



**East Region Adult Education  
Governing Board Meeting**

September 9, 2020  
Virtual Meeting via Zoom  
**Minutes**

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- **Call to Order**

- The meeting was called to order at 11:31am by ERAE Governing Board President, Theresa Kemper.
- The following Governing Board Members were present: Theresa Kemper, Paul Dautremont, Patrick Keeley, Lynn Neault, Sean Hancock, and Rick Wilson.

- **SPECIAL REPORTS/RECOGNITIONS**

*Farewells and Welcomes:*

- A warm welcome was extended to the new ERAE Governing Board members Patrick Keeley (MEUSD) and Paul Dautremont (GUHSD).
- Superintendent Theresa Kemper (GUHSD), Asst. Superintendent Paul Dautremont (GUHSD), and Superintendent Patrick Keeley (MEUSD) were congratulated on their new positions.
- Superintendent Tim Glover (GUHSD), Superintendent Kathy Granger (MEUSD), and Vice Chancellor Sean Hancock (GCCCD) were thanked and recognized for their contribution, insight, and guidance to the East Region Adult Education Consortium.

- **COMMUNICATIONS FROM THE PUBLIC**

- There were no communications from the public.

- **APPROVAL OF MINUTES – June 10, 2020**

- **Motion Passed:** The minutes were unanimously approved as written. First motion to approve the minutes was made by Rick Wilson and seconded by Sean Hancock.
  - Yes Paul Dautremont
  - Yes Sean Hancock
  - Yes Patrick Keeley
  - Yes Theresa Kemper
  - Yes Lynn Neault
  - Yes Rick Wilson

- **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 Patrick Keeley and seconded by Rick Wilson.

- Yes Paul Dautremont
- Yes Sean Hancock
- Yes Patrick Keeley
- Yes Theresa Kemper
- Yes Lynn Neault
- Yes Rick Wilson

- **REPORTS/DISCUSSIONS**

**Measuring What Matters**

*AB104 Measurements of Accountability*

- The introduction of AB104 has established new measurements of accountability. Data tracking is complicated across the state of California, because we are aligning two big entities: Department of Education and Chancellor's Office, Community Colleges. One of the most important points of measurement is transition to post-secondary. The California Adult Education Program (CAEP) defines transition to post-secondary as any transition from an ESL, Adult Basic, or Adult Secondary Education program into a K12 adult education CTE program, community college noncredit CTE program, or non-developmental credit college program.

*California Adult Education Program (CAEP) Statewide Data*

- Statewide, in 2017-2018, there was an increase in students participating in CAEP. There was a slight decline in 2018-2019. This decline was due mainly to a strong economy with lots of job opportunities. When there is a weak economy and there are not as many job opportunities, we see an increase in the enrollment of students in the adult education programs. In 2018-2019, there were 897,325 students served and in 2017-2018 there were 947,885 students served.
- Another measurement of accountability is earning a high school diploma, GED, or high school equivalency. Statewide, there was an increase in students earning either a high school diploma, GED, or equivalency.
- There was a slight drop in ESL, ABE, and ASE participants who transitioned to community college. There are two reasons for this decline—a decline in the refugee population and a strong economy, which is usually an indicator for many low and mid-level income jobs readily available.



*ERAЕ Data*

- At the state, regional, and Consortium level, students who are included in the count participated in at least 12 hours of instruction. Students who enrolled for a typing certificate, resume assistance, or work readiness are usually not included in the counts, because these classes take less than 12 hours. There was a decline in overall consortium enrollment in 2017-2018, and then an increase in 2018-2019 and 2019-2020. For the 2019-2020 school year, there were 8,389 students enrolled.
- There was also a slight decline in 2017-2018 and 2018-2019 in students enrolled in the HSE and HSD programs. There was an increase in 2019-2020.

*Comparative Data-Transitions and Enrollment*

- A comparison was made between State data and ERAЕ data. In 2018-2019 the state HS graduation rate was 7.24% and for ERAЕ the graduation rate was 8.4%.
- For post-secondary, more students are transitioning into career programs and community colleges. Articulation agreements allow students to carry their training through to colleges and earn college credit. In 2018-2019, tracking of students transitioning from K-12 adult education into community colleges was done manually. To hold ourselves accountable, we will need to find better ways of measuring data.
- Lynn Neault asked for clarification of the comparison between the state and ERAЕ transitions data and the percentages attained. Ute explained that in 2017-2018, most community colleges still offered about 6-10 levels of non-credit ESL and about 5-6 levels of credit ESL. In the transitioning, those numbers were also counted for students moving from non-credit to credit. These levels do not exist anymore at GCCCD. For the transition numbers, only students who moved from K12 and are seeking a high school diploma and matriculated into credit level courses at the colleges were counted.
- Sean Hancock appreciates the value of the data but would like more clarity on the information and possibly including the percentages of the numbers so we can better understand the data we are looking at. He would also like information included on ways we can use the data.
- Kim Bellaart mentioned that it is hard to do a comparison because we are limited on what we can capture, and we have been unable to capture other transitions that are taking place. Kim believes the baseline idea is a good starting point because this lets us know that we can start doing a better job of capturing



those students in a way that we can better compare data. Kim mentioned that we have always encouraged students who are seeking a diploma, if appropriate, to earn some of their credits at a community college level and bring those credits back to completing their diploma with adult education. The goal is to make sure that all students who would like to earn a high school diploma have an equitable opportunity. Adult Education accelerated diploma program focuses on the core requirements and increases how quickly an adult student can transition to their next step. SB544 will allow special admittance status for adult students who are working on their high school diploma/ equivalency. These students may now be able to earn college credits as special admit students and would allow us to track these students who have taken advantage of this opportunity. Kim said that we are in a good place to see growth in this area.

- Lynn Neault would like to see higher transition numbers. She would like to see a push to increase transition to the community colleges. Ute mentioned that we are working on an initiative (SB554). A SB544 work group will be meeting again very soon with all stakeholders and admissions and records from both colleges. All adult education students have access to a designated college counselor. There are six transition service specialists who works one-on-one with students. Students have an opportunity to opt out if desired. The transition services team works very closely with student services at the community colleges. Transition services team is partnering with the colleges for an education fair in October, and this is a partnership between businesses, the community colleges, and K-12 adult school. The transition services team is also working to connect students from Mountain Empire with the community colleges. Lynn said this is great, but wanted to know if this is working for students and whether there are more intentional things that we could be doing.
- Kim Bellaart mentioned that data tracking is one of the important steps we will be figuring out this year. With different student information systems, it has been hard to gather the data to see how well things are working. We have some good programs but we are missing a coordinated data tool to look at data more closely.
- Patrick Keeley said it would be good to know who from our area is already participating in data tracking. Patrick is not sure that MEUSD is tracking data very well and would like an assessment of their needs, but he is optimistic that we are on the right track.



## **Doing What Matters**

### *Professional Learning Series*

- The Strategic Plan's first goal is to develop a system of professional learning. A Professional Learning series was implemented this year, and the first workshop was offered last month on anti-racism and cultural responsiveness. For this first workshop, 74 out of 124 participants attended. The series is accompanied by a Canvas course, and three hours each month are dedicated to the live session and Canvas work. The second workshop will be offered on Sept 18, and Dr. Wood will focus on developing equitable educational experiences for our students. In October, we will partner with the community colleges and dedicate three workshops to disaggregating data and gaining a better understanding of students and what their needs are and studying how we need to modify our teaching and engagement practices. In November, the plan is to work in collaboration with Grossmont and Cuyamaca Colleges and offer three workshops that will be focused on data analysis. These workshops will help us get closer to reaching our goals for the Strategic Plan.
- Ute Maschke is excited about the high engagement in the workshops. Kim Bellaart mentioned that the workshop has been able to address some of our main goals of andragogy, equity, and backward design. There has been positive feedback from participants. Jeff Wood stated that teachers are happy with the way the series started. Barbara Boggio mentioned that the workshop facilitators were very skilled, well informed and engaged in supporting participants in the process, and she believes we are off to a great start.

## **Amendment to the Consortium Fiscal Administration Declaration (CFAD)**

### *Member Allocations*

- Sally Cox gave an overview of member allocations. Our first allocation came out in January 2020. We have made several changes to the CFAD over the course of the year. We now have our final numbers. The same proportions that we had in our previous fiscal declaration were kept with the knowledge that we can always make changes. The allocations that we have for 2020-2021 are the same as we had for 2019-2020. We placed all members at the same base that they were at the previous year and then we worked on the program growth funds which covers strategic investments for the consortium. The plan is to re-base everything next year and we will keep evaluating budgets based on member needs. The consortium has always had a carry forward, but for 2020-2021 Grossmont/Cuyamaca will finish that carry forward.

### *Program Growth/Special Projects Funds*

- Program growth projects for the consortium include a Student Success Center and Professional Learning Series stipends for instructors of GUHSD,



Program Development Coordination for MEUSD, and \$50,000 for budget obligations for GCCCD.

#### **Consortium Charter**

- The Consortium Charter, which is an addition to the ERAE By-laws, will be reviewed and presented for approval at the next ERAE board meeting on December 9, 2020.

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

- The next scheduled ERAE meeting date was reviewed. The next meeting will be held on December 9, 2020, 11:30am-1:00pm. Location of meeting to be determined.

#### • **ACTION ITEMS/DISCUSSIONS**

##### **Approval of CFAD Amendment (Member Allocations)**

- The CFAD Amendment (Member Allocations) was unanimously approved as written. First motion to approve the CFAD was made by Lynn Neault, and seconded by Paul Dautremont.

- Yes Paul Dautremont
- Yes Sean Hancock
- Yes Patrick Keeley
- Yes Theresa Kemper
- Yes Lynn Neault
- Yes Rick Wilson

#### • **Communication from Board Members**

- Paul Dautremont— Paul thanked Ute Maschke and Sally Cox for their board presentation and the entire team for putting the information together. Paul would like to see how the professional learning series progresses and how many teachers get involved in the workshops.
- Patrick Keeley-Patrick said it has been an adventurous first week, with the fires. He thanked Ute for answering his emails and being a great resource for information. He also wished Sean Hancock well and said that it has been a pleasure working with Sean.
- Sean Hancock—Sean said it has been a pleasure working with everyone. He is excited about the movement toward equity and the professional learning series. He supports our students in learning and for students to know that they can be successful. He is excited that we are looking at better ways to track our data and support student success. He thanked everyone for the positive experience.



- Lynn Neault—Lynn also acknowledged Sean Hancock for his leadership and wished him the very best in his new position. Lynn thanked Ute and Kim for their support and hard work and said she is happy to help facilitate tracking of data in any way possible.
- Rick Wilson—Rick congratulated Sean Hancock on his new position and said he enjoys working with the group and that the information he gets from the group is very helpful with his work at the Chamber. He reminded everyone to look at the Chamber's event calendar to keep up-to-date with Chamber events such as Women's Leadership, Cuyamaca College breakfast, First Friday breakfast, and Politics in Paradise. Rick mentioned that many businesses are struggling right now, and that in turn affects Chamber memberships. Senators are still debating on allowing the Chamber of Commerce to be part of the PPP program.
- Theresa Kemper—Theresa appreciated the slides and that we are starting to develop data that we can look at year after year. She is very impressed with the work done this year and the progress we have made so far, and appreciates how well we work together in the partnership. Theresa likes the idea that we are working towards a consortium charter and agrees that it should be approved by the ERAE board and she looks forward to reading the Charter in more detail. Theresa looks forward to seeing everyone again at the December 9 meeting. GUHSD is gradually bringing students back on campus and the preparation to do that is astronomical, which is a great indication that we can succeed in all things.
- **Adjournment**
  - The meeting was adjourned at 12:55pm. The next ERAE governing board meeting will be held on December 9, 2020 at 11:30am, location to be determined.