

**East Region Adult Education  
Governing Board Meeting****April 15, 2020  
Virtual Meeting via Zoom****Minutes**

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**I. Call to Order**

- The meeting was called to order at 9:32 am by ERAE Governing Board President, Theresa Kemper.
- The following Governing Board Members were present: Theresa Kemper, Tim Glover, Kathy Granger, Lynn Neault, Sean Hancock, and Rick Wilson.

**II. SPECIAL REPORTS/RECOGNITIONS**

- Lynn Neault was welcomed and introduced as the new Chancellor for the GCCCD and new ERAE Governing Board member.

**III. COMMUNICATIONS FROM THE PUBLIC**

- There were no communications from the public.

**IV. APPROVAL OF MINUTES –December 11, 2019**

- **Motion Passed:** The minutes were unanimously approved as written. First motion to approve the minutes was made by Sean Hancock and seconded by Kathy Granger.
  - Yes Theresa Kemper
  - Yes Tim Glover
  - Yes Kathy Granger
  - - Lynn Neault (Abstention)
  - Yes Sean Hancock
  - Yes Rick Wilson

**V. REMOVAL OF ITEMS FROM/CHANGES TO AGENDA**

- **Motion Passed:** The agenda was unanimously approved as written. First motion to approve the agenda as written was made by Tim Glover and seconded by Kathy Granger.
  - Yes Theresa Kemper
  - Yes Tim Glover
  - Yes Kathy Granger
  - Yes Lynn Neault
  - Yes Sean Hancock
  - Yes Rick Wilson



## VI. REPORTS/DISCUSSIONS

### State of the Consortium

#### *Member Updates/Local Response to the Pandemic*

- Ute Maschke shared information on consortium-wide efforts currently underway and work that is being done as we build on the work of our Professional Learning group and the six Strategic Plan workgroups. A Professional Learning and Canvas Coordinator was hired for the consortium. Canvas was rolled out in an accelerated fashion for Grossmont Adult Education. Engagement with our community of learners was strengthened and daily “townhall” meetings are being held through our social media sites. Messages of engagement are available on our Facebook page, and the Transition Team is working with an average of 175 students per week providing assistance on community resources, enrollment, career planning, and resume assistance.
- Cynthia Nagura gave an update on GCCCD. The college district continues its operations by offering online courses. Courses that were able to move online were moved online very quickly. Student Services were moved to remote services. Students were offered assistance with financial services, including emergency funds and basic needs grants. Summer classes will be offered online for both Grossmont and Cuyamaca colleges. Over 5000 students applied for emergency grants in the amount of \$250 or \$500. GCCCD continue to offer daily updates and support services for all students and employees.
- Kim Bellaart gave an update on Grossmont Adult Education. All Grossmont Adult Education classes that were able to be moved online (the majority) were done so at a fast pace. Kim stated that the consortium is fortunate to have done the foundational work in our planning process for Canvas, because this helped to move everything along at a faster pace for our online learning. Students were provided a refund for hands-on classes that were not able to be moved online. Academic and ESL classes were moved one hundred percent online. Teachers have been reaching out to their students and providing assistance, as well as, training for the online process and getting their classes into Canvas. Lifelong Education classes are funded by student fees, and most of those classes were canceled. However, students were offered free 4-week online classes. Correctional Education classes are not approved for distance learning, so those classes were not offered online. Teachers who were not able to provide online classes were offered the opportunity to participate in Professional Learning opportunities through Canvas. We are embracing the challenge and moving forward with the opportunity to serve our students.
- Kathy Granger gave an update on MEUSD. Kathy stated that they are doing similar work as GUHSD and GCCCD, but in a much smaller way. MEUSD continues to support current students in the diploma program and helping students to complete their classes as scheduled. The staff is currently working on making sure students have the support they need. MEUSD will be hiring an Adult Education Coordinator and is currently reviewing applications.



***Strategic Plan Implementation/Goals, Key Activities/Key Indicators***

- Ute Maschke gave an overview of the Strategic Plan implementation. Ute stated that due to the strong economy and labor market, the enrollment numbers were relatively high until February. Total enrollment numbers for the consortium are solid and looking very good at this time, but numbers may change due to the current situation. We are anticipating that we may lose some students initially, but many of our students, and new students, will return because new job opportunities will become available. Hospitality may take a while to return, but manufacturing and construction work is anticipated to come back fast. As we work towards meeting the needs of our business partners, Transition Services have placed 175 students into employment in non-medical sectors and 163 students into medical sectors. The transition team have assisted over 500 students with transition to college, career training, and job placement. Lynn Neault mentioned that she would like to see an increase in the amount of students who are matriculated, and that it would be great to see an increase in the 97 students currently listed as matriculated. Lynn mentioned that it is very important to get students into jobs and for students to make livable wages to support their families and she appreciates the great work that is being done. Ute mentioned that the 97 students represent the students we are able to track, but there may be more students who matriculated. Lynn stated that she would like to see an emphasis placed on transitioning students into higher education. Tim Glover inquired about the 1368 students in the CTE programs. Ute stated that the number listed is only for quarter three, and that number can be multiplied by 3 for the overall number. Kim mentioned there is a great opportunity with the Senate bill to do things such as matriculating our adult education students into community colleges.
- Ute mentioned that one of the Strategic Plan workgroups highest priority is a focus on transitioning students into colleges. The first goal overall of the workgroups is Professional Learning environment. There will be a monthly day of professional learning. All instructors and staff are being trained on utilizing Canvas. The workgroup is currently developing a system of professional learning that allows teachers to stay on track.
- The second goal is acceleration and alignment. Acceleration and alignment have come a long way since last August. There are articulation agreements in place with both colleges which encourages students to articulate to Cuyamaca and Grossmont. There is a strong transition pipeline with Grossmont College. We are investigating how Canvas can be used as a student engagement tool, and the Transition specialists are working very closely with students on career training and developing transition maps.
- The third goal of the workgroups is working on high-touch onboarding and introducing adult learners to education. A work group for onboarding was established to allow students to understand the options and opportunities they have in adult education and their transition into college.
- The fourth workgroup focuses on student-centered services throughout adult education and is closely in line with high-touch onboarding across programs. The Transition Team works closely with college partners and stays in touch with students while they enroll in college and beyond. The



Transition Team works directly with the two college counselors, student support, and student mentors. Students complete an intake form that considers many aspects of life and the Transition Team works with students throughout their educational journey and beyond.

- The fifth workgroup works with business partners in the region. One of the partnership conditions is that we place our students only in job opportunities that are above minimum wage—at least \$16 per hour.
- The sixth workgroup is working on integration and better ways to support our community. We have revised our social media presence, placed our catalog online, and have solid and high-quality standards in the community.

### **Consortium Fiscal Administration Declaration (CFAD)**

- Sally Cox gave an overview of the CFAD member allocations that will be submitted to the state for 2020-2021. Grossmont Union High School District is scheduled for \$7,051,247, Grossmont/Cuyamaca for \$1,557,938, and MEUSD for \$58,267.

### **Consortium Budget**

#### *Member Budgets*

- Sally Cox stated that 80% of GCCCD allocation supports Transition Services and the Business Coordinator, 6% supports management, 9% for Consortium Contracts, and 5% for indirect costs. Grossmont Union HS District's allocation supports teachers, support staff, materials, and the new Student Support Center. Mountain Empire allocation will provide for the Adult Ed Coordinator, an increase in seats to accommodate more students, and providing more classes for students.

#### *Program Growth/Special Projects Funds and Carry Forward*

- The program growth funding was reviewed. Grossmont Union HS District will continue to invest in the student center, GCCCD is investing in research/data analysis, and MEUSD is investing in a Program Development Coordinator. For the 2020-2021 year, the consortium would like to propose a Student Outcomes Investment project to help analyze and increase the understanding of student outcomes and to ensure that we are offering the best possible assistance to as many students as possible. Theresa Kemper requested more information about the student outcomes investment project. Sally and Ute explained that as budgets change, student outcomes may become more of a focus and staff are looking at increasing those student outcomes. The State has not defined any criteria or conditions as to what it means for our students to be enrolled in K-12 adult education and take college courses concurrently. We need to determine when is it beneficial for students to have dual enrollment. The State leaves it up to the consortium, and we want to make sure we support as many students as possible.

### **Meeting Updates and New Schedule**

- The ERAE proposed meeting dates were discussed. Location of meetings will be determined at a later date. The proposed meeting dates for 2020 are as follows:
  - April 15, 2020—9:30am-11:00am
  - June 10, 2020—11:30am-1:00pm



- September 9, 2020—11:30am-1:00pm
- December 9, 2020—11:30am-1:00pm

VII. **ACTION ITEMS/DISCUSSIONS**

***Approval of New Board Member***

- Dr. Lynn Neault, chancellor at GCCCD, was approved as the new ERAE board member.
- First motion to approve the nomination of the new board member was made by Tim Glover and seconded by Sean Hancock.
  - a. Yes Theresa Kemper
  - b. Yes Tim Glover
  - c. Yes Kathy Granger
  - d. Yes Lynn Neault
  - e. Yes Sean Hancock
  - f. Yes Rick Wilson

***Approval of CFAD and Member Allocations***

- The CFAD and Member Allocations were approved as written.
- First motion to approve the CFAD and Member Allocations was made by Kathy Granger and seconded by Tim Glover.
  - a. Yes Theresa Kemper
  - b. Yes Tim Glover
  - c. Yes Kathy Granger
  - d. Yes Lynn Neault
  - e. Yes Sean Hancock
  - f. Yes Rick Wilson

***Approval of Extension of ERAE Special Projects***

- The Extension of ERAE Special Projects was approved as written.
- First motion to approve the Extension of ERAE Special Projects was made by Kathy Granger and seconded by Tim Glover.
  - a. Yes Theresa Kemper
  - b. Yes Tim Glover
  - c. Yes Kathy Granger
  - d. Yes Lynn Neault
  - e. Yes Sean Hancock
  - f. Yes Rick Wilson

***Approval of ERAE Meeting Dates/New Schedule***

- The ERAE Governing Board Meeting Dates were approved as written.
- First motion to approve the ERAE Governing Board Meeting dates as written was made by Sean Hancock and seconded by Kathy Granger.
  - a. Yes Theresa Kemper



- b. Yes Tim Glover
- c. Yes Kathy Granger
- d. Yes Lynn Neault
- e. Yes Sean Hancock
- f. Yes Rick Wilson

**Communication from Board Members**

- Tim Glover— Tim is excited to see the outcomes of the online learning. Tim is happy that everyone is willing to give virtual learning a try and making it work. He said it is a great opportunity for us to see if there is something we could be missing. He thanked everyone for their hard work.
- Kathy Granger-Kathy thanked everyone for moving forward and making things happen, and she mentioned that this shows the commitment and integrity of everyone. Kathy said it isn't easy, but we are navigating our way through it.
- Sean Hancock—Sean is excited about the Student Outcome Investment Project. He hopes that a focus will be placed on dual and concurrent enrollment and looking at how to better track the students transitioning from Adult Education into our colleges. Sean enjoyed the Counselors Breakfast Partnership Symposium. The Transition Team were very engaged and the colleges provided information on student transition services.
- Lynn Neault—Lynn is happy to join the ERAE Governing Board and helping to expand partnerships.
- Theresa Kemper—Theresa is pleased with the increase in the consortium enrollment and said the student employment data is very encouraging. Theresa is interested in tracking our students to see how many students are transitioning into college. She is interested in hearing about virtual graduation at GCCCD. Theresa welcomed Lynn Neault to the ERAE Governing Board.

**VIII. Adjournment**

- The meeting was adjourned at 10:37am. The next board meeting will be held on June 10, 2020 at 11:30am, location to be determined.



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## ERAE Governing Board Meeting April 15, 2020

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- Welcome and Introductions
- A Special Welcome
- State of the Consortium – An Overview
- Consortium Fiscal Declaration
- Consortium Budget
- Action Items / Discussion
- Communication from Board Members





## A Special Welcome

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Dr. Lynn Neault

*“While we do not know exactly what our environment will be like when this emergency ends, we do know that our community will look to us – as they always have – to provide the training that will be key to the economic recovery of East County and the state. We will emerge from this crisis stronger than ever before, with even more flexibility to provide the education and training that our students need to thrive.”*



## The State of the Consortium Spring 2020

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*Education That Works. Transitions That Matter. Students Who Succeed.*

Our unwavering commitment to serving students (even) under unprecedented conditions





# The State of the Consortium Spring 2020

Unwavering Commitment: Serving students under unprecedented conditions



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Building on the work of Professional Learning Workgroup

- New Professional Learning and LMS (Canvas) Coordinator
- Accelerated Canvas Roll-out

Engaging our community of learners

- Daily town hall meetings (60 -75 participants in each meeting)
- Daily video updates on social media
- Transition and support services for apprx. 172 students weekly
- Business engagement and career support for apprx. 12 students weekly

Strategic Plan Implementation



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# The State of the Consortium Spring 2020

Unwavering Commitment: Serving students under unprecedented conditions

## Moving Online

- Instruction and classes
- Commencement
- Student services



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT



EAST REGION  
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## Implementing important adjustments for students

- Financial Aid
- Grade options; transfer of classes

## Emergency funds

- 5,000 students applied for emergency grants of \$500 & \$250
- Emergency Student Support Fund created by the Foundation of GCCCD
- Promise students with financial needs to receive \$250 Basis Needs Grant
- Promise eligibility expanded



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# The State of the Consortium Spring 2020

Unwavering Commitment: Serving students under unprecedented conditions

**GROSSMONT  
ADULT EDUCATION**



## Transition to Remote and Online Learning

- Career Prep classes: 100% of courses moved online; hands on postponed
- ESL and Academic classes: 100% courses moved online
- Lifelong Education: Free, fun, 4-week online communities

## Professional Learning

- Daily workshops on Canvas and applied digital skills
- Self-paced courses on equity, andragogy, and tech for Education



# The State of the Consortium Spring 2020

Unwavering Commitment: Serving students under unprecedented conditions



Supporting those currently enrolled in diploma programs to complete on schedule

Professional Learning

- Workshops on Trauma-Informed Services
- Workshops on Engaging with Adult Learners



# The State of the Consortium Spring 2020

Strategic Plan 2019 – 2022: Enrollment Trends (Grossmont Adult Education)



+ Anticipated Changes starting with Spring 2020



# The State of the Consortium Spring 2020

Strategic Plan 2019 – 2022: Enrollment Trends (Grossmont Adult Education)

	TOTAL Students	Academic Subjects	English as a Second Language	Career Education (Medical)	Career Education (Non-Medical)	Parent Involvement	Corretional Education	Lifelong Education
2016-17	17,175	2,023	4,844	2,333	3,144	87	5,390	4,906
2017-18	18,704	2,457	3,298	2,063	2,676	110	3,591	4,509
2018-19	17,106	2,514	2,826	3,140	1,503	63	3,053	4,002
2019-20	13,254	1815	2304	2525	1108	35	2199	3268



# The State of the Consortium Spring 2020

Strategic Plan 2019 – 2022

## Education that Works January 2019 vs February 2020

82

175 students into (better) employment; non-medical sectors  
163 students into employment; medical sectors

## Transitions that Matter January 2019 vs February 2020

66

97 students matriculated  
496 students working with Transition Services



# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal One – A Sustainable Professional Learning Environment

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Staff position	Hire professional learning lead	A blueprint is established for professional learning, including the use of Canvas for faculty and staff training	More integrated services lead to implementation of innovative, culturally responsive teaching methodologies	Student achievement increases	More student work in jobs in their field, with better wages
Professional development curriculum	Identify professional learning needs and conduct planning process	More faculty participate in professional learning opportunities; gains in knowledge and skills increase	Faculty and staff apply new knowledge and skills in all interactions with students and in the classroom	More students transition with ERAE to additional adult education programs, community college or other training or education programs	Students increase wages More students earn a living wage
Canvas and technology access	Offer monthly professional learning tailored to learners' needs and roles, with a focus on equity	Staff participate in equity-focused professional development			
Collaboration between all programs and ERAE entities	Utilize pre-planning/needs and post-training assessment tools				
	Implement Canvas				





# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal Two – Defined Paths, Acceleration and Alignment

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Student participation	Establish workgroup and a planning model for maps and education paths	Maps and transition paths are established in at least six areas	Student time to completion is reduced	Student achievement increases	More student work in jobs in their field, with better wages
Industry participation	Collect and apply industry insight	Students identify and utilized paths and transition maps with support from transition specialists	Completion increases	Multiple measurements in place	Students increase wages
Cohesive teams across ERAE	Work with adult education and community college faculty and faculty to identify maps and transition plans	Staff participate in professional learning on maps and transition plans	Fewer students take classes or courses that don't align with their field of study	More students transition with ERAE to additional adult education programs, community college or other training or education programs	More students earn a living wage
	Transition specialists support students in utilizing maps and transition plans	Additional articulated courses and new programs			





# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal Two – Defined Paths, Acceleration and Alignment



*Hello Mrs. Taylor,  
 Hopefully things are going well with you and Mrs. Brenda, and I wanna thank you again for everything you have taught me and giving me the courage to return to school and finish what I should of finished years ago. I wanted to share with you that I got accepted to the University of Arizona State, and I can not tell you how extremely excited and proud of myself to have finally reach this goal in my life that I promised my father and to myself that I would accomplish and graduate with an excellent education and planned future career. From high school diploma right into University.... can not be more proud and happy for myself. Take care and wish me luck.  
 Damon D. Whitmore*



# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal Three – Integration through high-touch Onboarding

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Student Participation</p> <p>Student Retention and Success Management System</p> <p>Transition Specialists Academic Advisors</p>	<p>Establish workgroup and a planning model for student onboarding</p> <p>Transition specialists support students in onboarding</p> <p>Establish workgroup on multiple measures and credit for prior learning</p>	<p>Students participate in onboarding process</p> <p>Students identify and utilized transition maps and education paths</p> <p>Staff participate in professional learning on maps and paths</p> <p>Models for multiple measures and credit for prior learning are established</p>	<p>Student time to completion is reduced</p> <p>Completion increases</p> <p>Fewer students take classes or courses that don't align with their field of study</p>	<p>Student achievement increases</p> <p>More students transition with ERAE to additional adult education programs, community college or other training or education programs</p> <p>Multiple measurements in place</p>	<p>More student work in jobs in their field, with better wages</p> <p>Students increase wages</p> <p>More students earn a living wage</p>





# The State of the Consortium Spring 2020

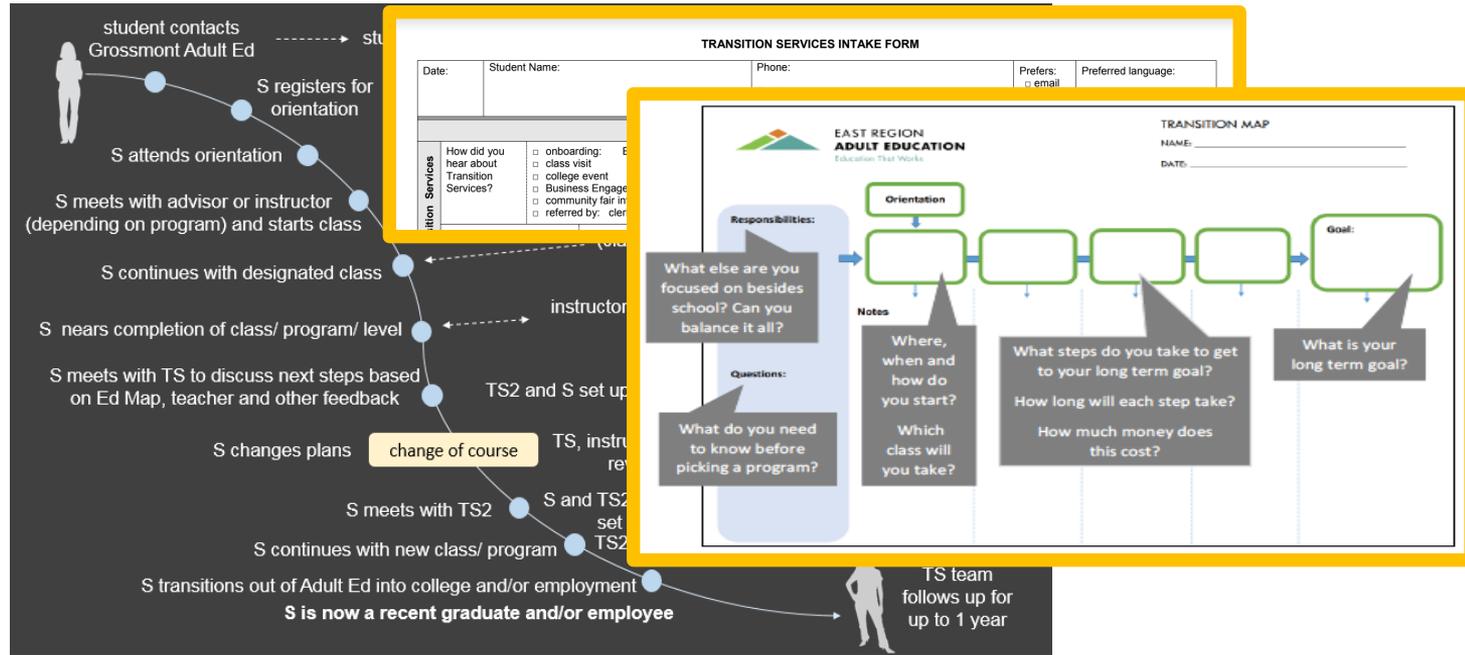
## Strategic Plan Implementation: Goal Four – Transitions through Student-Centered Services

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Student participation  Student Retention and Success Management System  Transition Specialists Academic Advisors  Individualized curriculum	Establish workgroup and a planning model for student-centered services  Transition specialists provide support services  Academic advisors provide support services  Specialists and advisors support teachers  Teachers tailor content to student needs	Students participate in assessment and support services  Staff participate in professional learning on student-centered services  Teachers participate in professional learning on culturally responsive, student-centered instruction and methodology  Models for student services are established	Student time to completion is reduced  Completion increases  More integrated services lead to implementation of innovative, culturally responsive teaching methodologies  Faculty and staff apply new knowledge and skills in all interactions with students and in the classroom	Student achievement increases  More students transition with ERAE to additional adult education programs, community college or other training or education programs  Multiple measurements in place	More student work in jobs in their field, with better wages  Students increase wages  More students earn a living wage



# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal Three – Integration through high-touch Onboarding



**TRANSITION SERVICES INTAKE FORM**

Date:	Student Name:	Phone:	Prefers: or email	Preferred language:
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**EAST REGION ADULT EDUCATION**  
Education That Works

**TRANSITION MAP**  
NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Orientation**

**Responsibilities:**

What else are you focused on besides school? Can you balance it all?

**Notes:**

Where, when and how do you start?  
Which class will you take?

**Questions:**

What do you need to know before picking a program?

What steps do you take to get to your long term goal?  
How long will each step take?  
How much money does this cost?

**Goal:**

What is your long term goal?



# The State of the Consortium Spring 2020

## Strategic Plan Implementation: Goal Five – Transitions through Business Engagement

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Faculty and staff participation	Establish business engagement workgroup	Students participate in work-based learning	Students gain 21 <sup>st</sup> century skills	More students work in jobs in their field, with better wages	More students earn a living wage
Industry participation	Establish business engagement and work-based learning model	Curriculum is updated using labor market and industry data	Direct job placement increases		
Business Engagement Coordinator	Curriculum development	Number of internships and apprenticeships increases	Job board will reach at least 2,500 potential employees		
	Work-based learning and use of employability skills framework				
	Weekly work-readiness workshops (resume, interview preparation, etc.)				





# The State of the Consortium Spring 2020

Strategic Plan Implementation: Goal Five – Transitions through Business Engagement

On Tue, Feb 25, 2020 at 6:20 PM Dale Hilliard <[daleohilliard@yahoo.com](mailto:daleohilliard@yahoo.com)> wrote:

Hello!

An update on my future with IT.

If you remember I received an A+CompTIA certification through Foothills Adult Center and from all of you last year in April. I then let you all know I received an internship/apprenticeship with Able-Disabled Advocacy and passed Network+. Everything before this I received my High School Diploma through Foothills back in 2012.

The update is, I passed my Security+ back in October and received multiple job offers after said certificate.

There were a few offers I was waiting to come through so there was about a 4 month grace period.

I received a job offer today with Mitchel International for 40,000/yr. Normally I wouldn't go around telling people this but all of you should know the milestones people gain when benefiting from these much needed programs to the community. This is a big deal to me. I was once stuck doing physical labor which wore down my body, and now I have a second chance professionally. So thank you. I know emails and messages like this help Foothills. As long as someone is willing to put in the work necessary anyone can do this.

Thanks again!





# The State of the Consortium Spring 2020

Strategic Plan Implementation: Goal Six – Integration through Outreach and Inclusion

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Graphic Design Marketing Social Media Coordinator	Advertising campaign Social media presence	Ad placement Social media content placement	Enrollment increases, particularly traditionally underrepresented students	Completion increases	More students earn a living wage



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# Consortium Fiscal Declaration 2020-21

## Member Allocations

Please see "1\_caep\_certification\_cfad\_preview," "1a CFAD certifiers" and "2\_apportionment" in your packet.

Member Name	(2020-21)	(2019-20)	(2018-19)
Grossmont Union High	\$7,051,247	\$7,051,247	\$7,051,247
Grossmont-Cuyamaca CCD	\$1,557,938*	\$1,380,309	\$1,146,385
Mountain Empire Unified	\$58,267	\$58,267	\$8,267
<b>Total Allocated to Members</b>	<b>\$8,667,452</b>	<b>\$8,489,823</b>	<b>\$8,205,899</b>
<b>Total CAEP Funds</b>	<b>\$8,667,452**</b>	<b>\$8,473,413</b>	<b>\$8,205,899</b>
<b>Total Remaining</b>	<b>\$0</b>	<b>\$-16,410</b>	<b>\$0</b>

\* Per agreement, GCCCD is holding funds for special projects until investment strategy and budget are identified.

\*\* We do anticipate reductions but are uncertain of the exact impact.



## Consortium Budget 2020-21

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### Member Budget – GCCCD

80% Transition Services and Business Engagement (salaries, benefits)

6% Management (salaries, benefits)

9% Contracts (professional learning, learning and retention platforms etc.)

5% Indirect



## Consortium Budget 2020-21

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Member Budget – Grossmont Adult Education

86% Instructors, admin and classified (salaries, benefits)

4% Materials and supplies

3% Holding for construction costs

5% Indirect





## Consortium Budget 2020-21

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### Member Budget – Mt. Empire Division of Adult Education

Additional funding to support development of locally offered adult ed programs and increased access to and support for high school diploma completion programs:

- MEUSD-based Adult Education coordinator
- Increased “seats” available
- Classes held locally including those held on local Indian reservation

Development of a partnership with an industry-connected, forward-thinking, community advocacy group to explore the possibility of building a regenerative community focused around education and technical training for adults.





# Consortium Budget 2020-21

## Program Growth/Special Projects

Please see "3\_Special Projects" and "6\_extension special projects" in your packet.



\* We do anticipate reductions but are uncertain of the exact impact.





## Consortium Budget 2020-21

### Program Growth/Special Projects

Please see "3\_Special Projects" and "6\_extension special projects" in your packet.

	2018-19	2019-20	2020-21
Income	\$339,227	\$606,741	\$800,780 *
Expenses			
GUHSD Student Center	\$250,000	\$481,741	\$481,741
MEUSD Program Development	\$50,000	\$125,000	\$175,000
GCCCD Data & Research Project	\$39,227		
Student Outcomes Investment Project			\$144,039

\* Per agreement, GCCCD is holding funds for special projects until investment strategy and budget are identified.

\*\* We do anticipate reductions but are uncertain of the exact impact.



## ERAE Governing Board Meeting April 15, 2020

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### Meeting Updates

April 15, 2020, 9:30am – 11:00am

June 10, 2020, 11:30am – 1pm

September 9, 2020, 11:30am – 1pm

December 9, 2020, 11:30am – 1pm





## ERAE Governing Board Meeting April 15, 2020

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### Action Items

- Approval of New Board Member *(Please see "4\_approval new member.pdf)*
- Approval of CFAD and Member Allocations *(Please see "5\_CFAD 2021 allocation.pdf)*
- Approval of Extension of ERAE Special Projects *(Please see "6\_extension special projects.pdf)*
- Approval of Meeting Dates *(Please see "7\_times\_dates.pdf)*

\* Please see "4" through "7" in your packet.



# ERAE Governing Board Meeting April 15, 2020

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Communication from Board Members



# EAST REGION **ADULT EDUCATION**

Education That Works

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Lead Contact: Ute Maschke, Ph.D., CAEP Manager  
ute.maschke@gcccd.edu