The Regional Collaboration Field Team presents the following recommendations for the purpose of strengthening participation by regional partners in the development of the three year Adult Education master plan process. These recommendations are meant to provide guidance and are presented with the knowledge that many Consortia already have strong regional partnerships.

The Field Team believes that the Adult Education Program is uniquely positioned to be a driving force for regional collaboration. The AEP Master Planning process is an opportunity to bring all of the partners/funding streams in a region together to blend funding, allow flexibility, eliminate rigid sequences of service, and focus services on student’s needs.

Students completing Adult Education programs are well prepared for their next steps and pathways, either college or employment, with English language skills, basic academic skills and work readiness skills. Once community partners understand the services and instruction available to their customers from the Adult Education Program, we feel certain that they will see the value of the partnership.

The Field Teampresents these recommendations, tools and resources to assist Regional Consortia in strengthening partnerships and improving services to students.

**Recommendations**

**Recommendation #1: Include a definition and principles of regional collaboration in the California Adult Education Master plan (Field Team recommendation is below) and, as part of the Adult Education Master Plan Guidelines, require each regional consortium to include their definition and principles of regional collaboration in their regional plan.**

**Regional Collaboration Field Team proposed definition and principles:**

**Definition of Regional Collaboration:**

Regional Collaboration is a process in which partnering entities share information, resources and responsibility to jointly plan, implement and evaluate a program of action to achieve common goals, build capacity and commitment, enhance capabilities of all, ensure accountability, and generate value for the region.

Collaborating partners must:

* work to achieve adult learner success and be student-centered
* share risks and rewards
* build relationships with a high degree of trust, transparency, commitment and effective communication
* be willing to learn from each other and agree to negotiate outcomes to meet the needs of all partners
* use performance and accountability measures to drive the process
* share space, clients and resources to ensure a joint identity

**Principles of Regional Collaboration:**

**Shared Commitment:**

As leaders of adult education, the regional consortia have a shared commitment of transparency and trust established through a culture of collaboration and distribution of risk.

**Client/Student Centered:**

Regional collaboration is client/student centered and partnerships are based on equity and inclusiveness. Regional collaboration utilizes labor markets and industry sectors to unify education, workforce development, and community partners in the development and provision of seamless services to students/clients.

**Increased and Improved Communication:**

The regional consortia are focused on raising the level of communication within the system and to build real relationships, through human-centered design, where members and partners accept each other’s differences, plan collectively, and build common goals.

**Professional Development:**

Members commit to and ensure access to relevant professional development, as an effective pathway to building human capital throughout the region. Professional development includes finding and utilizing champions throughout the region, aligning the professional development resources of all partners, and cross-training as a way to ensure that there is no wrong door for clients/students.

**Performance and Accountability:**

The regional consortia are collectively responsible for performance and accountability which is data-informed and results-oriented, and can be used as a measurement of successful collaboration.

**Regional Collaboration Principle Statement:**

Regional collaboration is a shared commitment with a distribution of risk and accountability. It provides a culture of transparency, in order to share resources and plan jointly. It is client/student-centered, provides equity and inclusiveness, and involves partnerships across systems. Partnerships increase capacity and provide seamless services with cross-trained staff to ensure there is “no wrong door”. The level of communication is raised with informal meeting opportunities where we accept differences, create common goals, build trust, and strengthen relationships.

**Recommendation #2: The Adult Education Program Master Plan Guidance include a list of Potential Regional Partners, sources of leveraged funding, and tools/resources to assist regional consortia in accessing and connecting to these partners.**

Regional Consortia should strive to be a driving force for regional collaboration, sharing with partners the benefits that partnerships provide to shared students. The AEP Master Plan requires regional consortia to provide an updated list of regional partners, an evaluation and accounting of the funds available to the members of the consortium and the entities that provide education and workforce services to adults in the region, disaggregated by state, fee, federal and other funding . Although many Regional Consortia have already developed strong sustained partnerships, the Regional Collaboration Field Team recommends that, in addition to the consortia members, regional consortia invite the following entities to participate in planning activities related to the consortium’s three-year plan. The planning partners listed in bold and green shall be invited to participate in the planning process:

**Workforce Development:**

* America’s Job Centers of California, including:
	+ WIOA Title I and III
	+ Employment Development Department: WIOA Title III
	+ WIOA Title 1 Youth service providers
* Department of Rehabilitation (operated by State of California in regions)
	+ Vocational Rehabilitation
	+ WIOA Title IV
	+ Competitive Integrated Employment
	+ Department of Developmental Services
	+ Regional Centers
	+ State Developmental Centers and State Hospitals
* Job Corps
* Employers and Business Associations

**Community Based Organizations** (operated by local non-profits), including:

* WIOA Section I66 Indian/Native American Programs
* WIOA Section 167 Farmworker Service Programs
* Refugee Resettlement Agencies
* CBO’s providing education, training, re-entry, and support services to individuals with barriers to employment

**California Community Colleges** (operated by local community college districts), including:

* Economic & Workforce Development Program
	+ Strong Workforce Program
* California Apprenticeship Initiative and Apprenticeship Instruction
* **Carl D Perkins Career Technical Education - The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270)**
* Community College Career Education programs
* Guided Pathways
* **Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913 of the Education Code**
* Community College CalWORKs program
* Disabled Student Program and Services
* Adult Education Program

**Jail/Prison Education Programs**, (operated by State and County government) including:

* **The Adults in Correctional Facilities program**
* California Department of Corrections and Rehabilitation State Prisons and Parole
* California Prison Industries
* County/City Jails and Probation

**California Department of Education** (operated by local school districts) including

* Elementary and Secondary Education
* K-12 Strong Workforce program
* **Carl D Perkins Career Technical Education - The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270)**
* **WIOA Title II - the federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act)**
* Career Education
* **Local control funding formula apportionments received for students who are 19 years of age or older.**
* **State funds for adult literacy or career online high school programs**
* Literacy/English Language Learner Support
* Citizenship
* Special Education
* Individual with Disabilities Education
* Court and Community schools
* Regional Occupation Programs

**County Health and Human Services Agency Programs**, including

* Human Service and Social Service Agencies – (operated by County government)
	+ Temporary Assistance to Needy Families (TANF)
	+ **CalWORKs** **- State funds for remedial education and job training services for participants in the CalWORKs program.**
	+ CalFresh and CalFresh Employment & Training
	+ Refugee Programs
* Child Support Services (DSS) (operated by County government)

**Library Literacy Programs** (operated by County government)

The Field Team also recommends that the following links to information that provides information about partners and regional contacts be added to the AEP Master Plan Guidance:

**CWDB Directory of Planning Partners:**

<https://cwdb.ca.gov/wp-content/uploads/sites/43/2018/07/Att-3-Directory-of-Planning-Partners.pdf>

**CWDB Corrections Workforce Partnership Map:**

<https://cwdb.ca.gov/workforce-corrections-partnership-map/>

**Draft Workforce Funding Matrix (word doc – Attachment 1)**

**Recommendation #3: The Adult Education Program Master Plan Guidance include references to tools to assist regional consortia with Stakeholder/Responsibility Mapping and State leadership provide access to training on the Stakeholder Engagement process for interested regional consortia.**

The Regional Collaboration Field Team has reviewed the following Stakeholder and Asset Mapping tools and is recommending that training on these tools is provided to regional consortia that are interested in facilitating a stakeholder engagement process for their region:

* Community Asset Mapping: A Tool to Strengthen our Programs (AEBG TAP and AIR) (Attachment 2)
* Stakeholder Mapping: Identification, Analysis, Mapping (CWA and CCCC Foundation) (Attachment 3)

**Recommendation #4: The Adult Education Program Master Plan Guidance include resources and guidance for regional consortia on strategies to achieve meaningful community engagement.**

The Regional Collaboration Field Team strongly believes that the student should be at the center of the design of the adult education system and encourages regional consortia to engage in meaningful community engagement. In addition, the Field Team recommends aligning community needs assessment and labor market research with community and workforce partners. Resources and tools available include:

* California Nonprofits and the Public Workforce System: How CBOs Can Make Their Voices Heard in the WIOA Planning Process (Attachment 4)
* Meaningful Community Engagement for Workforce Planning (Attachment 5)
* WIOA Regional Sector Committee Map (Attachment 6)
* Strong Workforce – Doing What Matters Regional Resource Maps ([www.doingwhatmatters.cccco.edu](http://www.doingwhatmatters.cccco.edu))

**Recommendation #5: STATE GOAL: The Field Team recommends that the leadership of State Level Stakeholders work together to evaluate the impact of regional work, provide technical assistance to regions and develop a unified planning process. Goals recommended for the State Leadership to consider:**

* **State Agency Stakeholders conduct a combined regional collaboration evaluation/review** of the successes, challenges, and lessons learned from regional planning and collaboration to make recommendations on how to improve regional collaboration with all stakeholders.
* **State Agency Stakeholders work together to** **provide Technical Assistance to regions to support improved collaboration** amongst the partner organizations.
* In the next regional planning cycle, the **California State-level stakeholders develop a unified planning process**, where regional consortia, regional planning units, and other regional partners work together to complete and submit a single plan.