## Consortia Report on Governance Compliance of Rules and Procedures

*Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1st Quarter expenditure report.*

Consortium Name: South Bay Consortium for Adult Education (SJ/WV)

Planning Grant Fiscal Agent Name (for tracking purposes only):

San Jose-Evergreen CCD

Consortium Point Person (or person submitting this document):

Name: Kishan Vujjeni, Bob Harper

Consortium Role: Co-Chairs

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1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

Yes, the consortium has been conscientious about the participation of all eligible school districts and community college districts as members. We have a few circumstances unique to our consortium. We are the only consortium with two community college districts collaborating together with the five school district members. One of our school district members, Silicon Valley Adult Education, is an adult education program of the MetroED Joint Powers Authority, which historically has received adult education funding through a relationship with San Jose Unified School District. One school district who previously received adult education funding chose not to participate. The county library system receives a small WIOA grant and will continue to participate with the consortium.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

All members have made a good faith commitment to reporting all available funds. For the adult schools this commitment is easier and all relevant funds will be reported, individually as members and aggregated as a consortium, as required in the AEBG reporting process. The colleges similarly commit to reporting funds.

The kinds of funds available in the college are not always as clear cut as in the adult schools. Beyond the AEBG consortium funds the colleges will report on non-credit apportionment, some credit apportionment, and other support services funding. The consortium members commit to identifying metrics and timelines of evaluating the impact of available funds, both those outcome measures as listed in AB104 and others locally developed.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

The SBCAE Charter defines how individual members' governing boards are authorized to appoint official representatives of the member districts to the SBCAE Steering Committee. As of this current reporting date, all members' governing boards have designated representatives.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

The SBCAE Charter, per the AB104 legislation, assures the participation of all officially designated member representatives in:

- Prioritization of activity objectives and outcomes as identified in the Plan, and required by the state;
- Developing and approving an annual fund distribution schedule determining funding amounts and reporting responsibilities for each member for annual activities;
- Receiving and certifying deliverables as identified in the annual activities and the Plan, and as required by the state;
- Determining the need to amend either the annual activities or the Plan itself and approving such amendments.

5. What will be the relative voting power of each member?

e.g. 1 member = 1 vote

e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

e.g. Other (e.g., votes proportionate to adult students served)

In our consensus decision-making model all members *participate as equals* and we work through any disagreement by negotiation and compromise until all members can accept the decision.

6. How will decisions be approved?

e.g. by majority vote of 51%, or 50% +1 vote, or ⅔ of votes

e.g. by consensus

From the SBCAE Charter:

All Steering Committee members commit to continue the model of decision making and negotiation that has been used through the AB86 process that produced the Regional Plan. Decision making is through consensus. Discussion of issues continues until all members are able to accept the decision. If, for any

reason, consensus is not reached:

a) The Co-Chairs from each system (K-12 adult schools and the community colleges districts) will be charged to negotiate a solution.
b) The two Co-Chairs will bring back resolution to the Steering Committee for consensus.
c) If there is still no consensus, one senior leadership representative from each system (Superintendent and Chancellor) will negotiate a decision.
d) The Steering Committee will accept the resolution from the senior leadership.

When decisions must follow members' established procedures, those processes will be observed. For example, decisions related to academic matters in the college, including the development and approval of college curriculum will follow the established policies and procedures at each member college.

7. How did you arrive at that decision-making model?

From the inception of the AB86 planning process the member representatives adopted the consensus decision-making and negotiation model and the appeals protocol where issues unable to achieve consensus are taken to the co-chairs from each system for possible resolution. The consensus model has built a practice of respect for differing opinions and a shared commitment to having all members' needs heard, and if possible, met. Given the success of the model in the planning process it was easily agreed upon that this process would continue.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

The SBCAE Charter describes in detail the members' commitment, and the practices to be followed, to conform to this mandate from AB104.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

The SBCAE Charter describes the process:

For formal meetings the date, time and place, the agendas and supporting documents will be posted on the SBCAE website no later than one week before the meeting date.

10. Describe how comments submitted by members of the public will be distributed publicly.

The public and key stakeholders can submit comments through email and though the SBCAE website and these comments will be shared at the public meeting.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and

workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

From the SBCAE Charter:

Meeting agendas and supporting documents will be disseminated to all interested parties with the explicit intention of eliciting public comment. Public comment will be requested directly from the essential community-based partners, and other critical stakeholders including but not limited to the faculties of the consortium members.

In addition, because the consortium takes the transparent and interactive process seriously, it will reach out to faculty leadership and academic senates, and focus groups of key community partners, to engage them in real-time dialogue, not just solicit comment to decision proposed in written form.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The SBCAE Charter defines specifically the distribution schedule as a decision/approval that invokes the process described above: distribution in advance of a public meeting of authorized member representatives; solicitation and dissemination of comment from stakeholders, both faculty/academic senates and the critical community partners; and the participation of *all* members' designated representatives in consensus decision-making approval process.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have funds flow directly to the member districts based upon the approved distribution schedule?

The consortium members have chosen to have funds flow directly to member districts.

14. How will members join, leave, or be dismissed from the consortium?

Institutions that *qualify* as members will automatically be accepted, by definition. Members may, of course, determine to leave the consortium at any time, although we are also aware that this may not be an option if the member district receives the funding (WIOA, non-credit apportionment, CalWORKs, et. al.) described in AB104. All members have a strong commitment for each to achieve the outcomes outlined in AB104: number of adults served; improved literacy skills; high school diploma or equivalent achieved; completed post-secondary certificate, degree, or training program; placement in employment and improved wages. Additionally the consortium plans to identify metrics of critical importance to our regions, e.g. immigrant integration. Any member's failure to achieve the targeted outcomes will be a challenge for the whole consortium to provide effective guidance and assistance.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?

http://www.sbcae.org/sbcae-charter/

## Consortium Member Signature Block

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|---|---|
| Name: | Campbell Union High School District / Campbell Adult and Community Education (CACE) |
| Consortia Member: | Bob Harper, Co-Chair |
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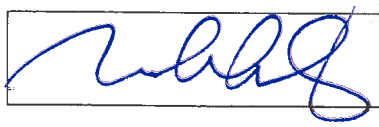
| Signature Box: |  |
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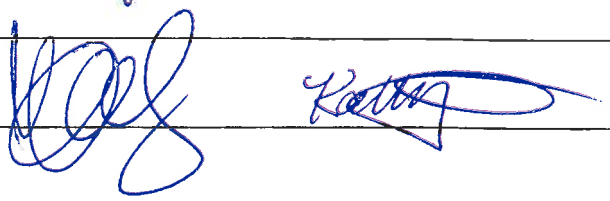
| Signature Box: |  |