AB 86: Adult Education
Consortia Planning 2013-2015

3-13-14
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Statewide coverage

- 100% Participation from CCDs
- 2 Regions Combined
- Fiscal Agents
  - 55 Community College Districts (CCDs)
  - 15 School Districts (SDs)
- Members
  - 281 SDs
  - 72 CCDs
Partners

**Workforce Investment Boards**
- 56 of 70 consortia included WIBs (80%).
- 41 of the 49 WIBs are included in the consortia plans (83%).

**County Office of Education**
- 33 of 70 consortia included (47%).
- 38 of the 58 COEs are included in the consortia plans (65%).

**Regional Occupation Centers & Programs**
- 20 of 70 consortia included ROCPs (28%).
- 28 of the 72 ROPs are included in the consortia plans (38%).
Partners

- Community Based Organizations: 44 of 70 (62%)
- County Social Services: 41 of 70 (58%)
- Public Libraries: 36 of 70 (51%)
- Unions/Employers: 36 of the 70 (51%)
- Jails: 28 of 70 (40%)
- State Partners: 26 of 70 (37%)
The role of Data in Planning

- Demographic data to define need
- Data informs regional plans
- Need for consistency in data
- What data exists?
Demographic Data Source

Source: 2012 American Community Survey
(1-year estimates)
U.S. Census Bureau

http://www.dof.ca.gov/research/demographic/state_census_data_center/american_community_survey/

http://www.census.gov/acs/www/about_the_survey/american_community_survey/

National Center for Education Statistics
(National Assessment of Adult Literacy - NAAL)
Demographic Data Categories

- Citizenship
- English Language Learners (ELL)
- HS diploma / GED need
- Literacy
- Students with disabilities
- Socioeconomic / Poverty
- Unemployment
Demographic Data to Be provided

- High School Diploma Attainment
- Population
- Poverty
- Unemployment
- Citizenship
- Disabilities
- English Language Learners (ELL)
- Literacy
## Sample Demographic Data

<table>
<thead>
<tr>
<th>RegionalConsName</th>
<th>total_pop_dist</th>
<th>poverty</th>
<th>no hs diploma</th>
<th>unemploy</th>
<th>ell</th>
<th>disabilities</th>
<th>citizenship</th>
<th>literacy</th>
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<td>Chabol-Las Positas</td>
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<td>91,352</td>
<td>56,116</td>
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<td>96,444</td>
<td>351,900</td>
<td>85,633</td>
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<td>Citrus</td>
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<td>Coast</td>
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<td>Copper Mountain</td>
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<td>1,817</td>
<td>8,304</td>
<td>2,021</td>
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<td>Foothill-Deanza</td>
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<td>174,019</td>
<td>42,347</td>
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<td>36,044</td>
<td>15,167</td>
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<td>18,062</td>
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<td>64,369</td>
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<td>21,575</td>
<td>30,450</td>
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<td>Grossmont-Cuyamaca</td>
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</tbody>
</table>
What We Hear from the Field

• For many, a smooth process thus far.
• For some, there are challenges.
• Questions from the field:
  -- Roles and responsibilities
    • Fiscal Agent
    • Facilitator
    • Third Party contractors, vendors
  -- Logistics
Role of Fiscal Agent

• Banker
• Provides fiscal oversight
• Third-party contracting or sub-contracting
  – Obtains permission from CCCCO
    • Who, what, where, when, why
  – Follows local district guidelines
• Legal relationship with CCCCO
• Fiscal Agent distributes funds based upon the consortia leadership
A Need for Resources

• Regional Data
  – Webinar on 2-28-14
• Sample MOUs
• Best Practices
• Website Remodel
• Information about K-12 and CC Systems
  – Webinar 3-1-14
2015

- Legislation
- Readiness Assessment
- Shared Accountability (Data)
- Fees
- Funding Model/Mechanism
Reports to the Legislature

• March 2014
  – Status of funding and grants
  – Identification of consortia members

• March 2015
  – Regional Comprehensive Plans
  – Conclusions
  – Recommendations
Questions and Recommendations

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- Share the good work that you are doing by being a webinar presenter – Contact the Work Group at ab86@ccccco.edu.