AEBG 2017 STRATEGIC PLANNING

UNOFFICIAL, INCOMPLETE, AND WORKING DRAFT MATERIAL

BACKGROUND
This document articulates the current thinking of the AEBG State Office leadership regarding the goals, priorities, plans, and coordination of the office. It could be used to create specific documents for various audiences - eg, upcoming conferences, AEBG Office planning offsite, etc.

VERSION LOG
Version 6 – as of Feb 2, 2017 – draft by Chris for CAEAA
Version 5 - as of Jan 22, 2016 - draft with additional input from Neil and Javier, and additional work from Aneta
Version 4 - as of Jan 21, 2016 - draft incorporating content from Chris (after Chris & Javier discussed prior version)
Version 3 - as of Jan 17, 2016 - draft developed by Aneta without additional input from Leadership - MUST DISCUSS…
Version 2 - as of Jan 13, 2016 - ghost developed at Jan 6 leadership meeting
Version 1 - as of Dec 20, 2016 - ghost presentation capturing white-boarding session with Chris & Javier
BIG PICTURE: AEBG
1. What is the end goal of AEBG?
2. Who benefits from AEBG?
3. How is AEBG innovative?
4. How does AEBG fit the landscape?
5. How is AEBG leveraging resources?
6. How is AEBG unique?
7. Where is AEBG today?

EXECUTION: AEBG OFFICE
1. What are the principles guiding the AEBG Office?
2. What are the objectives of the AEBG Office?
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Big Picture: What is the end goal of AEBG?

The Law mandates what success looks like

- Improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees, or training programs

Enable adults to advance education, obtain employment, and improve wages through a comprehensive California partnership.

State agencies: CDE, CCCCO, CWDB, DOR, DHHS, DMV, EDD…
Regional consortia members: Community colleges, K-12 adult schools & LEAs
Regional consortia partners: Immigrant agencies, Youth and Young adult agencies, corrections, probation, libraries, faith based organizations, community based organizations, social services, and local workforce boards
Federal: DOE, DOL, DOR, DHS…

- Placement into jobs
- Improved wages
AEBG Stakeholder Map – TO REFINE

**AEBG office**
- SBE: Superintendent, Adult education office, CT Division, Legislative person, EC division, Fiscal/Contract, Special Ed, Protocol
  - CDE: US Districts, k-12 adult schools, US Districts, CDE
  - CCC: CC Districts, Community colleges

**Regional Consortia**
- Teachers, Counselors, Administrators, Program coordinators, Unions (teacher, staff, public employee, admin)

**Administrators for related programs**
- School Board, Superintendent, CBO, Fiscal Dept.
  - County Offices of education
  - Faculty, Counselors, AdminCBO/finance, Deans, Academic senate, Union

**AEBG Stakeholder Map – TO REFINE**

- Families
- Communities
- Employers

**AEBG Stakeholder Map – TO REFINE**

- Senate
  - Committees: LAO
  - Lobbyists
- Governor
  - DoF
- Federal Government
- Press/Public
- Vendors
  - Assessments, PD, Accountability
  - External resources: State-contracted, Locally-contracted
- Libraries, Faith-based organizations, Nonprofits (including civic engagement)
- Prisons/Parol offices, County social services
- Workforce Boards, Regional economic development organizations (often with City representation)
- Chambers of commerce/employer organizations
- Mexican consulate
Big Picture: Who benefits from AEBG?

Everyone benefits from AEBG!

- Students enjoy better lives and economic mobility
- Employers can draw on a stronger workforce
- Communities enjoy more resilient local economy and stronger local partnerships
- Adult educators have the resources and support they need
### Big Picture: How is AEBG innovative?

The Law gives rise to 5 major system-wide shifts over the long-term

<table>
<thead>
<tr>
<th>FROM…</th>
<th>TO…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two separate delivery systems</td>
<td>Integrated delivery through inter-agency collaboration</td>
</tr>
<tr>
<td>Disconnected efforts across local organizations and funding streams</td>
<td>Coordinated partnerships within and among consortia and braided funding</td>
</tr>
<tr>
<td>Focus on education activities</td>
<td>Focus on education leading to employment and wage outcomes</td>
</tr>
<tr>
<td>Funding based on enrollment and not always reflecting needs or outcomes</td>
<td>Funding allocated based on regional needs and effectiveness</td>
</tr>
<tr>
<td>Relatively static decisions based on past budgets and little tracking</td>
<td>Data-driven decisions based on rigorous student and fiscal measurement</td>
</tr>
</tbody>
</table>
Big Picture: How does AEBG fit in the adult learning landscape?

AEBG plays a main role among Community Colleges and Workforce Opportunities Ongoing Programs

<table>
<thead>
<tr>
<th>Ongoing Program</th>
<th>Proposition 98 General Fund</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEBG</td>
<td>$500 million</td>
<td>• CCCCO and CDE jointly lead regional consortia of local education agencies, community colleges, and other regional education, workforce, and industry partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offers students and adult learners courses and services to complete their high school diplomas or general education equivalent, English as a Second Language courses, and pathways courses that lead to additional career opportunities</td>
</tr>
<tr>
<td>Strong Workforce Program</td>
<td>$248 million</td>
<td>• Expands the availability of quality community college career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees</td>
</tr>
<tr>
<td>Apprenticeship Programs</td>
<td>$54.9 million</td>
<td>Also $13 million Employment Training Fund for apprenticeship programs.</td>
</tr>
<tr>
<td></td>
<td>$22.9 million</td>
<td>• Community Colleges &amp; Business Working Together to invest in California’s economic growth and global competitiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offers industry-specific education, training and services that contribute to a highly skilled and productive workforce</td>
</tr>
</tbody>
</table>
### Big Picture: How is AEBG leveraging resources?

The Law aims for efficient and coordinated use of resources

<table>
<thead>
<tr>
<th>Program</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The Adults in Correctional Facilities program</td>
<td>$15 Million</td>
</tr>
<tr>
<td>(b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act)</td>
<td>$83 Million</td>
</tr>
<tr>
<td>(c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270)</td>
<td>$47 Million</td>
</tr>
<tr>
<td>(d) Local control funding formula apportionments received for students who are 19 years of age or older</td>
<td>$29 Million</td>
</tr>
<tr>
<td>(e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913</td>
<td>$2 Billion</td>
</tr>
<tr>
<td>(f) State funds for remedial education and job training services for participants in the CalWORKs program</td>
<td>$51 Million</td>
</tr>
</tbody>
</table>
Big Picture: How is AEBG unique?

As a comprehensive and flexible program, AEBG brings a multitude of programs and partners together, to better meet the needs of adult learners.

Millions of adult learners with unique needs

Myriad of programs and partners that offer resources and services for adult learners
- Many programs are highly focused & restricted

AEBG integrates and channels efforts to allow for the local need to be effectively met with the right resources and services
- Regional
- Flexible (few restrictions)
- Can be leveraged and braided
- Benefits all, even those difficult to serve
Big Picture: Where is AEBG today?

AEBG is moving the needle

- Now in its second year of implementation (2016-17)
- The proposed 2017-18 budget lists it as an ongoing program ($500 million)
- Implemented everywhere in California, through 71 regional consortia
- In 2015-16:
  - AEBG brought together over 1,000 partners to better serve adult learners
  - AEBG served 2.1 million Californians! That included immigrants, adults with disabilities, older adults, incarcerated, homeless adults, and veterans
  - 59% of consortia created, developed, and launched a variety of new programs
  - 39% percent of consortia increased and improved student services such as career and educational counseling
  - Consortia leveraged millions of non-AEBG funds.
Document outline

**BIG PICTURE: AEBG**
1. What is the end goal of AEBG?
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**EXECUTION: AEBG OFFICE**
1. What are the principles guiding the AEBG Office?
2. What are the objectives of the AEBG Office?
3. What are the current priorities of the AEBG Office?
4. What is the Governance framework for the AEBG Office?
5. How is the AEBG Office going to achieve its objectives?
Execution: What are the principles guiding the AEBG Office?

The AEBG Office has 5 overarching guiding principles

1. Implement the letter and intent of the Law

2. Focus on moving the needle and making a difference

3. Ensure transparency, accountability, and engagement

4. Have a bias for action

5. Continuously learn and adapt
Execution: What are the objectives of the AEBG Office?

The AEBG Office’s mission and interim objectives reflect what needs to be done to achieve AEBG’s end goal:

Enable adults to advance education, obtain employment, and improve wages through a comprehensive California partnership.

Guide and support the regional consortia so they can achieve the overall AEBG goal.

Develop the foundations for a long-term success:  
1. Infrastructure  
2. Regional consortia capacity  
3. Partnership engagement

END GOAL OF AEBG
AEBG OFFICE MISSION
INTERIM OBJECTIVES (ie, 2-3 years out)
Execution: What are the current priorities of the AEBG Office?

Immediate 2017 priorities stem from our interim objectives

**INTERIM OBJECTIVES (ie, 2-3 years out)**

1. Infrastructure
   - Build a system that would allow for data-driven decision making and effectiveness tracking

2. Regional consortia capacity
   - Intensify consortia professional development, and technical assistance to leverage and build leadership, administrative, and instruction capabilities

3. Partnership engagement
   - Refine communications to better meet unique needs of different State and field stakeholders; institutionalize collaboration lessons learned

**IMMEDIATE 2017 PRIORITIES**
Execution: Overview of 2017 priorities (1/3)

1. Infrastructure

Build a system that would allow for data-driven decision making and effectiveness tracking
Execution: Overview of 2017 priorities (2/3)

2. Regional consortia capacity

Intensify consortia professional development, and technical assistance to leverage and build leadership, administrative, and instruction capabilities.
Execution: Overview of 2017 priorities (3/3)

| 3. Partnership engagement | Refine communications to better meet unique needs of different State and field stakeholders; institutionalize collaboration lessons learned |
### Execution: What is the Governance framework for the AEBG Office?

#### FRAMEWORK

<table>
<thead>
<tr>
<th>Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommends funding as part of the State Budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legislature</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Legislates AEBG (AB104)</td>
</tr>
<tr>
<td>• Requires and reviews annual reports</td>
</tr>
<tr>
<td>• Approves funding as part of the State Budget</td>
</tr>
</tbody>
</table>

### STATE AGENCY LEADERSHIP

<table>
<thead>
<tr>
<th>Superintendent (CDE) &amp; Chancellor (CCCCO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jointly responsible for the delivery of AB104</td>
</tr>
<tr>
<td>• Consult the executive director as required by law</td>
</tr>
<tr>
<td>• Ensure other state officials responsible for programs for adults are engaged as required by law</td>
</tr>
<tr>
<td>• Appoint AEBG Exec. Ctee and AEBG Office Leadership</td>
</tr>
<tr>
<td>• Approve annual Leg Report</td>
</tr>
</tbody>
</table>

### AEBG OFFICE

<table>
<thead>
<tr>
<th>TBD: AEBG Executive Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consists of members appointed by the Superintendent and the Chancellor</td>
</tr>
<tr>
<td>• Quarterly meetings and regular involvement to:</td>
</tr>
<tr>
<td>- Oversee activities</td>
</tr>
<tr>
<td>- Make key decisions</td>
</tr>
<tr>
<td>- Remove obstacles</td>
</tr>
<tr>
<td>- Offer input</td>
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<table>
<thead>
<tr>
<th>AEBG Office Leadership</th>
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<tbody>
<tr>
<td>• Consists of 2? leaders appointed by the Superintendent and the Chancellor</td>
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<tr>
<td>• Oversee all activities of the AEBG Office:</td>
</tr>
<tr>
<td>- Develop AEBG Office priorities</td>
</tr>
<tr>
<td>- Manage staff &amp; vendor relationships</td>
</tr>
<tr>
<td>- Make day-to-day decisions, unless delegated to others</td>
</tr>
<tr>
<td>- Elevate issues and opportunities</td>
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<table>
<thead>
<tr>
<th>AEBG Office Staff</th>
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<tbody>
<tr>
<td>• Carry out daily activities, leveraging external vendors as needed</td>
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### FIELD

<table>
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<th>Committee Structure</th>
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<tr>
<td>• Offer AEBG Office independent opinion on activities</td>
</tr>
<tr>
<td>• To be instituted in 2017-18 given essential role of the field</td>
</tr>
<tr>
<td>• Specifics are to be finalized; may entail:</td>
</tr>
<tr>
<td>- standing committee</td>
</tr>
<tr>
<td>- special committees (appointed by the AEBG Leadership to carry out specified tasks)</td>
</tr>
<tr>
<td>- ad hoc committees (informal workgroups)</td>
</tr>
<tr>
<td>• Special committees and ad hoc committees may include members from stakeholder groups along with representatives from the field</td>
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<table>
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<tr>
<th>AEBG Regional Consortia</th>
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<tr>
<td>• Carry out the AB104 activities</td>
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For discussion: How is the AEBG Office going to achieve its objectives?

- What is the overall integrated calendar?
- Who is doing what on the team in the short term?
- How is the current model going to evolve after SCOE takes over TA & PD?
- How do we collaborate with the vendor?
- How do we onboard them?
- What direction do we provide in each area of work?
### High-level 2017 Calendar

#### Field reporting cycle (6 month periods)
- **2015-16 Grant Period 4** | 2016-17 Grant Period 2
  - **Field updates**
  - Fiscal reports
  - Fiscal close out reports
  - Annual plan / 3-year plan
  - Budget for next year

#### Data & accountability
- Feb 20: D&A Budgets & Workplan due
- Apr 30: FY2016 Q3 report
- May 15: Annual plan / 3-year plan / governance amendments due
- Aug 15: 2017-18 Annual plan due
- Oct 31: 2017-18 Budget due

#### Funding Cycle
- AEBG leg report
- March 1: Final 2015/16 Leg Report Due
- May 15: May revise
- June: June revise
- June 30: State budget deadline
- Oct-Nov: DOF begins crafting next FY's budget
- AEBG leg report
- Final 2015/16 Leg Report Due

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<th>Academic year (varies)</th>
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<td>Jan-Feb-Mar</td>
<td>FY 2016</td>
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<td>AY 2017/2018</td>
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Calendar for Field Fiscal Reporting: 3-year grants

Fiscal reporting periods (semi-annual)

2015-16 Grant
- Period 4
- Period 5

2016-17 Grant
- Period 2
- Period 3
- Period 4
- Period 5

2017-18 Grant
- Period 1
- Period 2
- Period 3
- Period 4
- Period 5

2018-19 Grant
- Period 1
- Period 2
- Period 3

2019-20 Grant
- Period 1

Data & Accountability Grant
AEBG Areas of Work logically follow from the program flows 1/2 (SIMPLIFIED)

**Legislature:** Establishes overall legal framework and budget allocation

**AEBG State Office:** Guides & supports consortia

**AEBG Regional Consortia:** Implements program at local level

- **Guidelines operationalizing the Law**
- **Reports**
- **Money**
- **Questions**
- **TA & PD**
- **Comms**
AEBG Areas of Work logically follow from the program flows 2/2 (SIMPLIFIED)

Legislature: Establishes overall legal framework and budget allocation

Guidelines operationalizing the Law = POLICY & PROCEDURES

Reports = DELIVERABLES =
REQUIRE (1) DATA & SYSTEMS INFRASTRUCTURE, (2) UI / PROCESS, (3) ANALYTICS

Money = FISCAL

Questions

TA & PD = TA “1:1” & PD “1:many” = FIELD CAPACITY BUILDING

Comms = COMMS “1:many” & “1:All”
Questions, Comments