

Assembly Bill 86 Overview

Mt. San Antonio College Regional Consortium for Adult Education

Assembly Bill 86 (2013) charged the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) with jointly implementing an adult education planning process. The legislation appropriated \$25 million to distribute to regional consortia to develop plans with the shared goal of better serving the educational needs of California's adult learners. Planning work has progressed according to deadlines defined in AB86, with the final regional plan submitted by March 1, 2015. This plan, though called "final" for planning grant purposes, is understood to be a "living" plan reflecting an ongoing, cyclical, collaborative effort on the part of consortium members.

The following five areas were to be addressed in the plan:

- Elementary and secondary basic skills, including classes required for a high school diploma;
- Classes and courses for immigrants in English as a second language, citizenship, and workforce preparations;
- Education programs for adults with disabilities;
- Short-term career technical education programs with high employment potential; and
- Programs for apprentices.

What comprises a consortium?

Per AB86, a region has been defined as the geographical boundaries of a community college district. A consortium consists of at least one school district and at least one community college district within the geographical boundaries of the community college district. Members are the participating districts within the geographical boundaries of the designated region, while other entities, such as WIBs, community-based organizations, and other relevant organizations serving adult learners. The fiscal agent has identified by agreement of the consortia members and has been responsible for distributing the funds and submitting required expenditure reports. The fiscal agent for AB86 planning has been Mt. San Antonio College.

What were consortia plans required to include?

- Evaluation of level and types and needs of adult education programs within the region and plans to address gaps.
- Plans to integrate programs to create seamless transition for students into postsecondary education or the workforce.
- Plans to employ approaches to accelerate a student's progress toward academic or career goal.
- Plans to collaborate with partners on the provision of ongoing professional development for faculty and other staff.
- Plans to leverage existing regional structures, including local workforce investment areas.

What about funding after AB86?

AB86 language included legislative intent to provide an additional \$500 million starting in 2015-16 for adult education through regional consortia. The Governor's Budget for 15-16 proposes a \$500 million block grant for adult education, with \$300-350 million earmarked for adult schools based on Maintenance of Effort. Details are currently being discussed at hearings.

AB86 Executive Summary

The Mt. San Antonio College Regional Consortium for Adult Education

The Mt. SAC Regional Consortium is comprised of:

Baldwin Park Unified School District
Bassett Unified School District
Charter Oak & Covina-Valley Unified School Districts (Tri-Community)
Hacienda La Puente Unified School District
Mt. San Antonio College (fiscal agent)
Pomona Unified School District
Rowland Unified School District
Walnut Valley Unified School District

Findings from the Regional Comprehensive Plan Process

Member sites within the consortium offer a wide variety of courses within each of the program areas. Faculty, counselors, staff, and administrators work diligently to provide students with high quality instruction, curriculum, counseling, and student services. Goals of adult education in the region include ensuring positive student outcomes and providing students with opportunities to advance along college and career pathways.

In the process of developing the regional plan, stakeholders found that, while programming is of high quality throughout the region, there is a lack of alignment across member sites and the amount of course offerings has decreased substantially since the recession. These gaps, along with others, impact student access and the consortium is poised to leverage existing resources to augment course offerings, grow programs that target employment projections, and enhance alignment and transition within and between programs in the region.

Key aspects of the Consortium Plan include:

- **Program Growth:** Strategically offering additional sections of existing courses and expanding program breadth through new course offerings
- **College and Career Pathways:** Creating transitional courses using contextualized instructional approaches within and between program areas to assist with program readiness as well as college and career pathways
- **Course Affordability:** Reducing costs to students for fee-based courses
- **Expanded Course Schedules:** Broadening course scheduling to meet community needs (including evenings and weekends)
- **Online and Distance Learning:** Building technological infrastructure and developing curriculum and trainings
- **Improved Student Services:** For all students and particularly those from disproportionately impacted populations (e.g. English Language Learners and students with disabilities) and students with barriers to entry related to transportation and/or childcare needs.

Executing this ambitious plan will require support from community partners as well as additional resources that will be provided largely through state funding. Resources needed may include faculty, counselors, staff, partners, technology, professional development, and facilities. Effectiveness of the plan will be measured by data collection and analysis coordinated by program area task groups and ad hoc groups that include partners. Certain services will also be established for the consortium as a whole to facilitate student access and promote pathways and transition throughout the region.