

# 2015 AB86 Implementation Survey Data Summary

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The Implementation Survey was sent out at the end of March to all 70 regional consortia in order to provide insight on the needs of the regions regarding implementation guidance. There were a total of 57 regions that took the survey, however, only 42 regions completed all questions on the survey.

This guide includes a summary of the answers as well as the full text answers in Appendix A. In order to best summarize the responses on the open answer questions, the response were coded according to general topic area. This allowed us to categorize the answers and sort by most frequent topic area.

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**1. Since you officially started the AB86 planning process in March 2014, what is one thing that has worked well for your regional consortium so far in the AB86 process?**

Total Answered: 55

Number of Regions	Response Type	Percent Total
33	The consortium collaborating well	58%
32	Development of new partnerships with members and partners	56%
14	Meeting regularly	25%
10	Open and honest communication	18%
8	Develop understanding of each other's systems	14%
7	Hiring a project coordinator or consultant to manage project	12%
4	Shared vision	7%
4	Sub groups or working groups	7%
3	Equitable involvement from both systems	5%
2	Community or regional forums	4%
2	Faculty involvement	4%
1	Build Trust	2%
1	Governance Structure	2%
1	Leadership team and administrative participation	2%
1	Aligning plans between systems	2%
1	support from the state AB86 Office	2%
1	Stakeholder surveys	2%
1	Willingness to take on the work	2%

## 2. What has been the biggest challenge?

Total Answered: 55

Number of Regions	Reponses	Percent
15	Uncertainty in the planning process/understanding expectations of the planning process	26%
15	Time - lack of time while having to also do other job/human resources to conduct planning	26%
8	Lack of clarity from the state/not knowing funding	14%
6	Funding/knowning the funding amount/where it is coming/that it will be consistent	11%
5	Timing of planning grant/compressed timeline	9%
3	Getting participation from community college	5%
3	Building relationships/trust	5%
3	Getting faculty involvement	5%
3	Understanding of programs in the region/each other's systems	5%
3	Scheduling	5%
3	Large geographic area with diverse needs	5%
2	Maintain momentum	4%
2	Building relationships with community partners	4%
2	Determine the role of partners	4%
2	Communication - sustaining communication	4%
2	Attendance - regular participation	4%
2	Dealing with bureaucracy, inflexibility/complexity/regulatory barriers	4%
1	Bringing two well-established systems together	2%
1	Separate boards needing to approve processes and decisions (amongst members)	2%
1	Backlog in cc approval of noncredit curriculum	2%
1	Dialogue surrounding not duplicating services	2%
1	Lack of service centers in all parts of region	2%
1	How to develop new apprenticeship program	2%
1	Communicating the needs of rural areas to the state	2%
1	Using the funds allocated to planning	2%
1	Changing representatives working on the project	2%
1	Multiple similar indicatives in the community that causes confusion	2%
1	Presenting performance outcomes	2%
1	Creating a plan all can benefit from	2%
1	Participation from all colleges	2%
1	Navigate collective bargaining and/or academic senate	2%
1	Convincing CC faculty to align programs with adult schools	2%
1	Communication with fiscal agent	2%
1	Consensus on governance structure and fiscal agent	2%
1	Obtaining accurate data	2%
1	Incorporating allocation board into governance	2%

**3. How much do you agree with this statement: "Overall, our regional consortium is prepared for the Adult Education implementation beginning July 1, 2015? (55 regions answered)**

1 = Complete Agree, 2 = Somewhat Agree, 3 = neither Agree nor Disagree, 4 = Somewhat Disagree, 5 = Completely Disagree

- Rating: 2.5 out of 5
- 44 regions included comments:

Comment Summary:

Number of Regions	Response Type	Percentage
24	Need to know funding before we can be fully ready and in order to know which strategies we can implement	55%
11	Prepared for first steps/elements of plan in place	25%
8	Waiting guidance from the state on accountability and goals	18%
4	Have initial plan	9%
3	Need to crosswalk assessments	7%
2	Need to streamline curriculum	5%
2	Need a database to share info between systems	5%
2	It will take time to establish new service centers	5%
2	Need detailed work plan that prioritizes strategies	5%
1	Need our CC at the table	2%
1	Varying levels of commitment by members	2%
1	Lack of staff time	2%
1	Waiting on allocation board details	2%
1	Need to know timeline	2%
1	Waiting on curriculum approval from CC	2%
1	Timing - k12 adult de schools are closed in summer and guidance may not be out before they are out so we will need ample start up time in the fall	2%
1	Sustaining faculty involvement is difficult	2%
1	Regulatory differences between systems are a barrier	2%
1	Need to establish operational infrastructure and institutional capacity	2%
1	Challenge to transition work plan to implementation plan	2%

**4. Other than funding, what is the priority need for your consortium to be ready for implementation in 15-16?**

Total Answered: 54

Number of Regions	Response Type	Percentage
12	Clarity of metrics/data tracking for implementation	22%
12	Staffing for implementation	22%
10	Governance policy/structure	19%
8	Work plan	15%
8	Time - more time for implementation/timeline for implementation	15%
7	Approval of new courses/ development of new curriculum	13%
7	More participation from all members/commitment to implementation	13%
6	Program/curriculum alignment and articulation agreements	11%
5	Prioritization based on student needs/based on funding available	9%
5	Establish roles and responsibilities to implement the plan	9%
4	Allocation board direction	7%
4	Funding	7%
3	Assessments - establish common assessments across systems	6%
1	CC involvement	2%
1	Consortium awareness of work plans	2%
1	Facilities	2%
1	Equipment	2%
1	Support svc	2%
1	Counseling	2%
1	Professional development	2%
1	Update curriculum	2%
1	Build community awareness	2%
1	State's role/vision for adult ed	2%

**5. Do you plan to track the transition of students within your consortium between k12, community colleges, and/or apprenticeships or other community programs?**

- Yes: 86.6%
- No: 6.6%
- No response: 6.6%

**6. If you answered "yes", your region plans to track the transition of students, how do you plan to do so?**

Total Answered: 47

Number of Regions	Response Type	Percentage
14	State guidance or establishment of common tracking system needed	30%
11	Creating own tracking system for between schools	23%
10	Unknown/still exploring	21%
6	CalPass	13%
5	Use of transition counselors/staff to track students	11%
4	ASAP	9%
3	Launchboard	6%
3	Local existing tracking system currently in place in k-12	6%
2	Etranscript	4%
2	Leaver and complete survey	4%
2	AEFLA	4%
1	CalPads	2%
1	Infinity Campus	2%
1	Power Schools	2%
1	CATEMA	2%
1	Work with WIB for employment data	2%
1	Establishment of a single organization for adult ed	2%
1	Adult schools have committed to using the same system	2%
1	Local student ID numbers	2%
1	1SARS grid	2%
1	Accuplacer	2%
1	Data warehouse made available to all consortia members	2%
1	Enroll GED/HSD students in College tracking system	2%
1	New bridge programs	2%
1	TOPS pro	2%
1	Student surveys	2%

**7. What assessment / placement tools does your consortia plan to use starting July 1, 2015?**

Total Answered: 51

Number of Regions	Response Type	Percentage
30	CASAs	59%
16	Accuplacer	31%
11	TABE	22%
7	TBD	14%
6	CC Common Assessment	12%
5	Use current assessments in place and create a crosswalk between tools	10%
3	CELSA	6%
3	Locally developed	6%
2	CC ESL Placement test	4%
2	GED or HiSET	4%
2	Job Readiness Career Match/ career interest such as Career Cruiser	4%
2	Adult schools will use CC assessment	4%
1	ASAP	2%
1	CalPASS	2%
1	Align college entry assessment with CASAs or other existing assessment	2%
1	WorkKeys	2%
1	Counselors	2%
1	CAHSEE	2%
1	CTE Industry Certification Tests	2%
1	Kiersey Assessment	2%
1	Get Focused Stay Focused	2%
1	Woodcock-Johnson Psycho-educational Battery: Tests of Cognitive Ability	2%
1	WorkKeys	2%
1	COMPASS	2%
1	DSPS & EOPS assessment testing, to include Situational Assessment Tests	2%
1	LBUSD-LBSA Title II English an Basic Skills assessment testing	2%



**8. Are teachers/faculty involved in the planning and implementation process?**

Total answered: 53

- Yes: 52 (98%)
- No: 1 (2%)

**9. If you answered "yes" that teachers/faculty are involved, how are they involved?**

Number of Regions	Response Type	Percentage
34	Participate in working groups	67%
15	Membership in regional leadership committee	29%
12	Regional convening	24%
12	Curriculum and program development	24%
10	Collect data and report issues	20%
5	Planning process	10%
4	Professional development	8%
4	Faculty focus groups	8%
3	Receive consortium communications	6%
3	Implementation	6%
2	Minimal participation so far	4%
1	Endorsed plan	2%
1	State conferences	2%
1	Adult school faculty more involved than CC	2%
1	Programs of study	2%

**10. Again, if "yes", teachers and faculty are involved, do they represent the local bargaining units?**

Total Answered: 49

- Yes: 34 (69%)
- No: (31%)

**11. If there is an opportunity, do you plan on changing your fiscal agent as part of the implementation grant for 15-16 (adult education block grant)?**

Total Answered: 49

- Yes: 10 (20%)
- No: 39 (80%)

**12. If you answered yes, your consortium plans to change your fiscal agent, what type of organization would you choose to be your fiscal agent?**

Total Answered: 11 (not sure how this happened since only 10 selected "yes")

- K-12 District: 7
- Community College District: 2

**13. Do you have areas in your consortia not being served due to school closures and/or lack of services?**

Total Answered: 52

- Yes: 47 (90.3%)
- No: 5 (9.7%)

**14. If you do have areas in your consortium not being served due to school closures and/or lack of services, do you plan to use implementation funds in 15-16 to build back those programs in those areas?**

Total Answered: 46

- Yes: 44 (96%)
- No: 2 (4%)

**15. If you do not plan to use implementation funds in 15-16 to build back those programs, why not?**

We could not answer the question as we don't know the funding dollars involved. We plan to if there is sufficient funding.

This will be a local decision and can still be reviewed. Each existing/operating adult ed program that has been involved in this collaborative process has suffered serious reductions and the initial plan is to restore these services. Other AE programs not operating have been invited but have not become involved yet, but we hope that will change.

This and the previous question are unclear. Does implementation funds refer to MOC, AB86 grants in excess of MOC, or both?

## 16. Rank the importance on where the State needs to provide guidance.

(Listed in order of most important to least important as rated on survey)

- Funding
- Allowable costs for 15-16
- Adult Student Tracking/Identifier
- Governance Structure
- Program Outcome Measures
- Adult Student Assessment
- Student Outcome Measures or Performance Indicators
- Course Fees for Adult Schools
- Other (Comments):

<p>The lack of context to this question, makes it difficult to answer fully. We would like parameters that the state can help define so we can implement toward expected outcomes.</p> <p>When referencing "the State", it too is unclear. Is this the CDE, CO, the legislature, etc.</p> <p>We interpret funding as receiving information from the State on how much we will be funded, not how to expend it. We strongly believe it is vital for the state to develop and define the student tracking mechanism.</p>
budgeting
9-Other: How AB86 funding interrelates with other funding sources (i.e. WIOA, BSI)
Assuming governance includes ed. code, Title V and existing state regulations. Accreditation standards from student outcomes.
In regards to funding, the CAERC needs to know the consortium's funding allocation and any state requirements on how the monies will be distributed through the consortium. However based on the regional plan, CAERC is clear on its regional priorities and which implementation strategies to fund with the AE Block grant. State guidance is also needed on funding structure, funding requirements, and credentialing.
Overall DIRECTION from state, both short and long-term goals and priorities We do not know if we will have sufficient funding to reinstate adult education programs.
All guidance from the beginning.
<ol style="list-style-type: none"> <li>1. Funding is the number one concern in order to determine direction.</li> <li>2. Course fees should be left to the discretion of the individual LEA's, as they can best know their respective communities and what they can afford.</li> </ol>
The lack of a uniform means to assess adult learners is a major obstacle for placement and transitions between adult schools and community colleges.
Expand on best practices and expanded new services.
While we understand the state's desire to prioritize these elements, we find it difficult to give many, but not all, of the items any kind of precedent because they are so dependent on one another and deemed equally critical by AB86 legislation. We would recommend the state develop some uniform assessment and data management system options based on the input of the consortiums.
Develop best practice models from around country on aligning programs and services and publish agreed upon best practices and provide technical assistance to implement common best practices across the state.
This is very difficult to prioritize! Each thing listed is important. I feel that the fiscal uncertainties are the highest priorities. We also need to be sure that we understand what is expected of us re. plan implementation. The most important is how we serve students and document their success.
Curriculum approval at the state Chancellors Office
Without a revenue stream these programs will always be in flux. It would be great if the State Department simple said, this is what the K-12 districts will do and this is what the State Centers will do. Having \$ tied to CASAS benchmarks or GED pass rates. It makes administrators look at course offerings according to how much \$ they will get, compared to student/school need.
The classes that will be offered by the consortium will be noncredit and will be free for students.
On assessment - we need help identifying/determining aligned assessments
Since we have lost so much capacity over these years, and lost so many of the knowledgeable people who have experience working with the lowest-skilled students, we need technical assistance in program design, curriculum development, instructional methodology and effective outreach methods to really reach these students who are, for the most part, unserved.
ongoing conferences and communication for the new Adult Education structure

## 17. Rank in what areas you plan to spend your 15-16 implementation funds?

(Listed from highest to lowest priority as rated in survey responses)

- Tied: Direct Instruction, Program Alignment, Supportive Services
- Curriculum Design/Development
- Opening new service/access points
- Bridge/Transition program
- Professional Development
- Articulation Agreements
- Community Outreach
- Other (comments)

What funds? Need to know amounts to prioritize best. However, beyond maintenance of effort we have made an attempt based on our strategic plan to identify top priorities.
student supplies
For us, the real focus would be how to create a bridge or transition amongst support service organizations that leads an adult from life skills to basic skills to college and/or career ready.
Other-3: Coordinating the Adult Ed grant is extremely important to our region. #8-Supportive Services: Programs for the formerly incarcerated; need to fund classes with lower numbers without jeopardy of being canceled.
Direct Instruction is assumed to be funded through the FTES apportionment process. If that is not the case it should be ranked higher.
Other is Hiring a Director and 2 really is pathway mapping/implementing the regional integrated service delivery system which has elements of many of the items listed.
Will be working toward several priorities at one time.
Restoring more instructional capacity to programs that were severely reduced and are not currently meeting local demand.
If by direct instruction, you mean staff, then it is number one. Constraints remain district raises which can affect availability of funding in other areas.
Initially the adult schools in our regional consortium will try to adopt the placement and assessment tools used by the community colleges. It is difficult to do so when the community colleges are not aligned to each other.
Research related to supporting data for education and training pathways.
It should be noted that the Implementation of any of the above, with respect to developing new vs maintaining current programs and process, appears contingent upon actual funding.
Once again, this is so difficult to prioritize! We will be expanding services into 3 communities as funding becomes available. We also will expand ESL in one community. Counseling services need to be coordinated as does development of a bridge program. We are working with WIB to begin sector strategy planning beginning with medical sector. Our goal is to increase short term CTE to employment. We plan to hire someone who will be a job developer and facilitate sector strategy planning.
Rebuilding capacity. There are so many unserved students that our focus will be offering as many classes in as many locations as we can. Unfortunately some of our programs will have no MOE because their K-12 swept all adult ed funds. We have concerns that the two largest adult ed programs will become part of a community college, and it will take years to rebuild lost capacity.
Need to align curriculum and create pathways so there is a continuum of services.
Ongoing operation of the AB86 structure and functions such as community meetings to continue coordination, input, evaluation and planning.

**18. Does your consortium plan to use AB86 implementation funding for K-12 credit recovery?**

Total Answered: 51

- Yes: 11 (21%)
- No: 40 (79%)

**19. Rank how you receive your AB86 program information.**

(Listed below in order of most informative to leave informative as ranked by regions)

- AB86 Emails and eNewsletters
- AB86 Webinars
- AB86 Website
- Consortium Partners/Members
- Direct Contact with AB86 Office
- Conferences
- Consultants
- Local Advisory Groups
- Teacher/Faculty Unions
- Other

Telephone calls to other regions.
As a consortium, we mainly receive AB 86 program information directly from the consortium lead. We have been meeting consistently on a monthly basis and have discussions of the changes as they are evolving.
Other-4: Working with other consortia
Other is from other members of the consortium.
Other: Communication from CAERC such as listserv, emails, website, and handouts
For the project manager, contact with the AB86 project monitor, Neil Kelly, has been hugely insightful. We would benefit from more panel discussion and a mini conference. Adult education K12 consortia members get their information from bargaining units and other advocacy groups offering a clearer understanding of the changes coming down the pipeline.
It is often difficult to be present at the time of the webinar, and often I don't know there has been one (Somehow I never receive emails/newsletters although I have tried several times to put my name on the list.); Sometimes it is almost too late by the time I see the archived webinar.
Regional meetings / other consortia plans
Program Manager
The AB 86 webinars are extremely helpful and informative. The fact that they are also archived for reference at a later time is very useful.
Pick up information from additional AB86 consortiums.
Team members stressed that they usually do not get their information from sources other than AB86 Project Manager or AB86 emails/newsletters
Survey inputs
Knowledgeable consultants and representative associations have been invaluable in assisting our consortium with respect to interpreting the language and intent of the legislation and planning for implementation given the information available
I have greatly appreciated the support of the AB86 staff.
The e-mails and newsletters were very spotty. The Webinars were useful and most valuable when you could listen live and ask questions. Because of the time, it wasn't always possible to listen in.
Local consortia office.
Neil Kelly has been very helpful and available. Having this opportunity to speak with him about AB86 questions and clarifications has been so helpful and appreciated.
AB86 office has done a good job of providing information.
1. Steering Committee and email 2. Professional educational organization publications and blogs
Additionally, LAO reports, CCAE and CAEAA reports

## 20. What additional information would you like to see on the AB86 website?

Total Answered: 40

Number of Regions	Response Type	Percentage
12	Best practices	30%
6	Updates from legislature	15%
4	Information on assessment	10%
4	Information on accountability	10%
4	Information on funding	10%
2	How other consortia are spending funds	5%
2	Program metrics and outcomes template	5%
2	Regional plans	5%
2	Forum for regions to ask each other questions	5%
1	Archived webinars	3%
1	Funding allocation	3%
1	How funding relates to other sources	3%
1	Survey results	3%
1	Budget process updates	3%
1	FAQs	3%
1	Information on common assessment	3%
1	Relationship town allocation board, college governance, and school governance	3%
1	Better organization	3%
1	Industry partner info	3%
1	Course outlines	3%
1	Implementation status	3%
1	Calendar of items requested	3%
1	State recommended program	3%
1	Search box	3%
1	Governance structure tools	3%
1	Facilitation tools	3%
1	Assessment info	3%
1	Career assessments	3%
1	Searchable data base of info provided in regional plans	3%
1	Tips on using promising practice research	3%
1	Data that can be used for planning	3%

## 21. What topics would you like to hear about via the AB86 webinars?

Total Answered: 44

Number of Regions	Response Type	Percentage
18	Best practices in 5 program areas (including outside of CA)	39%
12	Funding	26%
4	Allowable costs	9%
4	Outcome measures	9%
4	Successful partnerships	9%
3	Allocation board	7%
3	Student fees	7%
3	Assessment and placement tools	7%
2	Professional develop activities/credentialing	4%
2	Tools for curriculum development/alignment	4%
1	Jail education	2%
1	How AB86 interrelates with other funding sources	2%
1	Developments on state tracking system	2%
1	Developments on state assessment development	2%
1	Governance structure	2%
1	Expectations for implementation	2%
1	Difference between LCAP/LCFF and Block Grant and how the two are related (should we encourage districts to spend some LCAP on adult ed)	2%
1	Timeline	2%
1	Long term projections	2%
1	State's vision for adult ed	2%
1	Feedback on plans	2%
1	Effective student tracking tools	2%
1	How to engagement student and faculty senates	2%
1	AWD	2%
1	Apprenticeship program development	2%
1	Pathway development	2%
1	How to keep students focused	2%
1	Program alignment	2%
1	Direct instruction	2%
1	Supportive services	2%
1	VABE/VESL	2%
1	Regulatory assessment requirements	2%
1	Legislative updates	2%
1	How other regions are implementing plans	2%

**22. Is there additional state and or regional data you need? If so, what data do you need?**

Total Answered: 42

Number of Regions	Response Type	Percentage
11	LMI/ Sector data	26%
4	Funding level/formula and guidance on structure of consortia	10%
3	Student Transition Data	7%
3	Demographics for each consortium member	7%
2	Info on student population (Number of students by program area and their current level)	5%
1	Data specific to adult schools in our region such as CASIS	2%
1	Trends on the Consortia	2%
1	Noncredit completers and in what top five areas	2%
1	WIB Tracking Data	2%
1	Economic needs by region	2%
1	Non HSD completers	2%
1	nfo on ESL Population	2%
1	Literacy data with definitions	2%
1	Statistics on students with disabilities	2%
1	Student fees	2%
1	Skills needs from local employers	2%
1	Needs are unclear right now	2%
1	Data matches with EDD and DSPTS	2%
1	Statewide data about the number and types of programs offered by K-12 districts and community colleges prior to AB86 and following the influx of new funding.	2%



**23. What kind of technical assistance would be of most help to your regional consortium as you move into implementation of the Adult Ed Block Grant?**

Total Answered: 44

Number of Regions	Response Type	Percentage
20	Data tracking/sharing data/statewide system for data tracking	45%
5	Annual plans/reporting that will be required	11%
4	Allowable expenditure	9%
4	Allocation board structure/info/guidance and governance structure	9%
3	Info on articulation/curriculum alignment	7%
2	Performance outcome requirements	5%
2	Conferences/super regional convening	5%
2	Continuing website	5%
1	Unclear	2%
1	Bridge program development	2%
1	Technology training as required	2%
1	Webinars	2%
1	Contact with AB86 Office	2%
1	Brown act and relationship to consortia	2%
1	Legal requirements, ed code updates, integration in CC governance structure	2%
1	Funding allocation/budget information	2%
1	Adult ed min qualification vs. cc minimum qualifications	2%
1	Local support for facilitating consortium	2%
1	A consistent template/operating system for adult ed. related assessment, funding & reporting	2%
1	Professional development opportunities for adult education/service providers/faculty and administrators	2%
1	Continuing to work with consultant	2%
1	Info on developing distance learning	2%

