



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Inland Adult Education Regional Consortium

Executive Committee Meeting

San Bernardino Valley College

President's Conference Room – ADSS-207

August 21, 2015

8:00 a.m. – 10:00 a.m.

Meeting Summary

Meeting Summary

Attendees:

Blanca Olguin	Administrative Assistant
Cheryl Marshall	Crafton Hills College
Cuauhtémoc Avila	Rialto Unified School District
Emma Diaz	Project Coordinator
Eric Vreeman	Yucaipa-Calimesa Joint Unified School District
Gloria Fisher	San Bernardino Valley College
Harold Vollkommer	San Bernardino City Unified School District
Henry Hua	San Bernardino Valley College
Jerry Almendarez	Colton Joint Unified School District
Karen Bautista	San Bernardino City Unified School District
Lori Rhodes	Redlands Unified School District

Facilitator:

Becky Foreman

Welcome & Introductions by Gloria Fisher

The following was discussed:

- **News from the State AB86 Work Group**
 - AB86 Summary of activity
 - April 2014 - Current
 - Hub formation & meetings (August – November)
 - AB86 Adult Education Regional Planning Summit in Sacramento October 2014
 - Regional plan developed and submitted 03.01.15 to the State Chancellor's Office
 - Grant planning extended in April 2015 moving the original planning end date from 06.30.15 to 12.31.15 (approved use of roll over funds)
 - Adult Education Block Grant (AEBG) Planning Summit in Sacramento scheduled for September 24 & 25, 2015.
 - Dr. Fisher recommended Henry Hua, Emma Diaz and a Faculty member, Ann Gibbons to go and we asked Karen Bautista and a Faculty member to attend; up to 5 individuals
 - That team is a representation of our consortia, we are not there as an individual but as a consortia
 - State Guidance Process
 - The State assembled a group of 8 field representatives balanced between K-12 and the community college to draft guidance for the implementation phase of AB86.
 - Began meeting in mid-June and met through the end of July 2015.
 - Next Phase is AB104
 - AB104 Adult Education Block Grant Legislation overview
 - CA legislature passed AB104 which includes the legislation for the Adult Education Block Grant (AEBG) which will fund adult education providers and the adult education regional consortia. Sec. 39, Article 9, Section 84900
 - Under administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction

- AEBG will lead into implementation of what was developed in the planning with the Hubs. Technically it began 07.01.15 and goes through 06.30.16
 - http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB104
 - If there are items that we may have misinterpreted Emma and myself, please let us know, we are not justifying by any means, we try to understand with the guidance of the Chancellor's office and we send a lot of questions
 - I asked the State to be available but they did not have anyone available today, it is unfortunate, but he said that at the Sacramento summit we will have an opportunity to ask questions
- AB 104 definitions
- (84901) "Adult" means a person 18 years of age or older
 - (84903 & 84904) "Boundaries" (physical) of the regions established for purposes of providing planning and implementation grants will remain the same
 - (84905) Rules: who can join the consortium: Community College, School District, or County office of Education.
 - (b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.
 - (84905) Decision making process (we will discuss later today)
 - (84906) Adult Education regional plan submitted 03.01.15 satisfies this section for 2015-16, 2016-17 & 2017-18. It is approved for 3 years, can be updated at least once a year.
 - (84907) Maintenance of Effort – only for K-12 Districts and only for 2015-2016.
- MOE for 2015-2016
- MOE (Maintenance of Effort) levels were posted to the State website on 07.30.15
 - <http://ab86.cccco.edu/HelpfulResources/MOEAllocations.aspx>
 - MOE = **\$336,867,867** for 2015-2016
 - \$500,000,000 (set aside for Adult Education)
 - -\$336,867,867 (MOE distribution)
 - \$163,132,133 – distributed over 72 Consortia

○ Schedule of the Adult Education (MOE) Funding Fiscal Year 2015–16

County Code	District Code	Local Educational Agencies	District Type	2012–13 Adult Education Allocation (0000-8590)	2012–13 Adult Education Expenditures (Survey Question 2)	2015–16 MOE Funding
36	67637	Bear Valley Unified	UNIFIED	\$ 57,311		\$0
36	67652	Chaffey Joint Union High	HIGH	\$ 2,898,998	\$2,609,254	\$2,609,254
36	67678	Chino Valley Unified	UNIFIED	\$ 1,351,529	\$431,052	\$431,052
36	67686	Colton Joint Unified	UNIFIED	\$ 273,141	\$0	\$0
36	67710	Fontana Unified	UNIFIED	\$ 1,644,447	\$300,000	\$300,000
36	67801	Needles Unified	UNIFIED	\$ 7,398	\$0	\$0
36	67843	Redlands Unified	UNIFIED	\$ 1,553,285	\$139,311	\$139,311
36	67850	Rialto Unified	UNIFIED	\$ 535,130	\$535,130	\$535,130
36	67868	Rim of the World Unified	UNIFIED	\$ 48,818		\$0
36	67876	San Bernardino City Unified	UNIFIED	\$ 6,301,977	\$5,926,321	\$5,926,321
36	67934	Victor Valley Union High	HIGH	\$ 139,571	\$137,872	\$137,872
36	67959	Yucaipa-Calimesa Jt. Unified	UNIFIED	\$ 629,708	\$271,996	\$271,996
36	73858	Baker Valley Unified	UNIFIED	\$ 10,897	\$1,653	\$1,653
36	73890	Silver Valley Unified	UNIFIED	\$ 8,044	\$154,208	\$8,044
36	75044	Hesperia Unified	UNIFIED	\$ 343,846	\$354,797	\$343,846
36	75051	Lucerne Valley Unified	UNIFIED	\$ 70,590	\$0	\$0
36	75069	Upland Unified	UNIFIED	\$ 255,080	\$127,050	\$127,050
36	75077	Apple Valley Unified	UNIFIED	\$ 123,579	\$269,817	\$123,579

* Although 2012–13 expenditures were reported, the local educational agency indicated it was not a member of a consortium, and thus is not eligible for 2015–16 MOE Funding.

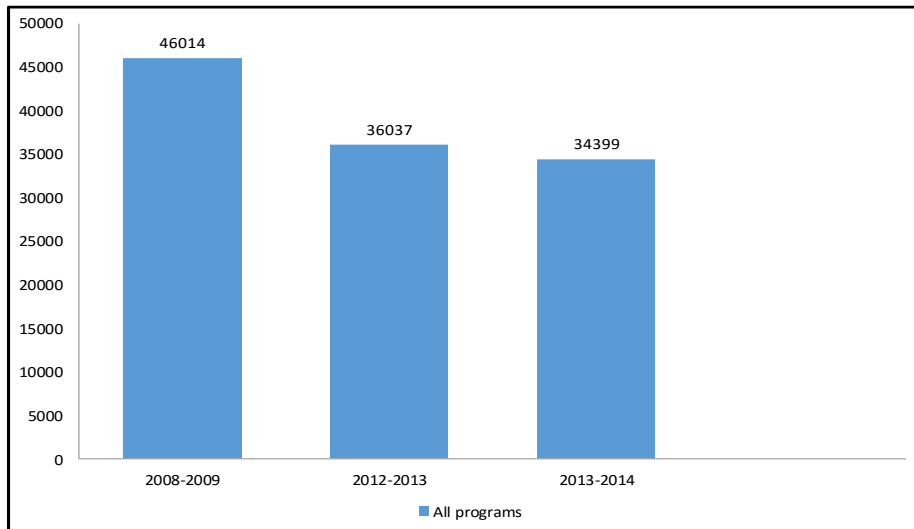
Prepared by:
 California Department of Education
 School Fiscal Services Division
 July 17, 2015

- The State sent out a survey to all k-12 and K-12 had to report what they were actually using at that time
 - Is it correct to say that that reflects Tier 3 sweep, when districts chose and had the flexibility to move adult education into general funds?
 - This is an expenditure item, not a budget item
 - Yes, that is part of it, what the MOE was, the survey that we had to fill out in the Spring, was how much the expenditures where for 12-13 not including any fees that we charged and we could not include any WIA funding or any other federal funding that we had for the program at the time, so it is not necessarily an accurate representation of what was actually spent
 - What purpose does Colton have being a part of the consortia?
 - You still have individual population that still need the services and maybe we could help provide/fill those gaps that exist
 - It gives you an opportunity to be a part of that funding stream and consortium model, if you choose to do that, we are hoping, and we will be discussing that today
- Only K-12 received the survey and this is how they reported it/communicated it to us, what those numbers meant, the last column that says MOE for this year, that is what they will be getting direct, that is not coming through the consortia, anything leftover, the 163 million, will come through the consortia as additional, they are not compromising what they are giving to them, they will add to it, which is when the Hubs met, they did the gaps analysis of where we were missing programs and what programs would help the community
 - Here is the issue, they say they will add to it, we do not know if they are or not, it is very important that you understand that maybe this is a verified number or maybe this is a filling number, we have no idea, it is very important that you conservatively think on how to prioritize this
- AB 104 Definitions (cont.)
 - (84908 ,84909) Apportionment of Funds – (the State is still working on this)
 - The Chancellor and Superintendent shall apportion funds to a fund administrator no more than 30 days after receipt of a final distribution schedule from the consortium.
 - (84911) Funding Formula: determined by following factors:
 - Adult Population
 - Employment
 - Immigration
 - Educational attainment
 - Adult Literacy
 - If we look at what we were given as a consortia, we can kind of use that as a gage, we are going to get around 1.6 to 1.7 million dollars to use on these projects over the next year
 - That 1.6 million is additional to the MOE so if Colton wants to start a program or expand they can tap into that?
 - Yes, we will talk about that guidance/cover structure
- AB104 (84913) Program Areas
 - Funds apportioned for the program shall be used only for support of the following:
 1. Programs in elementary and secondary **basic skills**, including programs leading to a **high school diploma or high school equivalency certificate**.
 2. Programs for immigrants eligible for educational services in **citizenship, ESL,** and workforce preparation.

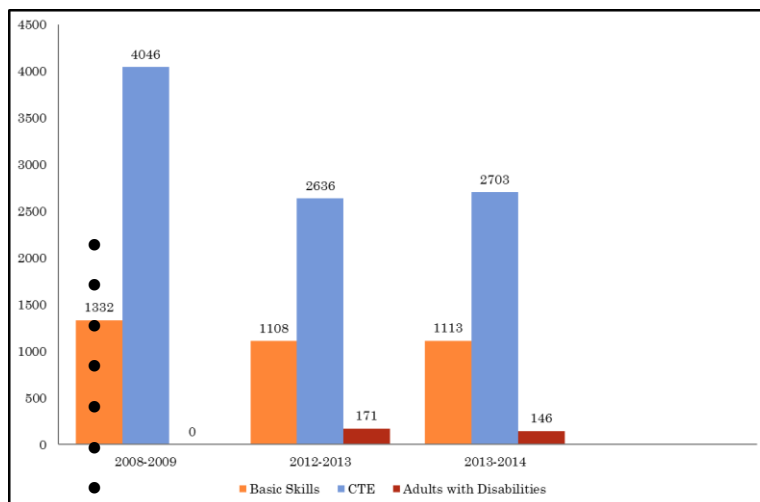
3. **(New)** Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
 - State is still giving us guidance on this one
4. **(New)** Programs for adults, including but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
 - State is working on it and will get back to us; these two (3 & 4) we are kind of sketchy on because they were added to the legislation but were never discussed in the Hubs because we didn't know that
5. Programs for **adults with disabilities**.
6. Programs in **career technical education (CTE)** that are short term in nature and have high employment potential.
7. **(New)** Programs offering **pre-apprenticeship** training activities conducted in coordination with one or more apprenticeship programs approved by the Department of Apprenticeship Standards for the occupation and geographic area.
 - Changed from apprenticeship to pre-apprenticeship
 - Anything that falls under any of those categories we would be able to use consortia funds to supplement those programs
 - The important part here is that you need to think of is Perkins funding, WIA and WIOA funding they are all intertwined, for colleges and districts, you have partner members that are important that they participate
 - Does that mean that the funding I get for Perkins is going to be dependent upon the pre-apprenticeship certificate program or the CTE programs that are part of the consortium, because right now I get to independently spend that money, so if we are saying, by being part of this consortium now I am going to have to give up the ability to have control of that money and have a collaborative decision with how the money is being used, then, it could be different than where our priorities are as a district
 - I don't think that is necessarily what they are going towards, I really don't know, we are trying to get more clarification on how WIOA, Perkins are being addressed, I am bringing it out so you can understand this discussion about WIOA and about Perkins
 - If that is where we are headed then, we are going to need time to explain, it makes sense to rationally align all of the certificate/apprenticeship programs, but we are going to need time, and I know other districts are probably on the same boat, because some of these programs that have been established may not be in alignment with the program areas identified here
 - These are questions that Emma and I and Karen and the team that are going to the Summit are going to ask to get more clarification, that is the purpose of this meeting is to try to get all the questions together and try to bring back answers for the September meeting that we haven't talked about yet. We are also going to be meeting with the WIB on Wednesday. Once again, what the State Chancellor's office is doing, what Federal is doing, we need to figure that out together, we are trying to figure out what legislation wants us to do
 - Red Flag that one
 - I think there is a distinction between Adult Education Perkins and K-12 Perkins

- There is a conversation to align everything right now, Learning Grants K-14
- Is there a list of those programs for number 7, I am looking that it needs to be approved by the Department of Apprenticeship Standards?
 - Yes, it is at the Department of Apprenticeship Standards' website

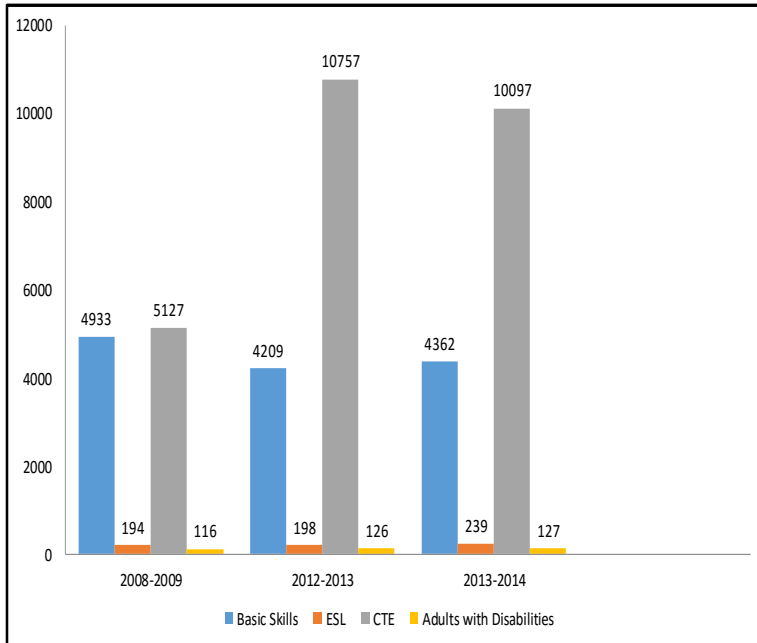
○ Region Unduplicated Enrollment for all AB86 Program Areas



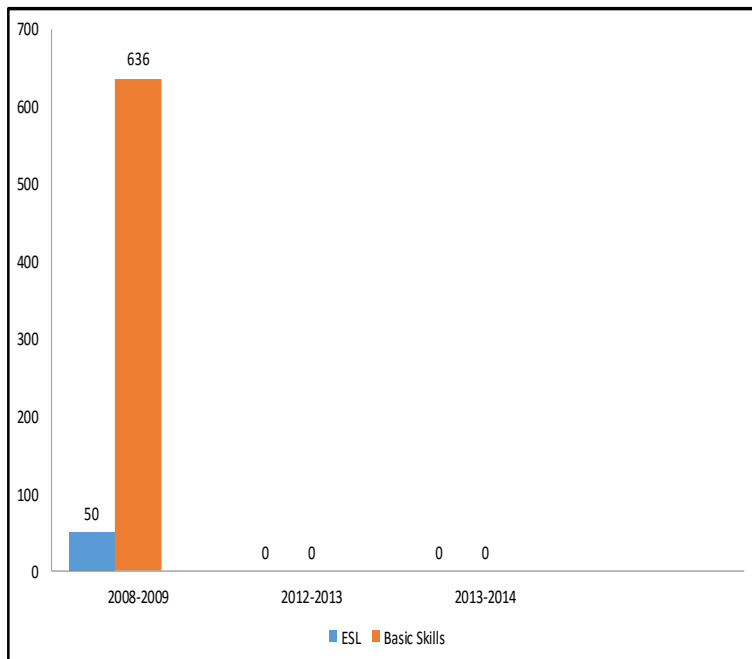
○ Crafton Hills College



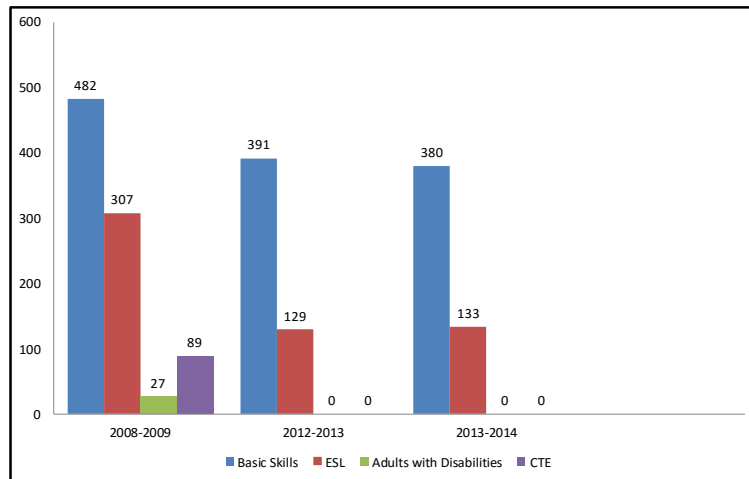
○ San Bernardino Valley college Unduplicated Enrollment



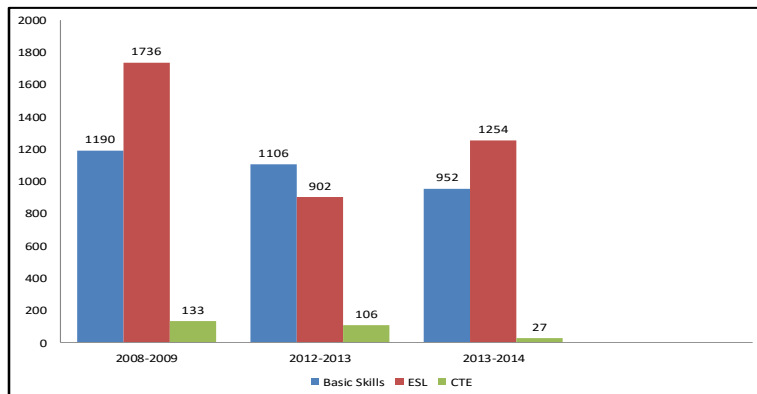
○ Colton Joint Unified School District Unduplicated Enrollment



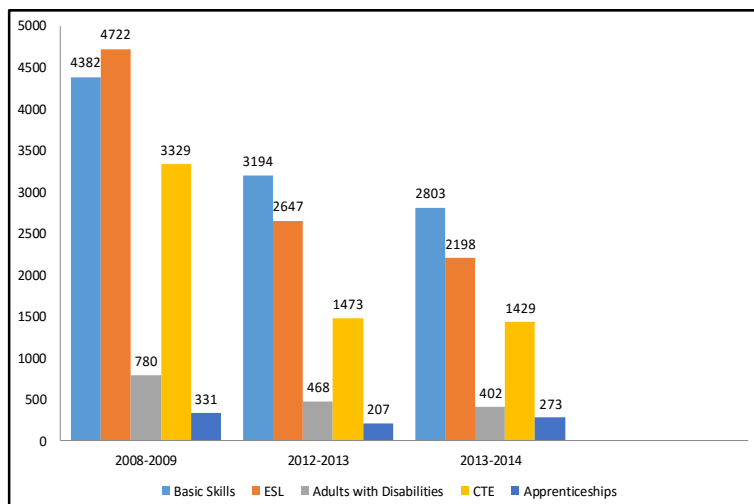
○ Redlands Unified School District Unduplicated enrollment



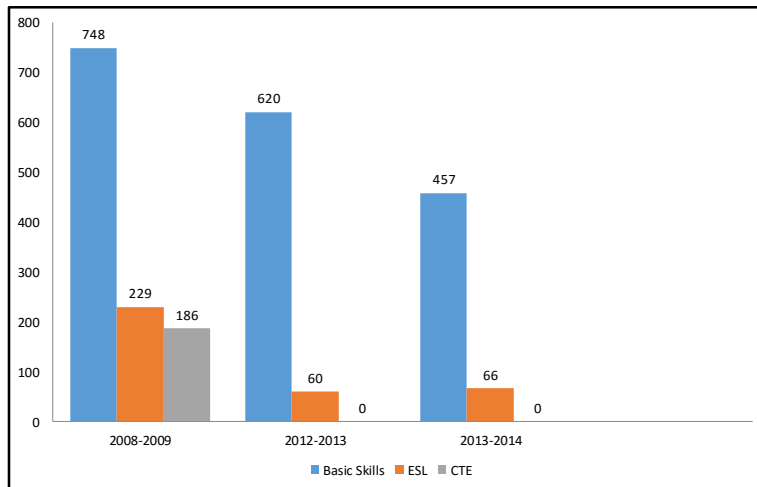
○ Rialto Unified School District Unduplicated Enrollment



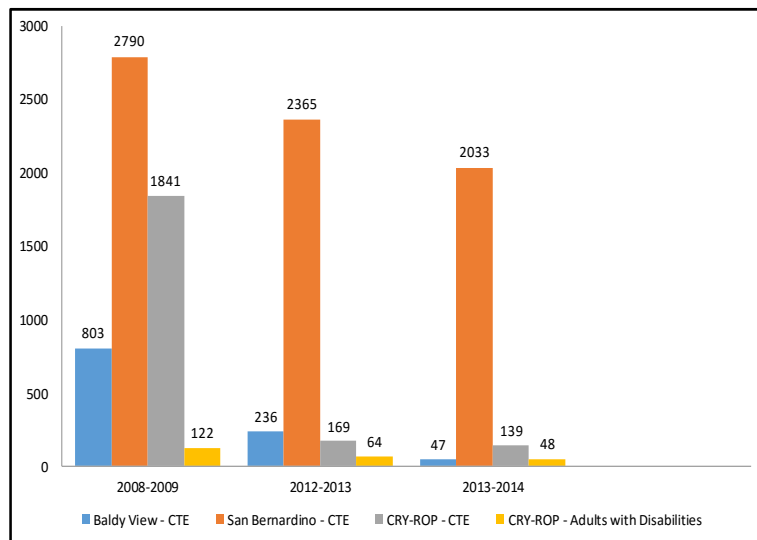
○ San Bernardino City Unified School District Unduplicated Enrollment – REVISED on 8/28/15 (error on 2013-2014 ESL enrollment, original read 218 and it should be 2,198)



○ Yucaipa-Calimesa Joint unified School District Unduplicated Enrollment



○ ROP's in the region unduplicated Enrollment



○ Region Unduplicated Enrollment

- How is this being interpreted, the drop?
 - There was legislation that was passed in 2009 that ROPs proceeds had to go to high school students and they lost all of their adults
 - I don't know if this number is adult served or k-12
 - Originally it was adults
- Are we cross referencing these numbers with the regional county adult population to know if there is an overall decrease or whether the adult population is still in the region to know whether or not the drop is due to *(inaudible)*?
 - We don't have a way to research that, it is all self-reported, we sent out an email that said how many adults did you serve this year, how many adults did you serve last year and you self-populated the fields and we recorded it

- What is not showing up here is that we all swept our money to take care of budget crisis within our district, the question would be: what percent of your seats that you offered where filled? Even though our numbers went down, because we offered fewer seats, but 100% of them were filled with a 200 student waiting list, so it is not that they were unfilled seats, it is something that we need to interpret with that data, it is not that we do not have adults wanting to come to our program, it is because we moved back the offerings that we have because we sent the money elsewhere
 - The 200 wait-list would show our need
 - That is why I ask, how are these graphs being interpreted?
 - This is straight data that the State actually sent out the questions that they wanted to collect last year in July, so we sent out in a survey format to each district, but you are right, the way we are interpreting it or looking at it now is different than how the State originally wanted collected, they just wanted numbers, to get an idea
 - If this is just for data, the presentation is factual information I can understand, but if we are using it to determine programs, then I have a lot more questions
 - No, this is more informative as to what has been done over the last year, what information has been out there by your district, when we get there, that is how we determine based on what we have, we have a lot of data
- AB 104 Definitions (cont.)
 - (84914) Receipt of Funds – Consortium shall approve a distribution of funds (Discussed later today)
 - (84915) 2016-2017 Chancellor and Superintendent shall report to the Legislature a plan to distribute funds to the consortia from WIOA (Workforce Innovation and Opportunity Act) and Carl D. Perkins CTE Act.
 - (84916) Chancellor and Superintendent will submit to the Department of Finance a progress report by September 30 following any fiscal year for which funds are appropriated for the program.
 - (84917) CCD, SD, CoE must be members of the consortium if they receive funds from:
 - Adults in Correctional Facilities Programs;
 - WIOA, Title II;
 - Carl D. Perkins CTE Act;
 - LCFF apportionments reserved for students 19+;
 - State funds for remedial Education and job training for CalWorks participants.
 - This is legislative mandated
 - If the mountain communities aren't going to participate, does that mean they don't get these funds?
 - They would not get money through the consortia and on the MOE it shows that they get \$0 for this year, they did say from the beginning that they needed to participate in a consortia
 - Whether they get funding in a WIOA or CTE or Perkins, we do not know, if that is going to affect them for not being part of the consortia
 - It would limit them for the adult population, for the adult programs
 - Yes
 - (84920) Measures of Effectiveness
 - The State has expressed the need to work on Data Collection and Reporting
 - Possible fields of data to collect
 - Improved literacy skills
 - Completion of HSD or equivalent

- Completion of postsecondary certificates, degrees, or training programs.
 - Placement into jobs.
 - Improved wages
- This information is due in a report the State will give Legislation by 09.30.16.
- The State is working on guidance and a tool for collecting the data and/or additional funds for this.
 - The hope is that they use the \$25 million and do an RIP outside in finding a consulting firm that would end up creating this measure of effectiveness tool for our consortia to use
 - Based on the previous discussion about data and importance of sharing that data, if you could all advocate for some of that to come into the region so that we can share data, we talked about that for the last 18 months and it seems that it would be nice to have a portion earmarked for this region
 - One of the possibilities is to have the region create that tool and each individual consortia have their own tools, the issue with that is trying to do that tool and do this process and do that process all over the next year to get it ready for 2016-2017, that is a huge-huge project, that is not a regional project that I think we can handle on that scale. My opinion is that if they can have one pool that every region uses and does that effectively and it is now up to that group and whoever is at the Chancellor's office and the State to come up with that tool with that \$25 million
 - I agree with that, but we still need some money in the region for us to do that work, to have programmers, analyst or researchers that would help us do that work here
 - Because we don't have adult education programs, we have no data to offer but everybody else does
 - You still have regional data in terms of needs; we are hoping through an environmental stand that people will say that you have people that are unemployed
 - But if we are talking about the measures of effectiveness, I have nothing to measure
 - We talked before about some of your students, if they don't go on to college and they go to an ROP program or short-term certificate program, we would still want to be able to track that, even if you don't have that today, you might have it in the future
 - We might have to track the graduates after they leave; we can't even do that now
 - That is part of the challenge, how do we track students over time who go to the different programs
 - I agree that we need to go after funding for the data piece, because as the new WIOA legislation is active, the metrics hopefully will be similar between these metrics and the WIOA so we are not collecting two different bags of data
 - The labor, the intensity of people and hours and pulling that together is huge, in terms of placement into jobs, it is self-reporting and it is not exactly reliable; we need the money

- **Consortium Governance Discussion / Decisions**

- Current Governance of the Consortium

- Early in the grant planning phase this Consortium decided to have the following structure:
 - Executive Committee
 - Steering Committee
 - Hubs (workgroups)
 - Project Coordinator
- Not all Consortia have had this structure. Some have a Dean from the Community College or an Adult School Principal over-see the grant objectives and outsourced the planning process to entities such as West Ed.
- For the implementation phase the State is allowing local flexibility on how each consortium develops their own Rules and Procedures.
- State has issued a template that will require signatures from all members participating in the consortium once all information contained in the template has been agreed upon by all.
- It is due by October 31st, 2015 or sooner so that the State can accept the 2015-16 annual plan, consortium allocation schedule and budget. (In addition to MOE received).
- Governance decisions are for year one
- They can be changed for next year
- Annual plan can also be amended yearly
- Template issued by the State: “Consortia Report on Governance Compliance of Rules and Procedures”
- This document is a work in progress ...

- Question #1

- Q. 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?
- A. YES. In the initial months, we reached out to both mountain communities, and they declined participation.
 - These questions are literally ripped out of the legislation word-by-word, per verbatim from the State website

- Question #2

- Q. 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?
- A. YES. All districts submitted detailed information on multiple reporting periods of the grant including the survey used to determine MOE levels.
- Q. How will the available funds be reported and evaluated?
- A. (84920) *Recommends the following measures of effectiveness:*
 - Improved literacy skills,
 - completion of HSD or equivalent
 - Completion of postsecondary certificates, degrees, or training programs.
 - Placement into jobs.
 - Improved wages
 - Questions or concerns about this?
 - Have Community Colleges been successful
 - It is a challenge, we have some of it
 - We have to have a very defined way to report to the State

- The student has to get a job, keep a job or transition to or successfully transfer into a community college, maybe they did not get a job, maybe what we want to add is transition to a secondary program, show their success and literacy skills
 - Are there any bullets that we should not consider the first year?
 - Improved wages
 - Is there a model?
 - Job placement
 - Now that we are a partner of the WIOA, they can share that
- Question #3
 - Q. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?
 - A. From the onset of the consortium, an Executive Committee was formed representing the leadership overseeing all grant activity. As well, all Hub participants were designated by each Superintendent and campus President to represent their district in the specific program area.
- Question #4
 - Q. How will you assure that all members of the consortium shall participate in any decision made by the consortium?
 - *A. Decisions will be made at regularly or specially scheduled Executive Committee meetings. If a member is not present or has a representative present, the project coordinator will reach out to a missing member to collect data or input.*
 - This is where this consortium is ahead of the curb, is there any questions/concerns?
 - Is everybody okay with this?
 - Yes
- Question #5
 - Q. 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 (votes proportionate to adult students served)
 - Suggestion: Consensus voting:
 - 1. Use 1 model for program approval where 1 member = 1 vote.
 - 2. Budget voting where all members get 50% and the other 50% is weighted on populations served???
 - Keeping the community colleges as a single vote; that will be 7
 - Consensus Voting 1 or 2?
 - That would be my reservation 1 vote = 1 member
 - There will be one more Executive Committee Meeting just before the report is due
 - There might be 2, Emma, Karen and I will be going to the Summit on September 24 & 25th
 - 50% Community College and 50% K-12 voting power
 - My idea is 1=1; there will be a little of reservation of the 50/50
 - Some type of weighted vote in regards to population; proportionate to the enrollment and 7 members
 - We all represent the region, everyone has an equal vote to that region
 - Why vote?
 - Stay at the table until we reach a consensus
 - One-on-one vote

- Consensus means everybody can live with it, not necessarily you agree 100%
- Question # 6 & #7
 - Q. How will decisions be approved? (Example: by majority vote of 51%, or 50% +1 vote, or 2/3 of votes e.g. by consensus)
 - Q. How did you arrive at that decision-making model?
 - *A. TOP (Technology of participating facilitation)*
- Questions #8 - #10
 - Q. How will proposed decisions be considered in open, properly noticed public meeting of the consortium at which members of the public may comment?
 - *A. Community Town Hall meetings*
 - Q. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?
 - *A. Using a quarterly newsletter that can be distributed at each school district and/or having each school district allow for an Adult Education space on existing newsletters.*
 - Q. Describe how comments submitted by members of the public will be distributed publicly.
 - *A. Publication of a quarterly newsletter where questions and/ or comments received can be posted for public viewing.*
 - Very few people show up
 - Cabinet meetings, can we use those?
 - Not everybody has cabinet meetings
 - All community meetings will be open and the community will have an opportunity to speak
 - Newsletter, if that is not right, we can do something else
 - We have a discussion board on our website
 - Who will be posting, the consortium?
 - Yes, the consortium will be posting
 - Post of minutes
 - Does not suffice
 - Publication of a quarterly newsletter
 - Posting of newsletter will suffice
- Question # 11
 - Q. 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.
 - *A. In working with the WIB, an update can be given at quarterly WIB regional meetings where all these entities are present.*
 - Consortium will solicit and consider comments

- Question #12
 - Q. How will you determine approval of a distribution schedule pursuant to Section 84913 (7 program areas)?
 - A. During the planning phase a gaps analysis was performed to determine where need is the greatest in the 5 program areas originally outlined by the grant. Additional surveys of the area can help in prioritization which programs to begin with in rolling in the implementation phase.
 - The State is not clear, it is poorly worded, we are waiting on clarification

- Question #13
 - Q. 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 a funds flow directly to the member districts based upon the approved distribution schedule?
 - Q. Where will the project coordinator be housed?

- **Fiscal Agent**

- What does a fiscal agent do?
 - A fiscal agent is a bank (or acts as a banker).
 - Processes expenses related to the grant as agreed upon by the consortium members.
 - Certifies that the grant expenditures have been prepared in accordance with the applicable Federal and State regulations.
 - Works with the consortium to implement fiscal decisions made by the members.
- A fiscal agent is not....
 - A consortium decision maker.
 - An authority to approve expenses applied against the grant.
 - Assigned the oversight role in the consortium for program & fiscal decisions.
 - Part of the governance group.
- Qualities of a Fiscal Agent
 - Is responsive to consortium members and will follow its direction.
 - In case of approval items - has a board that meets monthly.
 - Their board has a high dollar threshold for items to go to the board for approval. Meaning that not everything will have to go for board approval.
 - Their accounting office that turns things around quickly - contracts, MOUs
 - Does not have internal or district policies that are in addition to state regulations for the grant.
 - Has experience in handling grants from state agencies (different than their current state agency).
 - Has a good track record in the region.
 - Is not interested in adult education program/policy - meaning will play the fiscal agent/banker role with fairness to all members.
 - Is responsive to the State.
 - Works well with Project Point of Contact
- If our consortium opts out of having a fiscal agent, what is the consortia responsible for on the block grant?
 - Consortium must role up all member funding and report consortium budget & quarterly expenditures to the State.

- Consortium must certify that the grant expenditures have been prepared in accordance with the applicable Federal and State regulations.
- Consortium must follow budget & expenditure plans as agreed upon by members according to the plan submitted to the State.
 - What questions do you have about this?
 - The distribution will be distributed in 12 monthly installments, that comes to either the Fiscal Agent or the agencies
 - Based on invoices
 - This is not for the MOE, it is for the grant
 - Hopefully within 30 days you would get the funds
 - Your choices are: you can continue as already are or you can continue through a fiscal agent
 - I will share, that when we did bill for Blanca's services, there was a huge delay, that is my only concern
 - Sometimes there are delays in our own system
 - Is there a way that this consortium can be an entity, so they can be employees and submit timecards and get paid individually as oppose through a fiscal agent

DUE TO TECHNICAL DIFFICULTIES THE REST OF THE MINUTES WERE NOT RECORDED

However, the Executive Committee reached a consensus that we continue to use San Bernardino Community College District as the Fiscal Agent and for Emma Diaz to remain as Project Coordinator through June 2016 and continue with current housing at San Bernardino Valley College

- **MOE / Consortium Funding**
- **Project Coordinator**
 - Project Coordinator to be housed at SBVC?
 - Question # 14
 - Q. How will members join, leave, or be dismissed from the consortium?
 - Question #15
 - Q. Does the consortium have a formal document detailing its working beyond this questionnaire? (Please provide a link)
- **First year plan**
 - Next steps
 - Template due by October 31, 2015 or sooner.
 - Needs to be in before the State accepts the annual plan, consortium allocation schedule, and budget.
 - Needs to be signed by all participants
 - State is working on the "Annual plan template" will have by September where guidance will be given on plan objective, processes – assessment, data collection, effectiveness, and funding allocation.
 - State is working on consortia funding levels

Close:

Thank you all for being here!

Meeting adjourned at 9:55 a.m.