consortia felt it was important to restore some of the capacity of adult education programs in unified school districts (AE USDs) that was lost in the years preceding AEBG. Some community colleges cut their own allocations or did not accept COLA in order to support rebuilding the AE USD programs.

CONSORTIUM-LEVEL STAFFING AND COORDINATION

Some consortia decided to pool the AEP funds to provide a consortia-level staff for coordinating activities and providing leadership. In some cases this funding was taken off the top, and in other cases it was proportionally paid or staff was hired by multiple school districts.

NEED BASED

Some consortia identified geographic areas where there was huge need for adult education, but currently had limited or no programs.

Some consortia identified that smaller districts needed more supplemental support and resources than larger district counterparts.

FORMULA

No consortia had a funding formula for allocating AEBG dollars. Various ideas about what should or could go into a funding formula were discussed. Simulations that incorporate these ideas can be found in the *LARAEC Funding Research* mentioned above.

Criteria included: Enrollment, outcomes, effectiveness, need, capacity, innovation, other funding sources, and equity.

Conclusions

"Confessions of Consortia Directors" (Title stolen from State Center)

The LARAEC Executive Board requested the question, "How's it going?" to be added to the research. Oddly enough, it yielded the most interesting parts of the interviews. The following quotes provide a snapshot of the concerns, challenges, considerations, solutions, wisdom, advice, and other notable comments that addressed…."How it is going."

"We need to figure out how to better coordinate with the interior departments of community colleges. Upper management is positive and supportive, however mid-level deans are not as involved and may be unaware of programs and goals." Other consortia also commented that this challenge exists with larger school districts. Larger districts have groups of people involved in CAEP activities, but the greater body of faculty, staff, and students may be unaware of consortia and CAEP activities.

"Our consortia covers a large area geographically and schools are separated by significant distances." This is a challenge experienced by a few consortia interviewed. This makes it difficult for staff to participate in professional development, workgroup meetings, and board meetings. Some consortium members can be hours away from each other and separated by mountain ranges. Large distances also create unique pockets of people with distinct needs and demographics. To mitigate some of these concerns, consortia have created sub-regions for planning and meeting, implemented webinars for PD, and moved to quarterly board meetings.

"Data collection is a big issue in the consortium." This was a concern for several consortium members. Many member-districts have separate and unique databases and student information systems. Common systems include ASAP and Aries, however some districts have proprietary personally-designed systems. It is a challenge for consortia to assist all districts in having their databases interface with TopsEnterprise (TE). Some consortia have hired data specialists to facilitate the creation of uniform data collection and reporting, however it is still challenging for data specialists to work with multiple (and sometimes fickle) data systems. Compounding the issue, community colleges have separate data mandates, may utilize TE for only a fraction of AE students (related to WIOA II funding), and have challenges with separating out CAEP program area enrollment with the same criteria as TE reporting in the AE USDs.

"Subject area workgroups focused too much on their department and not enough on AEP goals." Some consortia have now focused workgroups based on focus areas in the three year and annual plans. Workgroups have become more heterogeneous and focus on plan deliverables. Some working groups include Seamless Transition, Gaps in Service, Student Acceleration, and Marketing and Outreach. A workgroup kick off meeting is held each year to align all groups with the annual plan and deliverables. Progress of workgroups is reported back at advisory and directors meetings scheduled throughout the year.

"Inequity of funding for adult schools is always a challenge in the meetings and consortia discussions." AE USDs rely on CAEP funding as the major source for operating costs. Some funding comes into schools from WIOA and Perkins, but the AE USDs rely primarily on CAEP allocations. Whereas, community colleges receive the bulk of funding through FTES and state program allocations. In addition, small school districts have limited funding to provide supplemental services and out-of-classroom instructional support. It is a challenge at times to discuss expansion and innovation, when other districts are dealing with just making ends meet. To address these issues, some community colleges gave up COLA and partial allocations to provide additional support to AE USDs. State Center reported the pooling of Data and Accountability money to purchase consortia-wide licenses for Aztec, ASAP, and Community Pro (software designed to track students and share records across multiple districts).

"73% of the faculty in adult education and non-credit programs are part-time." Since there is a lack of full-time staff, it becomes difficult to sustain participation in all of the workgroups, especially in smaller districts. Some member-districts only have a handful of faculty such that meetings tend to shut down the school for the day. Equal representation of each member-district at meetings is a concern for small districts. It is challenging to develop new programs and curriculum when part-time staff have no out-of-classroom hours. Additionally, it has been noted that since non-credit programs do not have full-time faculty, there is often limited to no representation for AE in college academic senates. Some consortia have used CAEP funds to hire full-time non-credit faculty for curriculum development and "getting a seat at the table."

It is difficult to grow programs when there is not much flexibility to reallocate resources." Since the allocation comes to the consortium as a fixed pot, any additional funds that one member requests results in a drop of another member. When funding is used for permanent positions, there is no flexibility to reallocate funds the following year. Although COLA has brought in new money, these funds have been needed to cover increased costs in health care and salaries. Expansion of programs to meet needs of the community has been limited due to static funding. One consortium was able to build a strong partnership with the local StrongWorkforce Consortium, which allowed them to apply for joint grants that promote CTE pathways between several CAEP consortia.

Best Advice:

"*The most important aspect in achieving annual plan goals is relationship-building*." Project directors and consortium staff need to create and build relationships with schools, faculty, workgroups, and consortium leaders. Several consortia leaders commented that they spend a good portion of everyday building relationships. Some had regrets that they used outside facilitators for plan writing, because it did not let them develop relationships and strategies for working through tough conversations. Without connections it has been more challenging to implement annual plan activities.

"Play with those that want to play." Some consortia have indicated difficulty with some staff members thwarting progress of workgroups or school sites simply not participating. Consortia leaders have recommended creating clear guidelines and task lists for workgroup membership to ensure that the people selected are willing to play on the team. It was also recommended that consortia leaders focus on those that "want to play," create awesome programs, create and communicate opportunities to everyone, and let schools come along at their own pace. Too much time is wasted on trying to get everyone to play at the same level.

APPENDIX

Enrollment and Funding

#	Consortium Name	Total Enrollment based on 2016/17 LaunchBoard	Total Funding based on 2018/19 CFAD	Enrollment w/o CC	Funding w/o CC	Consortia Staff*	Other Staff *
1	LARAEC	115,978	$127,128,350.00	74086	119,401,223	5	6
2	Mt San Antonio	43,536	$33,159,800.00	13,913	32,402,107	4	0
3	South Bay (San Jose)	18,805	$16,558,269.00	10,706	14,608,891	1	10
4	Kern	13,576	$16,126,066.00	9,262	14,692,970	1	0
5	Ventura	15,684	$14,391,068.00	13,584	14,391,068	3	
6	State Center	19,708	$14,282,751.00	13,516	12,673,327	9	0
7	Contra Costa	22,873	$14,065,636.00	19,893	13,607,966	3	
8	South Bay (Southwestern/Sweetwater)	13,478	$13,728,935.00	10,886	13,288,630	2	3
9	Rio Hondo	19,518	$13,664,430.00	14,187	13,229,519	2	
10	Partnership	18,355	$13,904,368.00	11,102	13,412,556		
11	Capital	15,433	$11,128,458.00	10,780	11,128,458	4	
A1	North Orange County	28,037	$3,653,902.00	0	0	2	
A2	San Bernardino (Inland)	9,800	$9,961,494.00	7,402	8,907,758	3	
A3	San Diego	55,547	$4,445,071.00	598	1,621,739		
A4	Lake Tahoe	1,332	$850,318.00	422	200,000	3	
D1	Rancho Santiago	38,998	$4,403,130.00	3046	1,463,633	2	10
D2	Tri City	5,025	$5,828,777.00	4,964	5,528,777	1	
D3	Glendale	7,296	$1,015,717.00	0	500,000	1	1

*Note on Staffing: The level of staffing is a complex issue. Consortia have a mix of consortium office staff and site-based staff. Site-based staff may be full or part-time. We counted staff that were mentioned as people inside the oraganizational structure that directly support the implementation of AEP plans. Blanks indicate data that was unknown from information available on websites. Zero represents that no one serves

			Community Factors						Program Enrollment																	
#	Consortium Name	Total Enrollment	Total Poulation 18+ in Region	% Below Poverty	% No HSD/HSE	% Limited English	% Unemployed	% Under 7th Grade	ESL		ABE		ASE		CTE		AWD		Student Success		Re-Entry		Pre-app		Total J-Q	No Program
1	LARAEC	115,978	4,000,000	12	23	20	5	11	51,984	45%	7,612	7%	11,667	10%	16,311	14%	1,542	1%	2,663	2%	5,339	5%	1,056	1%	98,174	17,804
D2	Mt San Antonio	43,536	597,000	6	20	16	5	9	9,751	22%	3,516	8%	3,949	9%	6,528	15%	1,118	3%	122	0%	2,369	5%	1,070	2%	28,423	15,113
3	South Bay (San Jose)	18,805	993,000	6	14	13	5	6	7,139	38%	909	5%	2,041	11%	1,002	5%	249	1%	60	0%	244	1%		0%	11,644	7,161
4	Kern	13,576	681,000	11	24	14	7	10	3,794	28%	1,035	8%	3,305	24%	1,824	13%	283	2%		0%	169	1%		0%	10,410	3,166
5	Ventura	15,684	630,000	6	15	11	5	7	5,011	32%	1,512	10%	2,327	15%	2,188	14%	424	3%	176	1%	359	2%		0%	11,997	3,687
6	State Center	19,708	754,000	11	22	14	6	10	3,813	19%	2,462	12%	3,793	19%	1,885	10%	212	1%		0%	256	1%		0%	12,421	7,287
7	Contra Costa	22,873	823,000	7	10	7	5	4	135	1%	679	3%	563	2%		0%		0%		0%		0%		0%	1,377	21,496
8	South Bay (Southwestern/Sweet water)	13,478	367,000	8	18	11	5	7	5,509	41%	1,114	8%	1,772	13%	2,637	20%	137	1%	251	2%	1,024	8%	45	0%	12,489	989
D9	Rio Hondo	19,518	302,000	7	26	20	5	7	5,619	29%	837	4%	1,943	10%	2,580	13%	33	0%	234	1%	877	4%		0%	12,123	7,395
10	Partnership	18,355	331,000	7	18	14	5	7	4,144	23%	1,706	9%	1,492	8%	4,783	26%	407	2%	469	3%	951	5%		0%	13,952	4,403
11	Capital	15,433	1,000,000	10	11	7	6	4	5,526	36%	740	5%	2,209	14%	678	4%	177	1%	12	0%	25	0%		0%	9,367	6,066
A1	North Orange County	28,037	709,000	6	16	14	5	6	7,375	26%	108	0%		0%	6,212	22%	604	2%	1,008	4%	5,545	20%		0%	20,852	7,185
A2	San Bernardino (Inland)	9,800	511,000	11	21	11	7	8	2,816	29%	611	6%	1,867	19%	515	5%	178	2%	67	1%	60	1%	37	0%	6,151	3,649
A3	San Diego	55,547	823,000	11	11	8	5	5	12,017	22%	31	0%	480	1%	10,516	19%	1,445	3%		0%	8,664	16%		0%	33,153	22,394
A4	Lake Tahoe	1,332	26,000	13	12	5	4	5	130	10%	110	8%	171	13%		0%	10	1%		0%		0%		0%	421	911
D1	Rancho Santiago	38,998	444,000	6	26	23	5	6	14,716	38%	190	0%	196	1%	7,991	20%	350	1%	1,701	4%	6,464	17%		0%	31,608	7,390
D2	Tri City	5,025	187,000	10	33	23	7	10	2,601	52%	315	6%	905	18%	356	7%	24	0%		0%	50	1%		0%	4,251	774
D3	Glendale	7,296	175,000	11	13	20	5	11	4,727	65%		0%		0%	2,044	28%		0%	326	4%	1,860	25%		0%	8,957	-1,661

Launchboard from AEP Fact Sheets (ESRI 2014 American Commu

Data obtained from LaunchBoard AE Pipeline 2016-17 Year

Similar Demographics to LARAEC

Recommendations:

Resulting From the Governance, Roles and Responsibilities Workshop Discussion

At the November 2, 2018 LARAEC Special Meeting – Workshop, the Executive Board requested recommendations based on the Governance Research presented. Staff was asked to create a document that outlined key areas for possible enhancements. These recommendations are outlined below.

Identified Focus Areas

01 Meaningful Faculty and

- Restructure Working Groups
- Implement Marketing Plan
- Institute Full Stakeholder Inclusion

02 Professional Development

- Implement Professional Development Framework
- Begin Professional Learning Communities Training
- Create Super Regional Consortia Staff Summit

03 Transition Personnel

- Hire Transition Specialists
- Orangize Sub Regional Transition Meetings
- Implement Counseling Collaborative

04 Articulation

- Focus on Those That Want to Play
- Organize Sub Regional Articulation Meetings

05 Scaling Best Practices

- Expand Family Success Initaitive (FSI)
- Continue Consortia Research
- Begin Data and Accountability Workgroup

Projects under way

Focus Areas

The executive board indicated that they are particularly satisfied with the current governance structure, however they also recognize there are areas for growth. At the November 2nd workshop, the executive board identified 5 focus areas for further development. The Executive Team asked staff to provide recommendations for each focus area.

1. Meaningful Faculty and Student Engagement

The first priority was creating meaningful faculty and student engagement. The consortium wants to provide professional development and opportunities for staff to collaborate about strategies for increasing enrollment, monitoring progress, motivating students, and generating outcomes. Emphasis was put on the new community college charge of providing equity, access, momentum, and success.

Provide Structure to the Working Groups

In researching other consortia across the state, there are some common elements in the structure of the working groups. It is recommended that adopting the following practices be considered:

- **Each working group to have a chairperson or co-chairs.** Chairs will coordinate and facilitate the work of the group and keep it moving. The chairs will be responsible for creating the agenda, participating in the development of a scope of work, managing communication to all workgroup members, driving implementation, reporting on progress, and as much as possible ensuring all districts are fairly represented. Many consortia had chairs from 2 different districts. Chairs can represent the workgroups at designated board meetings.
- **Workgroups to have a plan for sharing work**. Based on researching other consortia, a key element for success is having the work of the workgroups shared with the greater community. Each workgroup needs to include the steps for implementation in the community and an action plan. Implementation may include: conference presentations, professional development, regular board meeting updates, and an ability to reach teachers throughout the consortium. Workgroups can use the LAREAC website for sharing progress, communicating work, and soliciting input as needed. LARAEC leadership needs to work with subject matter experts to jointly create meaningful and relevant deliverables.
- **Some groups operate as networking groups**. In some of the researched consortia, the nature of the workgroups transitioned after the initial 3 year planning phase. Workgroups became more focused on sharing ideas and providing professional development. It is recommended that workgroups without specific tasks, switch from workgroups to networking groups. The networking nature can open up some meetings to general sharing sessions for stakeholders at all school sites. This will allow for more participation and the opportunity for targeted staff development. Workgroups can be reengaged during planning cycles. Networking groups should still have co-chairs to move the agenda and facilitate the group.

Implement the Marketing Plan

Key aspects of the marketing plan deal specifically with students and teacher engagement. These key aspects include:

- LARAEC website redesign and revitalization
- eNewsletter and distribution network
- Web presence and social media
- LARAEC conference ad-ons
- Outreach and LARAEC Roadshow
- Pilot Project Expansion
- PD and Inter-district networking groups

Full Stakeholder Inclusion

- **Fair Representation** Through the research, consortia directors commented on the need for including all stakeholders. Consortia that have small districts with direct representation of site-level administrators have an advantage with implementation. Principals and deans participate in meetings and go right back to sites to take action. With larger districts, limited representation creates more layers between the consortium and the field. If a large district only gets 3 representatives for 11 schools, then extra people must be involved for full dissemination. The recommendation is for workgroups to be structured to allow for inclusion of all stakeholder groups in a fair, but not always equal way. It is recommended that on the decision-making side we utilize an equal representation model, and when discussions involve implementation of programs and practices we use a full representation model.
- **Administrative Involvement** Through the research, consortium directors commented on the challenges of implementation without administrative engagement. It is difficult to have teachers represented in workgroups, creating programs, and then not have support from administrators for implementation. It is recommended that we have 2 designated board meetings per year that will include an update of progress of all working groups and that meeting is attended by an administrative representative of each member school. Summary minutes from board meetings should be distributed to administration at all school sites.

2. Professional Development

The second priority was creating opportunities for staff development.

Implement the Professional Development Framework

The Professional Development Framework outlines the key focus areas for the 2018-19 school year. These include:

- Articulation
- Best Practices
- Regional Planning

The professional development framework also includes collecting additional PD opportunities from member-district WIOA plans and a staff professional development survey. As we reestablish the working groups, it is recommended that LARAEC also include professional development outlined in workgroup action plans. Some consortium in the state have created a professional development workgroup/task force made up of many stakeholders. This may be something we look at in the future.

Professional Learning Communities (PLC) Training

It was agreed that professional learning communities provide a foundation for collaborative working groups, a focus on the cycle of program improvement, and the importance of data-driven decision making. The LARAEC executive board has stated their support for the implementation of this training program.

Super Regional Consortia Directors' and Staff Summit

Based on the research, there was a need for consortia directors and staff to meet to discuss problem solving, strategies, best practices, governance structure, staff responsibilities, identifying growth opportunities, marketing, social media, and ways to partner. It is recommended that LARAEC host a meeting for the greater Los Angeles and Orange County areas.

3. Transition Personnel

Overview of research and what others use transition personnel to accomplish.

Transition Specialist

In the research, many consortia utilized a position called Transition Specialist to facilitate and coordinate the transition of students from adult schools to community colleges. Some of these positions served regional areas and others were housed at each member-district. In order to maximize transition opportunities. It is recommended that LARAEC create transition specialists both regionally and sub regionally. These people will work together as a body with LARAEC staff, point persons, and member-districts for alignment. Further discussion is recommended to determine where these transition specialists should be housed and who should employ them.

Sub Regional Transition Meetings

In the research, many consortia broke up their region into sub-regions. This was done based on geographic boundaries, college catchment zones, or other natural alliances. It is recommended that, Transition specialist, local school admins and advisors, and community college deans and counselor meet sub regionally to discuss specific transition topics of local importance. It is recommended that LARAEC leadership further discuss where the geography of the sub-regions.

Counseling Collaborative

Key aspects of the *Counselling Collaborative*, outlined in the LARAEC PD framework, deal specifically with student transitions. The counselling collaborative will include adult school counselors and community college credit and non-credit deans. They will create agendas for meetings that include topics such as: AB705, non-credit application process, dual-enrollment, dual-credit, technology integration, transitions, and accelerations. It is recommended that the counseling collaborative have co-chairs, one from community college and one from an adult school.

4. Articulation

LARAEC leadership agrees that articulation needs to be done at a sub-regional level, with help of the consortium leadership. Due to the nature of the community colleges curriculum development structure, adult schools need to work directly with individual colleges to create articulation agreements. LAREAC leadership can assist with brokering communication between entities.

Focus on Those That Want to Play

A frequent comment from consortium directors researched was importance of building relationships with all member school sites. Without relationships consortia-wide projects are difficult to fully implement. At the board workshop on November 2, Dr. Miller articulated a strategy of focusing on the entities that "want to play" as our first priority. LARAEC will provide opportunities for all member-districts to participate and provide additional support and resources to entities that are taking action.

Sub Regional Meetings

In addition to sub regional transition meetings (see above), sub regional meetings can also be utilized to address local issues and needs, including transportation, child care, transferring, sharing program availability, streamlining enrollment practices, testing articulation, and meeting the needs of the unique regional population. This allows regions to solidify connections between entities and create an opportunity to bring in local community and business partners.

5. Scaling Best Practices

In is important for LARAEC to not only develop and implement pilot programs based on annual plan goals, but to also spend time evaluating programs and identifying measureable outcome that determine "best practices." Emphasis should be placed on pilot programs and best practices that serve multiple consortium member-districts.

Family Success Initiative (FSI)

The family Success initiative has been a successful program in LAUSD. Burbank, Montebello, and Culver City have all indicated interest in implementing this programs in elementary schools in their districts. LARAEC staff recommends: providing training to interested school sites, sharing curriculum, and creating a support network for FSI teachers.

Continued Consortia Research

The experience of interviewing consortia directors around California was invaluable. There are many issues that consortia have in common, and some teams have found some creative solutions. Consortia research has already impacted LARAEC in many ways, and will continue as LARAEC implements the new strategies outlined in this document. LARAEC staff recommends the continued practice of reaching out to other consortia and continue with the plan to visit outside board meetings and workgroups.

Data and Accountability

Key aspects of data and accountability workgroups are aligned with sharing best practices among member-districts. These key aspects include:

- Identifying priority focus areas
- Aligning definitions
- Incorporating new policies as needed

Based on the research, it is recommended that LARAEC also develop data points, beyond the scope of TE, that include success of marketing efforts, implementation of workgroup projects and pilot programs, and other measurable results that demonstrate that the needs of the region are being met.

San Jose · Evergreen Community College District
Classified Job Description

Position: Transition Specialist **Department:** Workforce Institute

Location: Workforce Institute **Date:**

POSITION PURPOSE

Under general direction of the Dean, Business & Technology or assigned administrator at the Workforce Institute, the Transition Specialist works with the region's adult schools to assist adult education students in identifying goals and promoting career pathways in order to achieve successful transition to post-secondary education, training and/or employment. The position is also responsible for documenting student participation and progress as specified by funding source requirements as well as developing ideas for new programs and services that benefit adult learners in the transition phase.

DISTINGUISHING CHARACTERISTICS

Incumbent in this role provides guidance and assistance to students transitioning from the South Bay Consortium for Adult Education (SBCAE) member districts to college. The incumbent works with other Transition Specialists from the SBCAE and external partners to facilitate students' achievement of career and academic goals.

KEY DUTIES AND RESPONSIBILITIES:

1. Meet regularly with SBCAE Transition Specialists to coordinate and facilitate student transitions: adult schools, high schools, community colleges and other community-based organizations.

2. Schedule and conduct group/individual tours of college with SBCAE member and partner institutes, and follow-up with each organization; present information to students, staff and the general public in a variety of settings.

3. Adhere to the Regional Plan program goals and performance measures.

4. Communicate and respond to inquiries from internal and external agencies or individuals. Provide assistance and information to faculty, staff and the public as requested.

5. Develop and organize bridge/transition information materials to facilitate student information sessions to increase college awareness.

6. Assist students in completion of college enrollment, paper or online forms and applications; review forms for accuracy and consistency.

7. Prepare and provide transitioning adult learner students' assessment and orientation sessions, as well as workshops to connect students to all college support services.

8. Support all transitioning adult learner students to set career and academic goals and identify the support services needed to address challenges that negatively impact each student's success.

9. Work with faculty and support staff to identify appropriate differentiated instruction, and provide students personalized instructional support and contexts aligned to their career and academic goals.

10. Participate in the development, planning and implementation of non-credit policies and strategies aimed at increasing adult learner student success in all college programs and services.

11. Maintain records, prepare reports and other documents according to established guidelines and procedures needed to meet grant requirements.

12. Collect, interpret, and report/disseminate data on student progress with all stakeholders, including data required by the funder(s).

13. Perform follow-up tasks as required by funding source; make recommendations or take actions to improve performance measures to ensure positive outcomes for grant reporting.

14. Collaborate with other college departments to increase understanding of non-credit programs and outreach to the region's adult learners.

15. Collaborate with member institutions or other public agencies for students to have access to internship and employment opportunities, and other services the college cannot provide.

16. Assist in providing web contents and updates to the adult education website provider.

17. Perform other duties as assigned.

Knowledge of:

1. Basic education operations, services and activities for adult learners in adult schools, high schools and equivalent programs.

2. Community college bridge/transition, non-credit classes, programs and support systems.

3. Needs or special concerns of high school and adult school students enrolling at community colleges.

4. Knowledge of non-credit education such as ABE, ASE, ESL, HSE, and/or CTE.

5. Federal, state and local laws and regulations pertaining to non-credit education in community colleges.

6. Principals and techniques of presentation delivery in an environment with diverse audience.

7. Modern office practices, procedures and equipment including computer operations.

Skills and Ability to:

1. Perform specialized adult learner transition duties to promote student success in non-credit programs.

2. Use software or other media to enhance presentations; make oral presentations before large or small groups.

3. Write reports, business correspondence and procedure manuals.

4. Exercise sound judgement in reviewing and evaluating student applications and goals.

5. Be patient, flexible, culturally proficient, and able to work with individuals from diverse ethnic and linguistic backgrounds

6. Maintain accurate records and prepare reports, summaries and evaluations.

7. Maintain confidentiality of sensitive information.
8. Develop and update forms and marketing materials.
9. Communicate effectively both orally and in writing.
10. Establish and maintain cooperative and effective working relationships with others.
11. Work independently with little supervision; prioritize work and meet schedules.

Experience and Education:

1. An Associate degree or equivalent supplemented by college course work in education, counseling, social services or related field.
2. Four years of increasingly responsible experience that includes direct work in: adult education, academic and career counseling, or student outreach areas.
3. Demonstrated sensitivity, knowledge, and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds of the individuals we serve and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination

WORKING CONDITIONS

Environment:

1. Typical office environment.
2. Include travel to conduct work.

Physical Demands:

1. Dexterity of hands and fingers to operate a computer keyboard.
2. Sitting or standing for extended periods of time.
3. Hearing and speaking to exchange information in person or on the telephone.
4. Seeing to read a variety of materials.

Board Approved:
Salary Range: 89
EEO Category: 2B3 – Technical/Paraprofessional

Priorities - Project Areas for FY 18-19

Project 1 – Transition Specialists and Support Services

1 Simplifying and standardizing data collection and analysis (see Project 8)
2 Developing a system of supports with and for student ambassadors.
3 Clarifying roles and responsibilities for Transition Specialists and those in each site who interact with them.
4 Mapping levels of support for students at all levels assuring equity.
5 Focus on improving the practices of the "warm handoff"
6 Adult schools and college TS need time to meet as separate focus groups.
7 Implement Community Pro as a possible referral tool/case management support (see Project 8)
8 Update the community resources database
9 Study best practices of student needs assessment and connection to appropriate resources (ISP model, the IIF Pilot – Project 6)

Project 2 – ESL

1. Establish multiple measures MOU among all Adult Schools /Community Colleges
2. Align curriculum (and support instructional strategies) with Immigrant Integration Framework (i.e. mapping EL Civics to 8 goal areas)
3. Align curriculum to English language proficiency standards – Develop Certificates of completion or competency
4. Recruit and support student ambassadors from 9 schools (adult schools and colleges) for a panel for Q&A
    a. Stronger student councils/student leadership
5. Schedule additional separate adult ed and colleges work time
    a. Focus groups of teachers
6. Develop resources and courses of contextualized instruction. Develop Integrated English Training models per the WIOA 224 program specs.
7. Align ESL to career pathways/Bridge programs
8. Explore expanding WIOA/CASAS assessment and data collection at all nine institutions.

Project 3 – Basic Skills

1. Restructure work group – add additional collaboration time
    - Meet in subgroups next year
    - Smaller groups, special foci – e.g. common assessments, commo core standards, college readiness rigor
2. Align core course competency across adult schools

3. Align/articulate adult school courses with community colleges – respond to what AB705 proposes
4. Assure preparation for post-secondary
5. Explore standardizing graduation requirements
6. Explore subsidizing HSE (e.g. pilot at Santa Clara Adult)
7. ABE transition curriculum and strategies
8. Map assessments and transition strategies HS to credit college; ABE to ASE transition (CASAS is mainly for ESL students)

Project 4 – Adults with Disabilities

1. Integrate AWD members into all Work Groups
    a. Seek more College participation/representation
    b. Seek connections to DPSS resources
2. Seek alternative transition placements for students who will not graduate with community partners. E.g. Dept. of Rehab
3. Develop expanded tutoring resources
4. Identify and acquire additional supportive and adaptive software Maximize the resources we do have.
5. Assure equity of supports across members, programs
6. Develop targeting supports for second language learners, ABE students
    a. Resources-Mindplay
    b. AWD specialist support- group
7. Explore an addition part time support person for SBCAE AWD Specialist.
8. Build practices of analyzing data for results-what works and what doesn't work.
9. Ask for standing monthly SC agenda item
    a. Outcomes/clarity of how specialist is successful in this work and how to measure success.
    b. Possibly do a specialized pilot with a specific group (ABE) at one school.
10. Building capacity beyond a single specialist. Prioritize. Bring back priority list by July 20 (?) meeting and will continue now to scope out the work plan for AWD.
11. Expand expectation for work needs to Work Group members and other staff, not just specialist.
12. Identify process and benefit of having alternative culmination certificate – NEDP
13. Organize PD, resources and communication for full faculty participation (see 5 above)

Project 5 – CTE

1a. Create, distribute, and maintain an inventory list/matrix of career pathways and apprenticeship programs currently offered among SBCAE institutions

1b. Create user friendly career pathway tool for Open Doors/SBCAE website for students and staff to explore career opportunities

1 Identify CTE/apprenticeship programs and associated course sequences associated with these programs that lead to a certificate of completion currently offered among institutions a part of the South Bay Consortium

2 Draft a comprehensive and coherent document that details the CTE/career pathways by institution

3 Distribute the draft document to consortium members and end-users for review and revision, including steering committee members, transitions specialists, counselors, and marketing and outreach groups.

4 Submit feedback of consortium members and end-users redistribute for final feedback to FCM

5 Build the infrastructure for SBCAE CTE Career Pathway navigation tool to post program information

6 Upload final inventory to SBCAE website Open Doors and ensure accessibility of information

7 Review CTE/career pathway changes among SBCAE institutions quarterly and update the CTE/career pathways inventory list/matrix as necessary

2. Align SBCAE Career Pathways/apprenticeship programs with Strong Workforce, CCPT, WIOA, SSSP and BSI
   1. Have access to Strong Workforce, CCPT, WIOA, SSSP and BSI plans
   2. Collaborate with project managers
   3. Identify opportunities for program alignment

3. Continue develop relevant curriculum/programs in order to meet the needs of a competitive workforce.
   1. Labor market data
   2. Connect faculty from both systems to identify and update existing programs/develop new bridge programs to align with market trends

4. Assess and offer opportunities to improve workforce readiness skills in all CTE Bridge Programs
   1. Conduct workshops for faculty to incorporate workforce readiness skills in CTE courses
   2. Review Progress

5. Establish connections with business, industry, and community organizations
   1. Pool all current contact information form SBCAE members
   2. Contact and explore workforce learning opportunities

6. Explore grant opportunities to strengthen existing CTE programs as well as adding new pre-apprenticeship programs

1. Review grant opportunities
2. Develop and submit grant applications

7. Establish industry advisory council for SBCAE
   1. Gather all existing CTE advisory contacts from SBCAE member schools and colleges
   2. Create the group that is representative of industry, community and education partners.
   3. Organize meetings

8. Compile CTE/Apprenticeship resources and post it to SBCAE/Open Doors website
   1. Gather all local, regional, state, and nationwide resource list
   2. Verify with data team for their validity and usefulness
   3. Create links and/or post the information websites

Project 6 – Immigrant Integration Framework/Metrics

I DATA – Building the capacities of the data systems to capture and report IIF outcomes

1.1 In all Data Systems Activities act as a support and guide to the SBCAE's Data Team – studying and reporting capacity of current systems and providing support to enhance Data Team's own capacity as a part of the Immigrant Integration Framework (IFF) Project 6.2 Sustainability Plan (including meeting regularly with Chairs and SBCAE Data Team, facilitating research, connecting to resources for professional development).

1.2 In all Data Systems Activities to achieve Project 6.2 objectives, observe all applicable rules and best practices of privacy in data sharing. Build common understanding about data sharing principles in the SBCAE aa a part of the Project 6.2 Sustainability Plan.

1.3 Monitor and report regularly to SBCAE Chairs, Steering Committee and Data Team the evolving directives and policy of the state AEBG office and other state and federal agencies around data and immigrant integration metrics.

1.4 Work with CASAS/TE to produce and review queried reports from current TOPSEnterprise (TE) system identifying cohorts of immigrant students, tracking IIF metrics in both the demographic fields, the outcome/update fields, and the aggregation and reporting of EL Civics assessments.

1.5 Work with CASAS/TE to identify new protocols for capturing and reporting IIF metrics (new fields, redefined fields, proxy markers delivering new reports).

1.6 Work with CASAS/TE to track support services referrals in fields in the current systems (in TE/WIOA data dictionary identified as Support Services, Transition Services, Career Services and Training Services)

1.7 Study current SBCAE practices to report and assess how Support Services are delivered, how data are captured and reported, and assessed as to their impact on student persistence and outcomes.

1.8 Work with CASAS/TE to identify additional data tracking to be added to the system to track support services and referrals.

1.9 Study and report on the use of COMIS Services Data Elements (the CC MIS system) to report metrics aligned to the IIF, including but not limited to CalWORKS, Student Matriculation, Disabled Student Services, Student Success, Economic Opportunity Program and Financial Aid Status elements.

1.10 Explore how the Community Pro case management/referral system and TE systems can complement, share data, and identify and report metrics for the IIF.

1.11 Examine other data systems in the region that track metrics aligned to the IIF goal areas: e.g. CalWorks, county social services, homeless and criminal justice systems, and other community-based organizations' data elements and reporting. \

1.12 Explore and report to the SBCAE how data in these other systems could be captured and reported in the SBCAE's assessment of IIF progress and program effectiveness.

1.13 Direct and support the collaborative project with the Stanford Immigration Policy Lab's Immigrant Integration Survey Tool: both as a general generator of baseline II data and possible assessment of SBCAE effective practices to achieve immigrant integration.

1.14 In support of the SBCAE Data Team, aggregate, analyze and report all relevant IIF data for the SBCAE's 18-19 Annual Plan and the Three Year Regional Plan including but not limited to regional and demographic data, and adult education outcomes data and trends.

1.15 Provide a comprehensive quarterly report on Data Systems' Activities to the SBCAE Chairs to review progress and make possible amendments or additions to this list of Data Systems Deliverables, with the expectation that current movement in state legislation, state office policy, federal funding policies, and regional needs and opportunities may demand new priorities

2 Community Connections

2.1 Resource Bank & Asset Mapping

2.2 Identify gaps and opportunities for reciprocal referral networks and prepare Adult Schools to operate reciprocal referrals

2.3 Prepare reciprocal referral networks to operate through the 2018-19 school year

2.4 Finalize and deploy CACE pilot evaluation strategy for school year 2018-19

2.7 Monitor student/client progress through 2018-19 school year

3 Curriculum

3.1 Map existing curricula to the eight goal areas of the II Framework

3.2 Identify gaps in curriculum - locate/create new curriculum to fill gaps

3.3 Identify promising instructional strategies and program design for teachers and CBOs to use the framework

3.4 Provide professional development opportunities

4 Sustainability Plan: facilitate production of a strategic outline of sustaining the project beyond FY 2018-2019

4.1 Track roles, functions and outcomes of current SBCAE member personnel and practices that already support the achievement of IIF outcomes

4.2 Map suggested changes that would need to happen to continue the work of achieving Immigrant integration metrics in the eight goal areas of the framework
4.3 Vet proposed draft of sustainability plan with SBCAE Co-Chairs, Steering Committee and other appropriate SBCAE staff to modify as needed,
4.4 Continuously connect findings with the SBCAE's Three Year Regional Plan so that it anticipates the changes suggested by the Sustainability Plan
4.5 Present the finished Sustainability Plan concurrently with the SBCAE's Submission of it Three Year Regional Plan

Project 7 – Data and Accountability

1 Confirm that all required data are submitted via TE by Aug 1, 2018 Work with CC IT staffs to collect and export data
2 Establish AEBG/WIOA mandated performance outcome baseline Gain access to all adult school (AS) agencies' TE data
   a. Gain access to all community college (CC) agencies' TE data
   b. Establish baseline data for AS for 2015-2016 through 2017-2018
   c. Establish baseline data for CC for 2017-2018
3 Insure that CC MIS system is ready to accept data from Colleague and Banner. Colleges will use MIS starting July 1, 2018; TE only for testing Work with CC IT staffs to map data fields in order to export data into MIS
4 Develop process to collect and report data required by AEBG/WIOA for the CCs
   a. Conduct gap analysis to identify AEBG and WIOA data fields currently collected at CC and identify remaining fields that must be collected
   b. Determine how the missing data will be collected and by whom
5 Understand the data elements and requirements of the Immigrant Integration Framework (IIF) and how Community Pro Suite (CPS) will be used Assist IIF Team in defining data elements, establishing student metrics, and reporting student outcomes
   a. Assist in the Immigrant Integration Framework Pilot at CACE
6 Understand the data elements and requirements of the Transition Specialists data elements in Community Pro Suite (CPS)

Project 8 – Connections and Leveraging Funds

1 Formalize engagement with community groups and resources
   a. Identify groups which needs formal SBCAE representation: (workforce development boards, Chambers of Commerce, Refugee and Immigrant Forum, Step up Silicon Valley, ALLIES EPN, county social services, etc.)
   b. Assign roles and responsibilities for attendance and reporting
2 Explore the stronger connections, and possible leveraged funds in the colleges (Strong Workforce, Guided Pathways, SSSP, non-credit program expansion aligned to consortium goals),

3 Build regular communication with K-12 district resources (boards, superintendents, other support resources – SPED etc.)
4 Explore more mutually beneficial operational relationships with community-based partners such as the criminal justice system including adult and juvenile justice system, Opportunity Youth, library literacy programs, AWD networks, Dept. of Rehab, etc.
5 Establish a "rapid response" process to identify who responds to community requests for classes

Project 9 – Professional Development

1. Complete faculty survey/needs assessment on PD needs
2. Per 17-18 commitment – organize two "all consortium" PD days
3. Explore opportunities to follow-up
4. Summarize all 9 Project Area PD needs (as begun at the June retreat)
5. Organize PD resources on the SBCAE.org website
6. Explore offerings of CalPro and AEP TAP to bring trainings to member's sites

Project 10 – Three-Year Regional Plan

AEP Annual Plan Template

Executive summary and 3YRP Process (on separate document)

Note: The AEP Office's Template in the NOVA Systems askes for reporting in the following format. We will distill the highlights of the 9 Project Areas above into these "Regional Needs" Areas:

i. **Transition and Student Supports**
ii. **Curriculum and Instructional Strategies**
iii. **CTE Pathways**
iv. **Immigrant Integration**
v. **Data and Accountability**

Members will need to "affirm" expenditures align to these areas when you enter your budget and "plan" on September 30.

AEP/Nova template:

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

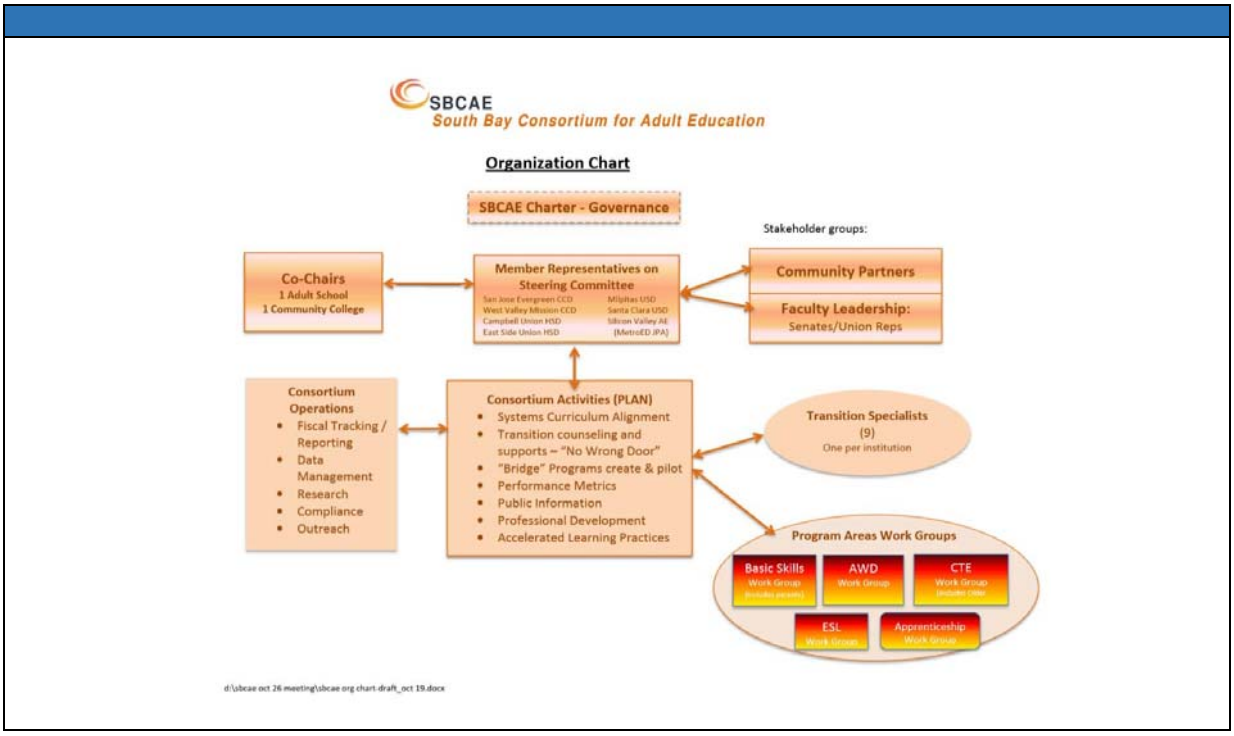
- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

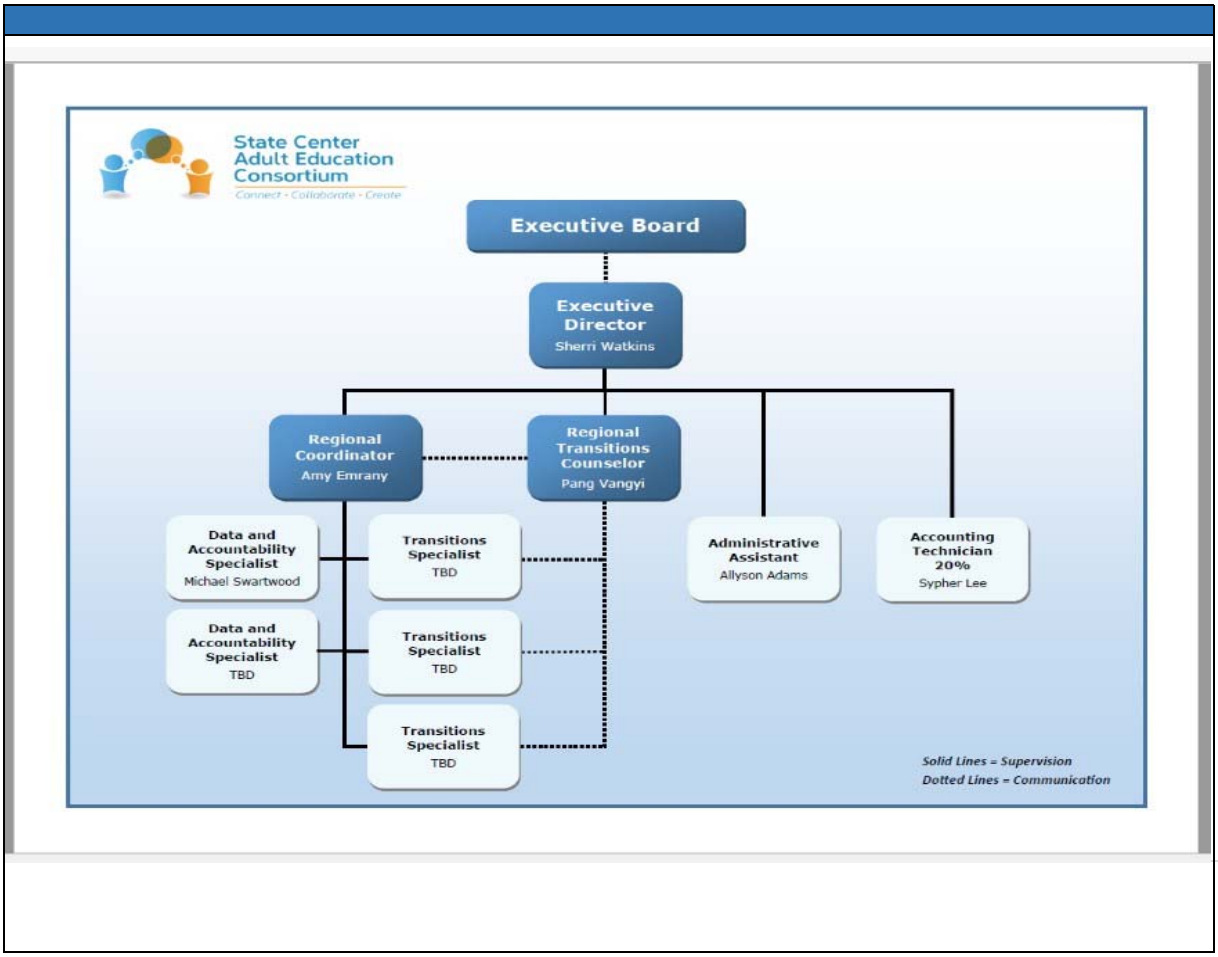
- Regional Need #1 - Increased Study Support Services/ 500

- How do you know? What resources did you use to identify these gaps? / 2500

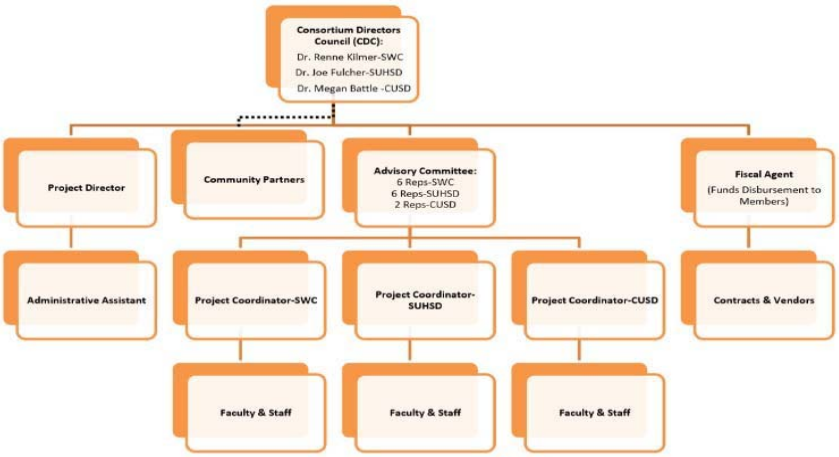
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500

Organization Charts – Various Consortia





SOUTH BAY ADULT EDUCATION CONSORTIUM/SOUTHWESTERN ORGANIZATIONAL CHART

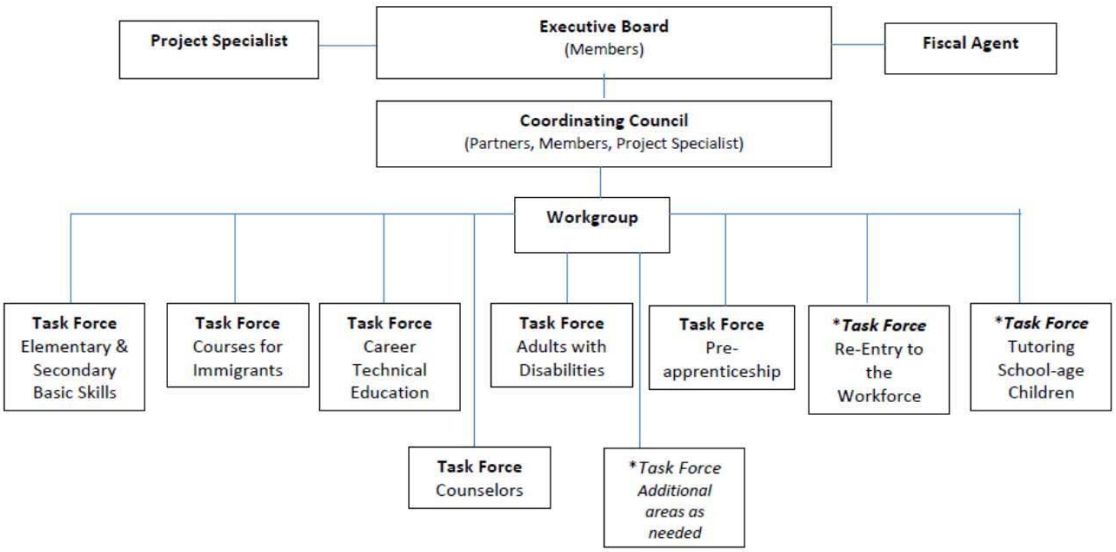


Implementation Team consist of the three Project Coordinators and the Project Director

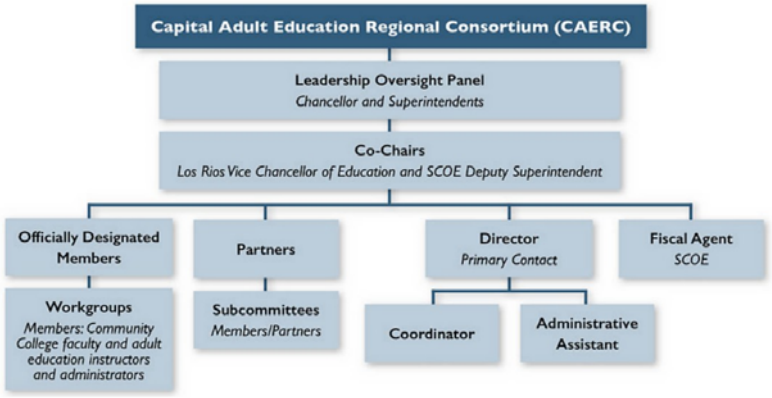
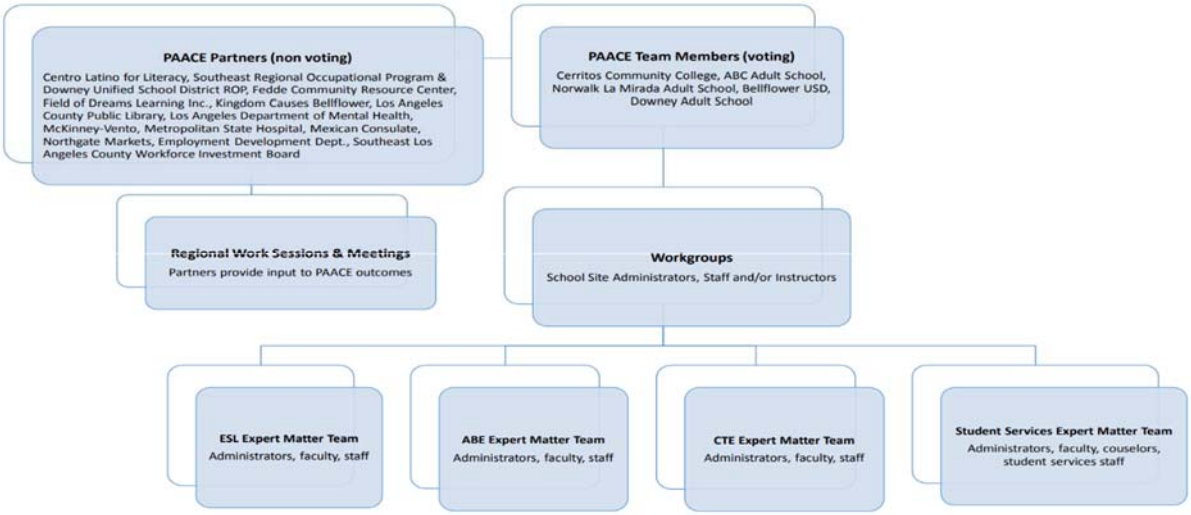
July 11, 2017

Organization Chart

RIO HONDO REGION ADULT EDUCATION CONSORTIUM
ORGANIZATION CHART



CAERC Organizational Chart



Partnership for Adult Academic and Career Education Consortium