

South Bay Consortium for Adult Education Steering Committee Charter

Guiding Principles

Background: Established by the AB86 Legislation of June 2013, the five adult schools (Campbell Adult and Community Education; East Side Adult Education; Milpitas Adult Education; Santa Clara Adult Education; and Silicon Valley Adult Education) and two community college districts (San Jose-Evergreen Community College District; and West Valley-Mission Community College District) joined to form the South Bay Consortium for Adult Education. The consortium's shared vision is to serve the region's adult learner needs, including adult education pathways into careers or postsecondary education. The consortium produced a comprehensive and ambitious three-year regional plan for adult education, delivered to the state on March 1, 2015, to document the need for adult education in our region, and to address program gaps and to identify instructional models and practices to accelerate the learning of adults (including those adults with disabilities) acquiring English and basic skills to achieve college and career readiness.

The Steering Committee formally adopted these Guiding Principles, both for the planning process, and ongoing as the consortium members work together to use the Adult Education Program funding to implement the South Bay Consortium for Adult Education's three-year plan.

Our Guiding Principles are to:

- focus on the **needs of adult education students first**
- work with **transparency and inclusion** with all stakeholders
- embrace **collaboration and partnership** to have a positive collective impact on our region
- explore **expansion and innovation** in adult education services in the region
- seek other **community partnerships and connections** to leverage resources and achieve better outcomes
- commit to ideas, decisions and practices that **anticipate the future** needs for adult learners in our region.

A Purpose of the Steering Committee and SBCAE Decision-Making Process

Primary Functions of the Steering Committee and the Consultation Council

The primary function of the South Bay Consortium for Adult Education (SBCAE) Steering Committee is, on an annual basis, to develop and approve and monitor progress of the annual priorities, (hereinafter called ***annual activities***) the related fund distribution schedule for the funding awarded to the region from the state's Adult Education Program (AEP).

The Steering Committee takes responsibility for the implementation of the services and activities, and the achievement of the outcomes, listed in the SBCAE's *AB86 Adult Education Regional Comprehensive Plan, March 1, 2015* (hereinafter referred to as **the Plan**). The Steering Committee will monitor and review the Plan's implementation, as well as provide oversight and certification of the Adult Education Program (AEP) deliverables as defined by the AB104 Legislation, the Chancellor's Office of the California Community Colleges and the California Department of Education. The Steering Committee will confer with the SBCAE Consultation Council before any decisions about *annual activities* and funding are presented to the public for input.

In addition to the development of the *annual activities* and outcomes aligned to the Plan, the Steering Committee, (and the Consortium Co-Chairs as directed by the Steering Committee) responds to the critical need for expansion and innovation in adult education in the region by seeking other partnerships and resources to leverage. The Steering Committee provides insight on long-term strategies in support of other legislative mandates. Members of the Steering Committee ensure the needs and objectives of the Plan are being adequately addressed.

In practice, these responsibilities are carried out by performing the following functions:

- Monitor and review the objectives of the *annual activities* at regular Steering Committee meetings;

- Give direction to the SBCAE's Co-Chairs;
- Provide guidance and assistance to the members and their staffs when required;
- Review the *annual activities*' scope as data and evaluation suggest possible changes, ensuring that scope aligns with the Plan;
- Determine how the Plan is to be amended as relevant new information emerges;
- Assure there is timely and appropriate contribution of SBCAE's community partners and key stakeholder groups to review decisions;
- Resolve possible member conflicts, reconciling differences of opinion and approach through the agreed upon consensus decision-making process;
- Evaluate and provide formal acceptance of SBCAE deliverables as defined by the state.
- Evaluate progress annually toward the Plan's objectives and determine the need for additions or amendments.
- Meet formally, observing the protocols assuring compliance with the Brown Act, including providing transparency, public knowledge and access for the public to participate in publicly held meetings.
- Produce, approve and oversee appropriate memoranda of understanding addressing the sharing of student data among members, or possibly with community partners. Assure that all memoranda of understanding are within the authority of the consortium to engage in, are aligned to the data sharing policies of each member district, and when personal information about students is shared, protecting the rights to privacy as addressed in the Family Educational Rights and Privacy Act (FERPA) or, when applicable the Health Insurance Portability and Accountability Act (HIPAA).

Decision-making Responsibilities

The Steering Committee is responsible for approving the use of the Adult Education Program (AEP) funds awarded by the state to the region served by the two community college districts and the five adult schools.

The Steering Committee, in deliberation with the Consultation Council, will assure that funded activities align with the Plan's objectives and include decisions such as:

- 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.
- Approve and monitor the deliverables of all independent contractor agreements entered into to achieve the outcomes outlined in the annual activities, and the Plan.
- Oversee the process to develop the new three-year regional Plan for adult education.

The Steering Committee will assure that all meetings where the above functions are discussed listed decisions are discussed and approved will follow the guiding principles below and comply with the directives of the state office of the Adult Education Program, the AB104 Legislation, and the Brown Act

- Public meetings with public comment solicited, both written and in person;
- Decision-making meeting notices and agendas posted on the SBCAE website and disseminated to established lists of community partners, stakeholders and interested public; Agendas and supporting materials are make public no later than seventy-two hours before the public meetings.
- Announcing meetings, and inviting public comment, through the members' own communication channels and protocols, and

- Posting meeting minutes and other supporting documents on the SBCAE website.
- All Steering Committee will follow Brown Act protocols, whether as regular steering committee meetings or Formal Public Meetings. SBCAE will semiannually designate some Steering Committee meetings a Formal Public Meetings (reflecting the language of AB104) when Annual Plans, Allocation Schedules, and Reports are posted on the website, the Steering Committee will meet and review all information with the Consultation Council.

B SBCAE Steering Committee

Membership

Each of the five-member school districts is represented by one representative and one alternate. Each of the community college districts, with two colleges each, is represented by two members and their alternates. The Steering Committee will meet regularly and publicly as the Steering Committee and also designate some meetings as **Formal Public Meetings** (aligning to the language of AB104). At all meetings nine representatives (primary or alternate), formally approved by each member's Board, will represent the member institutions. The Consultation Council will choose one representative from the colleges and one representative from the adult schools to attend regularly scheduled Steering Committee as an *ex officio* non-voting members.

Member districts will select voting representatives through locally established processes, but all representatives are formally appointed to the Steering Committee by the governing boards of their districts'. Each member's district is solely responsible for who represents it.

Role of a Steering Committee member

It is intended that the Steering Committee members leverage their experiences, expertise, and insight as representatives of their respective member districts. Steering Committee members are not directly responsible for managing *annual activities*, but provide support and guidance for those who do. Thus, individually, Steering Committee members should:

- Have a comprehensive understanding of the strategic implications and outcomes of the Plan and the *annual activities*;
- Appreciate the significance of the project for some or all major stakeholders and represent their interests;
- Be an advocate for broad regional support for the outcomes of the Plan;
- Have a deep understanding of the region and its adult education, immigrant integration, and workforce development needs.

In practice, this means they:

- Take appropriate effort regularly to review the status of the *annual activities*;
- Represent their member district's interests, but the region's need for comprehensive adult education services will take priority;
- Ensure the *annual activities* meet the requirements of the state, the SBCAE Plan, and key stakeholders;
- Help balance conflicting priorities and resources;
- Provide guidance to the SBCAE Co-Chairs;
- Solicit and consider ideas and issues raised by community partners, faculty, students and other stakeholders;
- Be the conduit of ideas and information about topics needed to be discussed at Steering Committee meetings; presenting topics for Steering Committee meetings to the Co-Chairs.
- Check adherence of *annual activities* to standards of best practice both within their member districts and in a wider context;

- Foster positive communication outside of the Steering Committee regarding the *annual activities* and the Plan's progress and outcomes;
- Report and evaluate member services whose outcomes may help achieve the Plan's objectives. Such service may include, but not be limited to, funding from WIOA Title II, Carl Perkins, non-credit adult education and other grants.

Role of Faculty Representatives in Steering Committee Meetings

- All the same responsibilities as any Steering Committee, with the additional responsibility of reporting back to the members of the Consultation Council.

C SBCAE Consultation Council

To assure there is a formal role in the consortium's annual decision-making, evaluation, and planning, a Consultation Council will be convened to deliberate with the Steering Committee one week before all Formal Public Meetings. The agendas for the meetings with the Steering Committee will be developed jointly. The Consultation Council will be charged with selecting one faculty member from each system to attend Steering Committee meetings as *ex officio* members. The Consultation Council will be responsible for informing the Co-Chairs of who representatives are in a timely manner so that agendas and supporting documents may be shared with them as they are shared with all Steering Committee members.

The Consultation Council will be comprised of:

- One representative from each of the four Academic Senates.
- One representative from the certificated bargaining unit of each of the seven districts.
- One representative from the classified bargaining unit of each of the seven districts.

D Steering Committee Meetings

Meeting Protocols and Decision-making Process

The Steering Committee meets regularly as required to monitor progress toward, and other issues relating to, the *annual activities and the Plan's* implementation. At all Steering Committee meetings members' alternate representatives may be designated as the member's formal representative. All practices of regular Steering Committee meetings, the dissemination of agendas, notice of time and place of meetings, and assuring access to the public to attend and give comment on meeting agenda items, will comply with Brown Act directives. Meeting agendas and supporting documents will be disseminated to all interested parties with the explicit intention of eliciting public comment.

The Co-Chairs co-facilitate the Steering Committee meetings, with agendas for all meetings developed jointly by the Co-Chairs and other SBCAE support staff. Any topic **may** be suggested directly to the Co-Chairs for Steering Committee meetings. Topics presented to the Co-Chairs by members' formal representatives or the Consultation Council **will** be placed on meeting agendas in as timely a fashion as possible.

The Steering Committee may also delegate some oversight responsibilities to other staff and groups, including but not limited to faculty workgroups, transition-specialists and counselors, community-based partners, and others, all of whom may confer in *ad hoc* meetings. Members of both the colleges and the adult schools may need to meet separately to address issues unique to each system. Regular reports from these *ad hoc* groups will be agendized and discussed in the regularly Steering Committee meetings.

The Steering Committee may designate certain of its meetings as Formal Public Meetings in order to: 1) develop the annual activities aligned to the Plan and the related funding distribution schedule, 2) monitor and/or amend the annual activities, and 3) review outcomes and certify the deliverables required by the state. In practice there is no difference between regular Steering Committee meetings and Formal Public Meetings as they are attended by the members' designated representative, appointed by the member's governance board. In Formal Meetings all board-selected members participate in the decision-making process. The Steering Committee will meet with the Consultation Council at least quarterly to review progress on the annual activities, the Plans, and consider anything else on a jointly developed meeting agenda. In some instances, the Co-Chairs may represent the whole Steering Committee in these jointly held meetings.

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 first three-year regional Plan and the subsequent three years of implementation. **Decision making is through consensus.** Discussion of issues continues until *all members* are able to accept a 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.