



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Certification of Eligibility Instructions, Terms & Conditions

AB86 Adult Education Consortium Planning Grant

Funding Fiscal Year: 2013-2014
Performance Period: March 5, 2014 – June 30, 2015

Funding source: AB86, Section 76, Article 3

Certification of Eligibility Cover Sheet must be received electronically at the California Community Colleges Chancellor's Office
E-mail: ab86@cccco.edu
by **5:00 p.m. on Friday, January 31, 2014**

Supporting Documents must be received electronically at the California Community Colleges Chancellor's Office
E-mail: ab86@cccco.edu
by **5:00 p.m. on Monday, February 24, 2014**

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AB86 Adult Education Consortium Planning

A. INTRODUCTION

California has the opportunity to rethink and redesign an educational system to establish linkages for students across the California Department of Education and the California Community College Chancellor's Office adult education systems that provide adults with the academic and career skills needed to enhance student success. To that end, the Legislature and Governor have put in place two unprecedented indicators of California's commitment to improve adult education.

First, the Legislature has committed funds to AB86 regional consortia of K-12 and community college districts to collaborate regionally to develop plans for expanding and improving adult education services by creating linkages between the two educational systems. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide seamless transitions for students. There currently exists in some areas a rich history of collaboration and a range of partners in place that have a regional perspective on policies and programs. Regional collaboration will manifest itself differently in each consortium and may involve a few or many partners.

Second, as funding for education in California rebounds from the years of fiscal crisis, local K-12 districts also are adjusting to changes in how funding flows from the state through the restructured Local Control Funding Formula (LCFF). For adult education, the LCFF legislation imposes a maintenance-of-effort requirement on adult education, which reads;

“For the 2013–14 and 2014–15 fiscal years only, of the funds a school district receives for purposes of regional occupational centers or programs, or adult education, the school district shall expend no less than the amount of funds the school district expended for purposes of regional occupational centers or programs, or adult education, respectively, in the 2012–13 fiscal year.”

B. AB86 OVERVIEW

This Certification of Eligibility document contains general instructions, procedures, formats, timelines, and reporting requirements for the AB86 Planning Grant. This is a noncompetitive grant for regional consortia made up of K-12 school districts and community college districts within the 72 community college district boundaries to develop plans to better serve the educational needs of adults.

Title:	AB86, Section 76, Article 3, Adult Education Consortium Planning Grant
Funding Source:	AB86, Section 76, Article 3
Funding Period:	March 5, 2014 through June 30, 2015
Total Funds Available:	\$25,000,000 (\$22,500,000 for regional consortia grants and \$2,500,000 for statewide coordination and technical assistance)
Required Match:	No match required
Number of Awards:	72 (funding allocation based upon formula)

According to Assembly Bill 86 (AB86) Section 76 Article 3, the Chancellor of the California Community Colleges and the State Department of Education shall, pursuant to funding made available in the annual Budget Act, jointly provide planning and implementation grants to regional consortia of community college districts and school districts for the purpose of developing regional plans to better serve the educational needs of adults.

AB86 provides the opportunity for developing the statewide collaboration and regional approach needed to maximize the state's return on its investment in adult education. It provides focused priorities and a new regional design for the California Department of Education and the California Community College Chancellor's Office adult education programs based on the state's critical educational and workforce needs.

To respond to AB86, Section 76, Article 3, the California Community College Chancellor's Office and the California Department of Education jointly established an AB86 Cabinet of six members, three from each agency. The Cabinet, in turn, established and oversees a Work Group comprised of twelve members, four representing adult education programs in school districts, four representing adult education programs in community colleges, and four staff members, two from the CCCC and two from the CDE.

Program Areas

AB86, Section 76, Article 3 provides the one-time funding for adult education consortia planning. The total budget for regional consortia planning awards is \$22.5 million. This grant provides planning and implementation funds to regional consortia to improve the delivery of adult education in the following program areas and address existing gaps in programs and services (note: all areas must be addressed by each consortium):

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

Objectives

AB86 outlines expectations and as well as planning and implementation requirements to establish the regional consortia for the provision of adult education in all areas of the state. AB86 provides funding to support these collaborative efforts. These grant funds shall assist adult education consortia to accomplish each of the following objectives:

- 1) An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).
- 2) An evaluation of current needs for adult education programs within its region.
- 3) Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.
- 4) Plans to address the gaps identified pursuant to paragraphs (1) and (2).
- 5) Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

- 6) Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.
- 7) Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

All of the objectives will be addressed in the Regional Comprehensive Plan developed and submitted by each consortium.

Reports to the Legislature

As required by the legislation, two reports – compiled by the AB86 Work Group – will be submitted to the legislature:

- By March 1, 2014, a status report will be presented to the legislature and Governor which identifies regional consortia members in all parts of the state and summarizes the distribution of the planning funds.
- By March 1, 2015, a second report will be presented to the legislature and Governor which includes the regional consortia plans and the conclusions drawn from those plans.

The legislature will expect the second report to identify what is needed to expand and improve the provision of adult education throughout the state. The second report will include suggestions on consortia structures including leadership and decision making processes, future delivery models, and expanding the critical linkages between the K-12 and Community College systems that enable student progress and completion. The report, resulting from the consortia's planning processes, offers a unique opportunity to document the need for additional funding. A close review of what has been presented from each region will be the basis for this summative report, as this work will inform policy and determine funding for additional improvement in the state's delivery system serving adult learners.

C. ELIGIBILITY

Definitions

For the purpose of AB86 planning awards, the following definitions apply:

- A **region** is defined as the geographical boundaries of a community college district.
- A **consortium** is at least one community college district and at least one school district within the geographical boundaries of the community college district.

- A **member** is defined as public school district or community college district within the geographical boundaries of the designated region.
- A **partner** is determined by the local consortium's membership.

Criteria

- (1) Eligibility to receive AB86 planning awards shall be limited to consortia consisting of at least one community college district and at least one school district within the geographical boundaries of the community college district. Reference the community college district map at <http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>
- (2) Consortia need to demonstrate and implement systems of shared-leadership between K-12 and community college members in the consortia.
- (3) Only a school district or a community college district may serve as the consortium's fiscal agent, as determined by the consortium. The fiscal agent does not determine the leadership structure of the consortium.
- (4) If a community college district chooses not to participate in a consortium, a neighboring community college district may form a consortium with school districts within the boundaries of the nonparticipating community college district. Funds designated for the nonparticipating community college district region will be awarded to the neighboring community college district region and must be used for developing a plan for the region defined by the nonparticipating community college district boundaries.
- (5) Districts may be members of only one consortium. Although school districts and community college districts may be members of only one consortium, they may be partners or participate in multiple consortia.
 - For example: If a school district crosses two or more community college district geographic boundaries, the school district must choose to be a member of only one consortium. However, the school district may be a *partner* with other consortiums.
- (6) Consortia members will determine who may be a partner within the consortia. Consortia partners may include entities providing adult education courses, including, but not necessarily limited to, correctional facilities, local workforce investment boards, other local public entities, community-based organizations, and/or social service organizations.
- (7) A consortium may be made up of more than one region if members agree to merge into a single consortium. In this case, the allocation for those regions will be combined and issued to the fiscal agent of that consortium.
- (8) If an applicant consortium does not meet the established eligibility criteria, a revised response will be required prior to awarding the funding. The CCCCO and the CDE reserve the right to deny funding to consortia found not to meet the required criteria.

D. FUNDING FORMULA

The Table of Regional Awards in Appendix A shows the regional breakout for consortium awards for the AB86 regional adult education program planning.

E. PERFORMANCE PERIOD

The performance period for the funded Adult Education Regional Consortia is from March 5, 2014 through June 30, 2015. All performance under this allocation shall be completed by June 30, 2015.

F. REQUIRED APPLICATION CONTENT

1. Certificate of Eligibility Cover Sheet – Due by Friday, January 31, 2014

The Chief Executive Officer/Superintendent/Designee of the fiscal agent (community college district or school district) will submit a Certificate of Eligibility Cover Sheet with signatures within the electronic submission identifying the school district or community college district that will be the fiscal agent for the consortium, if funded. See Appendix B: Application Forms and Templates for the Eligibility Cover Letter template (B.1). The Certificate of Eligibility Cover Sheet will contain:

- Fiscal Agent's name, address, and contact information
- Brief description of the process used to determine the fiscal agent
- Primary contact information for this application (name, title, phone, and email)
- List of participating members

2. Intent-to-Participate Member Signature Forms – Due by Monday, February 24, 2014

Each community college district and school district participating in the consortium must submit an Intent-to-Participate Member Signature Form. The form must be signed by each district's Chief Executive Officer, Superintendent, or Designee. It is understood that the makeup of the consortium may change within the performance period. Please submit Intent-to-Participate Forms from those member districts that are currently committed to participating in the planning project. See Appendix B: Application Forms and Templates for the Intent-to-Participate Member Signature Forms (B.2). Consortia must be comprised of at least one community college district and one school district. The Intent-to-Participate Member Signature Form is located in the attachment to the Certification of Eligibility.

3. Project Management Plan – Due by Monday, February 24, 2014

Shared project management is essential to ensuring that effective collaboration exists among all partners, that planning objectives will be met, and that project deliverables will be completed within the timeline defined in this Certification of Eligibility document. The AB86 Work Group recognizes that adult education consortia are at the early stages of this planning process. Given the consortium's planning stage, please address the elements listed below.

Project Management Narrative (not to exceed eight pages, single spaced, 1" margins, 12 pt. Arial font). Responses to the following bullets should reflect **shared leadership** between both systems.

Organizational Structure

- **Consortia Membership:** Describe existing collaborative relationships, between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.
- **Partnerships:** List any identified partners and describe how these relationships may inform the planning process going forward.

Shared Leadership Strategies

- Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.

Project Planning Roles and Responsibilities

- Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.
- Identify other staffing that may be necessary for planning.

Communication

- Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.
- Describe strategies that might be used for outreach to regional stakeholders.

4. Preliminary Budget Summary – Due by Monday, February 24, 2014

The Preliminary Budget Summary template is found in Appendix B, B.4. The form is located in the attachment to the Certification of Eligibility. It is understood that this budget reflects expenditures for planning and may need to be revised during the performance period of the grant.

G. SUBMISSION PROCESS

By Friday, January 31, 2014:

The **Certificate of Eligibility Cover Sheet** must be submitted via email to ab86@cccco.edu

The **Certificate of Eligibility Cover Sheet** must be signed by the fiscal agent's district Chief Executive Officer or authorized designee.

By Monday, February 24, 2014:

The following items must be submitted via email to ab86@cccco.edu:

- Signed Intent-to-Participate Signature Forms
- Project Management Plan
- Signed Preliminary Budget Summary

The Intent-to-Participate letters (one per district within the consortium) must be signed by each district's Superintendent/Chancellor/President or authorized designee.

The Preliminary Budget Summary form must be signed by the fiscal agent district's Chief Business Officer or authorized designee.

Additionally, 4 signed copies must be mailed to the California Community College Chancellor' Office, **postmarked by February 24, 2014**

Submittal Instructions

The **Certificate of Eligibility Cover Sheet** must be submitted electronically to ab86@cccco.edu in a single PDF with the subject line reading: **AB86 Certificate of Eligibility** by 5:00 p.m. by **Friday, January 31, 2014**.

The **Intent-to-Participate Member Signature Forms, Project Management Plan**, and the **Preliminary Budget Summary** must be submitted electronically to ab86@cccco.edu in a single PDF with the subject line reading: **AB86 Supporting Documents** by 5:00 p.m. by **Monday, February 24, 2014**.

Additionally, **four signed copies**, in blue ink, of the Preliminary Budget Summary must be mailed by February 24, 2014 to:

California Community College Chancellor's Office
AB86 Work Group
1102 Q Street
Sacramento, CA 95811
Attn: Debra Jones

Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to:

AB86 Work Group
ab86@cccco.edu

Note: Within two business days after receiving an application via e-mail the AB 86 Work Group will send an e-mail receipt. If after this timeframe the applicant does not receive a receipt they should contact the AB86 Work Group at ab86@cccco.edu to confirm receipt of their application.

H. KEY DATES

12/19/13	Certificate of Eligibility Released: Available Online
12/20/13, 1/10/14, 1/17/14 1/24/14, 1/31/14 2/7/14, 2/14/14 2/21/14	Technical Assistance Webinars (recorded)
01/31/14	Due: Certification of Eligibility Cover Sheet
02/14/14	Notification of Intent to Award
02/24/14	Due: Intent-to-Participate Forms, Preliminary Budget Summary, and Project Management Plan
03/5/14	Performance Period Begins
07/31/14	Due: Regional Comprehensive Plan (Completed-to-Date) and Expenditure Report
10/31/14	Due: Regional Comprehensive Plan (Completed-to-Date) and Expenditure Report
12/31/14	Due: Draft Regional Comprehensive Plan and
01/31/15	Due: Expenditure Report
03/01/15	Due: Final Regional Comprehensive Plan
04/30/15	Due: Expenditure Report
06/30/15	Performance Period Ends
8/31/15	Due: Final Expenditure Report

Reporting Requirements

Reporting instructions for the Regional Comprehensive Plan are provided in Appendix C. The following section indicates due dates and brief descriptions of reporting requirements. It is assumed that consortia will continue developing their plans throughout the duration of the grant up to the final Regional Comprehensive Plan due March 1, 2015. More information and detail about the development of the plan will be provided by the AB86 work Group.

1) **March 5, 2014: Project Commencement**

2) **July 31, 2014: Regional Comprehensive Plan Completed-To-Date**

Each consortium must submit its plan to-date by July 31, 2014. This plan shall include all of the following listed below.

- Narrative and introductory section on regional planning, organizational structure, decision-making, shared leadership, partners, and representation.
- A status report for completing the following objectives from the Regional Comprehensive Plan as described in Appendix C:
 - Consortium Plan Objective #1: An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).
 - Consortium Plan Objective #2: An evaluation of current needs for adult education programs within its region.
 - Consortium Plan Objective #4: Plans [**to date**] to address the gaps identified pursuant to objectives (1) and (2), above
- Quarterly Expenditure Report

3) **October 31, 2014: Regional Comprehensive Plan Completed-To-Date**

Each consortium must provide the AB86 Work Group with their plan to-date by October 31, 2014. This plan-to-date shall include the following listed below.

- Objectives 1 through 7 from the Regional Consortium Plan template as described in Appendix C:
- Quarterly Expenditure report.

4) **December 31, 2014: Draft Regional Comprehensive Plan**

Each consortium must provide the AB86 Work Group with a draft Regional Comprehensive Plan on or before December 31, 2014. The draft Regional Comprehensive Plan must address all seven objectives in the Regional Comprehensive Plan template in Appendix C.

5) January 31, 2015: Quarterly Expenditure Report

6) March 1, 2015: Final Regional Comprehensive Plan

Each consortium must provide the AB86 Work Group with a final Regional Comprehensive Plan on or before March 1, 2015. The final Regional Comprehensive Plan must address all Objectives in the Regional Comprehensive Plan template in Appendix C.

7) April 30, 2015: Quarterly Expenditure Report

8) August 31, 2015: Final Expenditure Report

In addition to the planning documents described in Appendix C, additional information regarding the consortia's planning efforts may be requested by the AB86 Work Group for use in the March 2014 and March 2015 reports to the legislature and governor. In addition to these two formal report dates, input from the regional consortia and AB86 Work Group may also be shared with state policy makers throughout the performance period of the planning grants.

Reports and plans should describe and document how adult education might be expanded and improved in a region. Commentary should be provided from the consortium members and partners regarding the structural, fiscal and policy changes needed to better serve the educational needs of adults.

APPENDICES

Appendix A

Table of Regional Awards

Appendix B

Application Forms and Templates

Appendix C

Template for Regional Comprehensive Plan

Appendix D

Grant Agreement Article I: Program-Specific Legal Terms and Conditions

Appendix E

Grant Agreement Article II: Standard Legal Terms and Conditions

Appendix F

AB86 Maintenance of Effort

**APPENDIX A:
Table of Regional Awards**

Grant awards for the adult education regional planning grants were determined using a formula incorporating an equal base amount for each consortium for core planning activities and two additional variables:

- an amount based on regional population (using census data)
- an amount based on regional need as it relates to the planning areas defined by AB86 (using census data).

Community College District Boundary	Allocation
Allan Hancock	\$240,319
Antelope Valley	\$298,559
Barstow	\$191,057
Butte-Glenn	\$248,312
Cabrillo	\$226,800
Cerritos	\$274,702
Chabot-Las Positas	\$329,938
Chaffey	\$392,837
Citrus	\$211,056
Coast	\$326,585
Compton	\$238,952
Contra Costa	\$442,433
Copper Mountain	\$192,886
Desert	\$306,172
El Camino	\$317,128
Feather River	\$179,549
Foothill-DeAnza	\$258,539
Gavilan	\$223,912

Community College District Boundary	Allocation
Glendale	\$211,712
Grossmont-Cuyamaca	\$307,205
Hartnell	\$260,572
Imperial	\$233,034
Kern	\$472,166
Lake Tahoe	\$159,865
Lassen	\$184,189
Long Beach	\$300,390
Los Angeles	\$1,751,663
Los Rios	\$633,189
Marin	\$217,558
Mendocino-Lake	\$201,937
Merced	\$259,693
MiraCosta	\$252,166
Monterey Peninsula	\$184,270
Mt. San Antonio	\$374,205
Mt. San Jacinto	\$411,630
Napa Valley	\$188,708
North Orange County	\$409,132
Ohlone	\$219,423
Palo Verde	\$185,006
Palomar	\$385,690
Pasadena Area	\$263,724
Peralta	\$334,914

Community College District Boundary	Allocation
Rancho Santiago	\$326,047
Redwoods	\$228,848
Rio Hondo	\$272,356
Riverside	\$435,294
San Bernardino	\$366,883
San Diego	\$439,517
San Francisco	\$382,950
San Joaquin Delta	\$400,227
San Jose-Evergreen	\$392,202
San Luis Obispo County	\$248,542
San Mateo County	\$344,336
Santa Barbara	\$205,147
Santa Clarita	\$221,880
Santa Monica	\$180,901
Sequoias	\$296,996
Shasta-Tehama-Trinity	\$249,395
Sierra Joint	\$306,317
Siskiyou Joint	\$187,426
Solano	\$266,684
Sonoma County	\$308,051
South Orange County	\$388,469
Southwestern	\$292,434
State Center	\$495,508
Ventura County	\$401,754

Community College District Boundary	Allocation
Victor Valley	\$295,332
West Hills	\$212,523
West Kern	\$158,560
West Valley-Mission	\$265,291
Yosemite	\$362,912
Yuba	\$265,441
Total AB86 Consortia Award Allocation	\$22,500,000

APPENDIX B: Application Forms and Templates

All forms can be accessed in the attachment to this Certification of Eligibility

B.1 Certificate of Eligibility Cover Sheet

The form below is available as part of the online templates for this application. Only one form is required for each consortium.

AB86, Section 76, Article 3 Consortium Planning Grant Certificate of Eligibility Cover Sheet			
	<i>California Community Colleges Chancellor's Office</i>		<i>State Department of Education</i>
Fiscal Agent Name:			
Fiscal Agent Address:			
Fiscal Agent's Contact Information:	Name:		Telephone:
	Title:		E-mail:
Signature of the Fiscal Agent Chief Executive Officer/ Superintendent/Designee:	Signature		Printed Name
	Title:		Date:
Briefly describe the process used to determine the fiscal agent (please limit your response to this space):			
Primary Contact Information for the Consortium's Application:			
Contact Name:		Telephone:	
Contact Title:		E-mail:	
Contact Agency:			
List of Participating Consortium Members (use additional sheets as necessary)			
Member Organization Name (i.e., name of school district or community college/district)	Member Point of Contact Name and E-mail		
	Name	E-mail and/or Phone #	

B.2 Intent-to-Participate Member Signature Form

The Intent-to-Participate Member Signature form is located in the attachment to the Certification of Eligibility. Each member district of the consortium is required to complete a form. The form must be signed by the Chief Executive Officer/Superintendent or Designee.

TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:			
District Address:			
Adult Education Planning Contact Information:	Name:		Telephone:
	Title:		E-mail:
Signature of Chief Executive Officer/ Superintendent/Designee:	Signature		Printed Name
	Title:		Date:

B.3 Project Management Plan Narrative

Shared project management is essential to ensuring that effective collaboration exists among all partners, that planning objectives will be met, and that project deliverables will be completed within the timeline defined in this Certificate of Eligibility. The AB86 Work Group recognizes that consortia are at the early stages of this planning process. Given the consortium's planning stage, please address the elements listed below.

Project Management Narrative (not to exceed eight pages, single spaced, 1" margins, 12 pt. Arial font). Responses to the following bullets should reflect **shared leadership** between both systems.

Organizational Structure

- **Consortia Membership:** Describe existing collaborative relationships, between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.
- **Partnerships:** List any identified partners and describe how these relationships may inform the planning process going forward.

Shared Leadership Strategies

- Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.

Project Planning Roles and Responsibilities

- Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.
- Identify other staffing that are identified as necessary for planning.

Communication

- Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.
- Describe strategies that might be used for outreach to regional stakeholders.

B.4 Preliminary Budget Summary Form

The Preliminary Budget Summary is located in the attachment to the Certification of eligibility. The fiscal agent must complete the form, and it must be signed. Additionally, four hard copies, with signatures in blue ink, must be postmarked and sent to the California Community Colleges Chancellor's Office by February 24, 2014.

BOG, CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE (CCCCO)

**AB86, Section 76, Article 3
Consortium Planning Grant**

REGION:

FISCAL AGENT:

PRELIMINARY BUDGET SUMMARY

Object of Expenditure	Classification	Line	TOTAL PROGRAM FUNDS REQUESTED	
1000	INSTRUCTIONAL SALARIES	1	\$	0
2000	NONINSTRUCTIONAL SALARIES	2	\$	0
3000	EMPLOYEE BENEFITS	3	\$	0
4000	SUPPLIES AND MATERIALS	4	\$	0
5000	OTHER OPERATING EXPENSES AND SERVICES	5	\$	0
6000	CAPITAL OUTLAY	6	\$	0
7000	OTHER OUTGO	7	\$	0
TOTAL DIRECT COSTS:		8	\$	0
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		9	\$	0
TOTAL COSTS:		10	\$	0

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

District Chief Business Officer (or authorized designee):

Name: _____ Title: _____

Authorized Signature: _____ Date: _____

APPENDIX C: Template for Regional Comprehensive Plan

Each consortium must develop and submit a Regional Comprehensive Plan that includes detailed information about the processes undertaken to address the requirements of AB86. The plan must also include recommendations for implementing Adult Education programming based on the regional planning efforts undertaken by the consortium. The following narrative and template instructions address the five program areas (1 through 5) and seven objectives that each consortium must address. The instructions and guidance are provided within each Regional Comprehensive Plan Objective.

For each objective, complete both a narrative section and, if required, a quantitative analysis or a work plan. Templates have been provided for the quantitative analysis and work plans. Technical assistance from the AB86 Work Group will also be made available to consortia.

Regional Comprehensive Plan Objective #1: An evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Narrative: For each of the five program areas listed in AB86, describe, in a narrative format, the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality.

Analysis: In the following section are two separate tables, which may be expanded as necessary. Table 1.1 is for consortium members (college district member(s) and school district member(s)). Table 1.2 is for consortium partners. Rows may be inserted as needed. **Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.**

Using Tables 1.1 and 1.2, document the consortium's current services and programs based on unduplicated enrollment and attendance (Average Daily Attendance (ADA) or Full Time Equivalent Students (FTES)) for fiscal year (FY) 2012-13 for each of the five program areas. The last two columns are for documenting the direct cost of instruction for FY 2012-13 and FY 2013-14.

If none of the members or partners offer programs in one of the five program areas, state "no service provided" in the first column and leave the remaining columns blank.

Table 1.1: Evaluation of Existing Adult Education Programs Offered by Consortium Members

Consortium Member Name <small>Note: College districts, please list information <u>separately</u> for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Indicate whether a program is credit, enhanced noncredit or regular noncredit as appropriate. Insert additional rows as needed for each program area.</small>	FY 12-13 Unduplicated Enrollment		FY 12-13 ADA or FTES		FY 12-13 Direct Cost (Cost of Instruction)		FY 13-14 Direct Cost (Cost of Instruction)	
Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate								
TOTALS (please total separately between consortium members)	AdEd	CC	ADA	FTES	AdEd	CC	AdEd	CC
Program Area 2: Classes for Immigrants: Citizenship, ESL and Workforce Preparation in Basic Skills								
TOTALS (please total separately between consortium members)	AdEd	CC	ADA	FTES	AdEd	CC	AdEd	CC
Program Area 3: Short Term Career Technical Education Programs								
TOTALS (please total separately between consortium members)	AdEd	CC	ADA	FTES	AdEd	CC	AdEd	CC
Program Area 4: Programs for Adults with Disabilities								
TOTALS (please total separately between consortium members)	AdEd	CC	ADA	FTES	AdEd	CC	AdEd	CC

Table 1.1: Evaluation of Existing Adult Education Programs Offered by Consortium Members

Consortium Member Name <small>Note: College districts, please list information <u>separately</u> for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Indicate whether a program is credit, enhanced noncredit or regular noncredit as appropriate. Insert additional rows as needed for each program area.</small>	FY 12-13 Unduplicated Enrollment		FY 12-13 ADA or FTES		FY 12-13 Direct Cost (Cost of Instruction)		FY 13-14 Direct Cost (Cost of Instruction)	
Program Area 5: Programs for Apprenticeships								
TOTALS (please total separately between consortium members)	AdEd	CC	ADA	CC	AdEd	CC	AdEd	CC
GRAND TOTAL FOR ALL PROGRAM AREAS								

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Consortium Partner Names (Insert additional rows as needed to accommodate data for each consortium member or partner)	Source of Funding	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Direct Cost (Cost of Instruction)	FY 13-14 Direct Cost (Cost of Instruction)
Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate					
TOTAL FOR PROGRAM AREA 1					
Program Area 2: Classes for Immigrants: Citizenship, ESL and Workforce Preparation in Basic Skills					
TOTAL FOR PROGRAM AREA 2					
Program Area 3: Short Term Career Technical Education Programs					
TOTAL FOR PROGRAM AREA 1					
Program Area 4: Programs for Adults with Disabilities					

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Consortium Partner Names (Insert additional rows as needed to accommodate data for each consortium member or partner)	Source of Funding	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Direct Cost (Cost of Instruction)	FY 13-14 Direct Cost (Cost of Instruction)
TOTAL FOR PROGRAM AREA 4					
Program Area 5: Programs for Apprenticeships					
TOTAL FOR PROGRAM AREA 5					
GRAND TOTAL FOR ALL PROGRAM AREAS					

Regional Comprehensive Plan Objective #2: An evaluation of *current needs* for adult education programs within the consortium’s region.

Narrative: Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts’ K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

The plan narrative should provide an overview of the consortium’s region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Analysis: In the following section are templates for summarizing the past, current and projected enrollment of consortia members and partners in each of the five program areas. Rows may be inserted as needed.

Table 2.1 is for documenting the past, current and projected enrollment in each of the five program areas defined by AB86.

Table 2.2 is for documenting the current and projected number of high school diploma/GED recipients. If these services are not offered by a consortium’s members or partners, leave the past and current enrollment columns blank but using data available from resources, project the high school/GED needs in 2015/16.

Table 2.1: Evaluation of Existing Adult Education Enrollment

Consortium Member/Partner Name (List each program on a separate line. Insert additional rows as needed to accommodate data for each consortium member or partner)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate				
TOTAL FOR PROGRAM AREA 1				
Program Area 2: Classes for Immigrants: Citizenship, ESL and Workforce Preparation in Basic Skills				
TOTAL FOR PROGRAM AREA 2				

Table 2.1: Evaluation of Existing Adult Education Enrollment

Consortium Member/Partner Name (List each program on a separate line. Insert additional rows as needed to accommodate data for each consortium member or partner)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Program Area 3: Short Term Career Technical Education Programs				
TOTAL FOR PROGRAM AREA 3				
Program Area 4: Programs for Adults with Disabilities				
TOTAL FOR PROGRAM AREA 4				

Table 2.1: Evaluation of Existing Adult Education Enrollment

Consortium Member/Partner Name (List each program on a separate line. Insert additional rows as needed to accommodate data for each consortium member or partner)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Program Area 5: Programs for Apprenticeships				
TOTAL FOR PROGRAM AREA 5				
GRAND TOTAL FOR ALL PROGRAM AREAS				

Regional Comprehensive Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

In responding to this objective, the consortium will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Plans should address how the consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include a description of program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals.

Narrative: Describe the specific plans and strategies the consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the consortium participants' systems including:
 - Communication paths among consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement to establish efficient pathways and transitions among consortium participants.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline

Regional Comprehensive Plan Objective #4: Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Describe how the consortium intends to respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans should identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. Plans should also include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a consortium's region who are currently underserved).

The plan should include sufficient detail including:

- A description of the resources needed to implement the identified strategies.
- Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

In addition to the narrative, complete the work plan (Table 4.1) on the next page to summarize the identified gaps/needs, what strategies will be employed to address the identified gaps, the resources needed to carry out those strategies, the costs involved, the consortium participants responsible for implementing the identified strategies, the methods for assessing the progress made toward implementing the identified strategies, and a timeline for accomplishing the various implementation steps.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline

Regional Comprehensive Plan Objective #5: Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB86 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB86 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Qualitative Narrative: Identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress. Plans should address:

- how the consortium will identify and gather measurable improvement metrics
- how existing best practices and strategies such as those described earlier will be implemented for each of the program areas.

Plans should include a work plan, similar to the one shown in Table 5.1, that summarize the elements of the plan, including:

- specific approach to be employed;
- specific tasks/activities needed to implement the specific approach;
- resources/costs involved in implementing the tasks/activities;
- consortium parties responsible for carrying out each task;
- methods for assessing the success of implementing the approach/strategy; and,
- timeline for completing each task.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline

Regional Comprehensive Plan Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

A critical element to ensuring the effective implementation of the consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state. Faculty and staff from all local consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide

Regional Comprehensive Plan Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Identify existing regional structures and their resources. These might include but are not limited to:
 - WIBs
 - Chamber of Commerce
 - County Libraries
 - County Office of Education
 - Industry Employer Groups
 - Literacy Coalitions
 - Economic Development Regions
 - County Social Services - CalWorks
 - Employment Development Department (EDD)

- Identify current engagement strategies and describe how these strategies leverage regional structures.
 - Outreach by regional consortia to existing regional structures
 - Utilization of existing regional resources
 - Positioning of the regional consortium to be responsive to economic needs
 - Positioning of the consortium to be stronger and more effective

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.