



East Region Adult Education  
Governing Board Meeting  
December 9, 2020  
Virtual Meeting via Zoom  
**Minutes**

- 
- **Call to Order**
    - The meeting was called to order at 11:39 am by ERAE Governing Board President, Theresa Kemper.
    - The following Governing Board Members were present: Theresa Kemper, Paul Dautremont, Patrick Keeley, Lynn Neault, and Rick Wilson.
  
  - **SPECIAL REPORTS/RECOGNITIONS**
    - There were no special reports or recognitions.
  
  - **COMMUNICATIONS FROM THE PUBLIC**
    - There were no communications from the public.
  
  - **APPROVAL OF MINUTES – September 9, 2020**
    - **Motion Passed:** The minutes were unanimously approved as written. First motion to approve the minutes was made by Rick Wilson and seconded by Patrick Keeley.
      - Yes Paul Dautremont
      - 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 Paul Dautremont and seconded by Lynn Neault.
      - Yes Paul Dautremont



- Yes Patrick Keeley
- Yes Theresa Kemper
- Yes Lynn Neault
- Yes Rick Wilson

- **REPORTS/DISCUSSIONS**

- Consortium Member Reports**

- GUHSD Adult Education—Kim Bellaart shared Adult Education student success stories with the board. Kim mentioned that the student success stories is an example of how unique each student’s journey is, and reviewing student data helps us to ensure we are doing everything possible for our students in order for them to succeed.
  - MEUSD—Heather Westgaard shared information about their new Welding program that is currently under development. The Welding program is being implemented based on ERAE board recommendations, surveys, and a growing demand for Welders in the Mountain Empire area. Mountain Empire High School have also dedicated workforce funds to improve the facility and overall high school programs. The goal is to make sure the Career Technical Education program is accessible to all students in the community and to help develop career readiness skills.
  - GCCCD—Cynthia Nagura shared information on SB554. Adult Education students in the high school equivalency and diploma programs will have the opportunity to benefit from dual enrollment at a community college with their enrollment fees being covered by SB554 funds. ERAE and GCCCD have been meeting over the past couple months to work on the logistics regarding registration, course selection, and other pertinent details. Cynthia mentioned that dual enrollment increases potential ongoing college success, addresses the access for low income and traditionally underserved students, and creates a wonderful opportunity for the college district to partner with adult education.



Spring of 2021 will be the pilot semester, and the colleges are looking forward to welcoming the first group of SB554 students.

### **Student Success**

#### *Refined Student Success Metrics, Guiding Questions, & Action Steps*

- Refined student data was presented in response to the ERAE board's feedback requesting more student information and in preparation for the next three-year plan. Data was reviewed for a deeper understanding and determination on whether data is being looked at in a way that is beneficial to our students while serving our community based on their needs. The metrics were refined to measure students' success and to align adult education measurements of success with the community colleges. The adult education students' measurements of success are aligned with Grossmont/Cuyamaca guided pathway initiatives which is based on four dimensions that include: connection—reaching out and clarifying paths for students, entry—making sure students join the paths successfully and stay on the path, progress—ensure that students are learning, and transitions—entry into the workforce or post-secondary education. The success metrics were supplemented with guided questions and action steps.
  - Connection—includes any point at which a student accesses our programs and services, and this can be a new student or a returning student. Action steps have been taken which involves virtual meetings, college and career readiness workshops, college and career fairs, and joint college tours. Guided questions are whether our programs are designed for the adult student success, are we leveraging community resources and supporting our partners, are we visible for all members of our communities, and are we providing the right support upfront to support entry, progress, and transitions.
  - Entry—this metric has several dimensions and includes registration, onboarding, and enrollment to completion of the



first 12 hours of instruction. First area of tracking is enrollment into our programs. The Entry chart showed an unduplicated count of students enrolled in adult education programs over the past three years. The total participants include students who accessed transition services and were able to step away because they got services right away and classes that have less than 12 instructional hours. Twelve instructional hours is a set data point for WIOA reporting, and it has become the data point for CAEP as well. There were 9,553 students served in 2017-2018 and more than 74% of students completed 12 or more instructional hours. There were 8,020 students served in 2018-2019 and more than 63% of students completed 12 or more instructional hours. There were 8,385 students served in 2019-2020 and more than 57% of students completed 12 or more instructional hours. These numbers are significant data to us because we are a needs-based consortium. The duplicated student counts by program areas were also reviewed. This data showed an overall drop in enrollment over the past two years, but percentages in programs remains steady. There was a drop in ABE/ASE enrollment and that is partially due to the Career Center ABE/ASE students who are no longer being counted in Adult Education data. The drop in enrollment is a similar trend across the state, and data will be looked at more closely to see why there is a drop in enrollment in the ABE/ASE program. Some guiding questions were whether adult education programs are tailored to the diversity and needs of our community, are adult education programs responding to the changing labor market, and how can support and retention be ensured. Action steps included redesigning of enrollment processes by revising the adult education website, refining "high touch" onboarding, and contextualized ABE and ASE courses to meet students' needs. MEUSD will be doing virtual orientations in the hope that more people will attend the Welding program because of the convenience of the class location and the online orientations.



MEUSD usually have 4 or 5 adults graduate yearly from their independent study program. Transition services are now available to students, and this service help students to be aware of further educational opportunities available to them in the adult education program and at the community colleges. Lynn Neault inquired on the 12 instructional hours as the benchmark. Kim and Ute explained that the 12 instructional hours is used in our student information system as the benchmark for a student to be counted as an ongoing participant. The 12 instructional hours is also based on pre and post CASAS testing as a factor of accountability and is the minimum hours between pre and post testing. Lynn Neault also inquired whether the action steps are aligned with the guiding questions. Kim stated that the action steps are what we are currently working on or will be working on in the future.

- Progress—this metric helps to determine whether students are making progress in their adult education program. When a student enrolls in the ESL or Academic program, they take a CASAS pre-test and are placed in a category for their educational functioning level based on their test score. After students are in the program between 40-100 hours, a post-test is administered to see if the student have moved up to the next educational functioning level. Consistent data is used from the student information system to do this comparison, in this case a comparison was done on ESL students. Over the past three years, 37% of ESL students with an exit test have shown a gain in their educational functioning level each year. Another method of measuring progress is the workforce preparation milestone. This looks at the number of students in all program areas, and the students who have completed 48 hours or more in a career training class or have participated 48 hours or more in workforce preparation. In 2017-2018, about 38% of students reached their workforce preparation milestone, in 2018-2019 more than 61% of students reached the workforce preparation milestone, and in 2019-2020 more



than 77% of students reached the workforce preparation milestone. Guiding questions are whether students are being prepared for successful transition through adult education programs by providing support, are accelerated class options being provided, and is dual enrollment being utilized as a means for students to complete the milestones. Some action steps are to continue developing modules and classes that integrate workforce readiness skills, complete mapping of paths/backward design career paths, and professional development for teachers to look at ways to continue to contextualize basic skills and ESL instruction with career training. One challenge in measuring progress is that the state is not asking for support services data, and support services are important to adult education students and help students overcome barriers moving forward. Adult Education is currently advocating to the state that support services be tracked and measured in order to assist adult learners in their success. Mountain Empire has hired an adult education coordinator, and the coordinator has been working with TOPS Pro trying to get adequate data from the program. So far, there have been 2 graduates out of the 5 students enrolled in the diploma program and the others are maintaining their enrollment in the program and consistency producing work and staying engaged.

- Transitions—the transition charts showed total students enrolled in adult secondary education and the amount of students who earned a high school diploma or high school equivalency certificate. The completion rate over the three years has stayed relatively consistent. Student data was reviewed to find out how many participants from ESL, ABE, and ASE transition are enrolling in a post-secondary program through the adult education program or a community college noncredit or credit CTE course. The numbers have decreased over the past three years, but not all students have transitioning to post-secondary as their goal. Adult Education



students transitioning to colleges in 2017-2018 was 145 students or 11% of all participants, in 2018-2019 there were 165 students or 13% of participants, and in 2019-2020 there were 159 students or 14% of all participants. A transition path is being developed for students that will help to increase the number of students transitioning to college. There are strong indicators that students who are dually enrolled are more successful in continuing their college education and getting a degree. Guiding question is whether students are being successfully prepared for transition to college. This is one of the major goals that will be pursued in the next three-year plan. Action steps include SB554 dual enrollment by working with college counselors, and designing data tracking processes for students dual-enrolling or transitioning to GCCCD. Sally Cox inquired whether there has been any research done on students' interest in transition and whether there are services that students are interested in but the services are not available at the colleges. Ute explained that transition specialists are conducting student surveys to find out if students' goals are being met. Goal setting will also be refined when students register into Adult Education and this will help to identify further goals for students. Ute said that most students are satisfied with the course offerings at the colleges. Heather Peterson mentioned that a survey was done two years ago on medical students who enrolled at the Health Occupations Center. Approximately 71% of these students were students from Grossmont or Cuyamaca Colleges and they were enrolling in the medical programs at the Health Occupations Center to get the experience and certificates in order to get back into those programs at the colleges. Data was reviewed on students who took adult education classes and received an occupational skills certificate or licensure. Not all adult education classes offer licensure. Among all participants in adult education training programs, the number of students who earned an occupational certificate or licensure in 2017-



2018 was 904 or 13%, in 2018-2019 there were 1,579 students or 31% who received an occupational certificate or licensure, and in 2019-2020 there were 4,749 students or 24% who received an occupational certificate or licensure. Kim mentioned that the guided pathways initiative helps to align to industry needs and offer classes that meets those needs and is of the most benefit to students. Data was reviewed on students who participated in adult education programs and got employed or got a better job. This data is difficult to track because data can only be gathered on students who provide their social security number. After a student is out of the adult education program for ninety days, then there is a cross check with other data to see if a student began working or got a better job. Students who do not provide their social security number are sent a survey asking them to provide the information. Kim stated that we rely heavily on self-reported data for this information. Workforce and education are two major milestones for transition and success of our students. There are always more opportunities with dual enrollment, apprenticeships, and preceptorships with partners in health occupations programs. Adult education partners directly with career centers, and career center clients are guided to meet with transition specialists to review adult education training programs. Adult education is working on work-based learning opportunities with business partners and with the community colleges dual enrollment through SB554.

### ACTION ITEMS/DISCUSSIONS

#### **Adoption of ERAE Leadership Council Charter**

- The ERAE Leadership Council Charter was unanimously approved as written. First motion to approve the Charter was made by Lynn Neault, and seconded by Patrick Keeley.
  - Yes Paul Dautremont
  - Yes Patrick Keeley



- Yes Theresa Kemper
- Yes Lynn Neault
- --- Rick Wilson (not available for voting)

### **Board Member Nomination**

- The Board Member Nomination action item will be discussed at the next board meeting on March 10, 2021. First motion to suspend the discussion and approval of the Board Member Nomination action item was made by Patrick Keeley, and seconded by Paul Dautremont.

- Yes Paul Dautremont
- Yes Patrick Keeley
- Yes Theresa Kemper
- Yes Lynn Neault
- --- Rick Wilson (not available for voting)

### **New ERAE Meeting Schedule (suggested dates, 11:30am-1:00pm)**

- The ERAE Board Meeting dates were unanimously approved as written. First motion to approve the meeting dates was made by Lynn Neault, and seconded by Patrick Keeley.

- Yes Paul Dautremont
- Yes Patrick Keeley
- Yes Theresa Kemper
- Yes Lynn Neault
- --- Rick Wilson (not available for voting)

- **Communication from Board Members**

- Paul Dautremont— Paul thanked everyone for the board presentation, and stated that looking at data reminds us of the challenges and the current economic situation. Paul mentioned that looking at the decrease in students seeking out adult education, he would like to see if there is a rush for adult education programs as the current situation improves. Paul wished everyone a safe and happy holidays.



- Patrick Keeley-Patrick stated that it is exciting to start a Welding program at Mountain Empire Unified School District. Patrick wished everyone a happy, safe, and fun filled holidays.
- Lynn Neault—Lynn was unavailable for comments due to a prior commitment.
- Rick Wilson—Rick was unavailable for comments due to a prior commitment.
- Theresa Kemper—Theresa appreciated the work that was put into gathering the data for the board presentation. Theresa mentioned that it is evident that lots of thoughts went into the presentation. She is excited about the increase in workforce preparation. Theresa wished everyone a happy holidays.
- **Adjournment**
  - The meeting was adjourned at 1:04pm. The next ERAE governing board meeting will be held on March 10, 2021 at 11:30am, location to be determined.



EAST REGION  
**ADULT EDUCATION**

Education That Works

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## ERAE Governing Board Meeting December 9, 2020

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- Welcome and Introductions
- Consortium Member Reports
- Student Success
  - Refined\* Student Success Metrics/Key Indicators
  - Guiding Questions
  - Action Steps
- Governance
  - Adoption of Leadership Council Charter
  - Board Member Nomination
  - Board Meeting Times 2021
- Request to the Board
- Communication from Board Members



## Consortium Member Reports

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*Grossmont Union High School District*

*Mtn. Empire Unified School District*

*Grossmont Cuyamaca Community College District*



# Student Success Metrics

- Connection
- Entry
- Progress
- Transitions



**CONNECTION:** Outreach, Community, Networks

Student enters with language acquisition needs

- With basic literacy needs
- With HSD/HSE
- Without HSD/HSE

Student enters with basic literacy needs

Reasons may be academic workforce, community/personal

Student enters with employment training needs

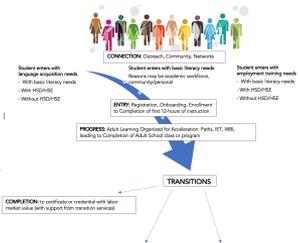
- With basic literacy needs
- With HSD/HSE
- Without HSD/HSE

**ENTRY:** Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

**PROGRESS:** Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program

**TRANSITIONS**

**COMPLETION:** to certificate or credential with labor market value (with support from transition services)



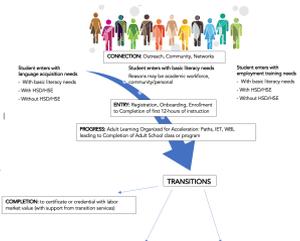
**CONNECTION:** Outreach, Community, Networks

Guiding Questions:

- Are our programs designed with the adult student’s success in mind?
- Are we visible for all members of our communities?
- Are we leveraging community resources and supporting our partners?
- Are we providing the “right” support services upfront to support entry, progress, and transitions.

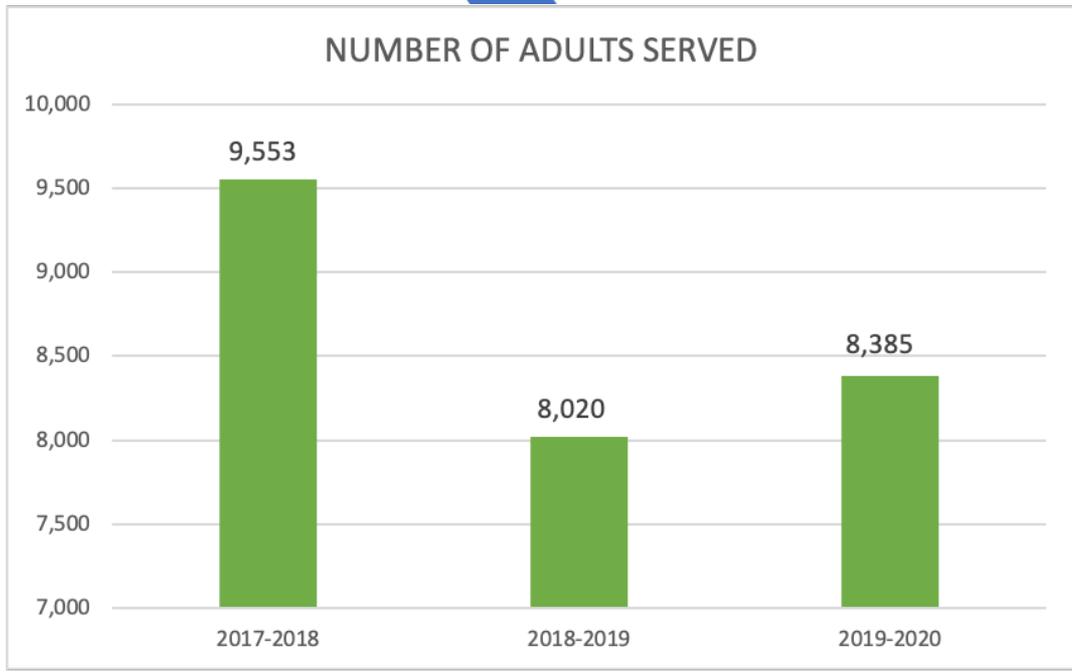
Action Steps:

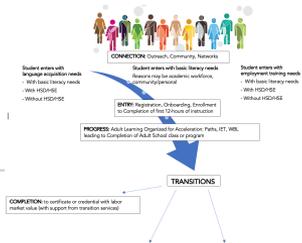
- March 2020: Virtual Town Hall Meetings (engaging ~25 students/week) and Transition Services Office Hours (engaging ~6 students/day/specialist)
- April 2020 Consolidated initial contact services (from initial “triage” to guided path): 1596 students enrolled between May 2020 and July 2020, **before** start of the academic year (total enrollment 2019-2020: 8,767)
- May 2020 College and Career Readiness Workshops (engaging ~19 students/week)
- May/Sept 2020 College and Career Fairs (91 students / 26 college and business partners)
- Oct 2020 Joint College Tour (40 students / with over 100 initially signing up)



- Connection
- Entry
- Progress
- Transitions

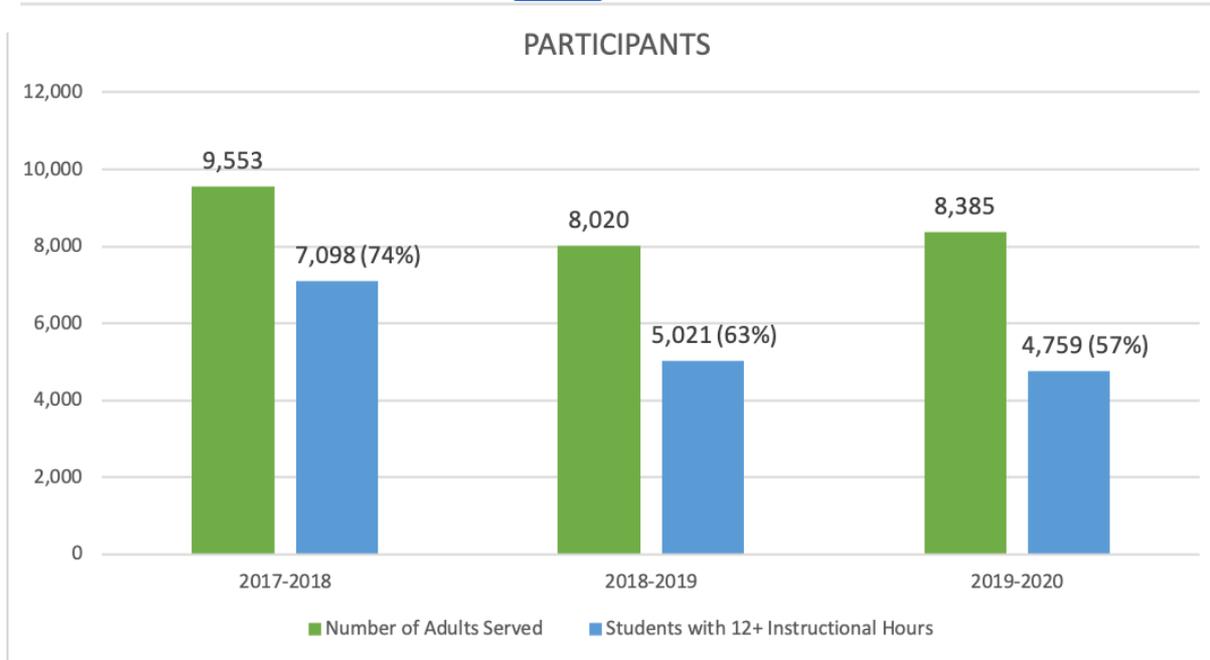
**ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction**

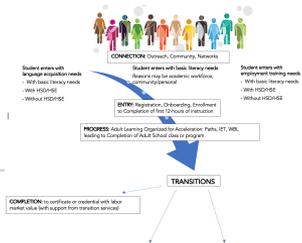




- Connection
- Entry
- Progress
- Transitions

## ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

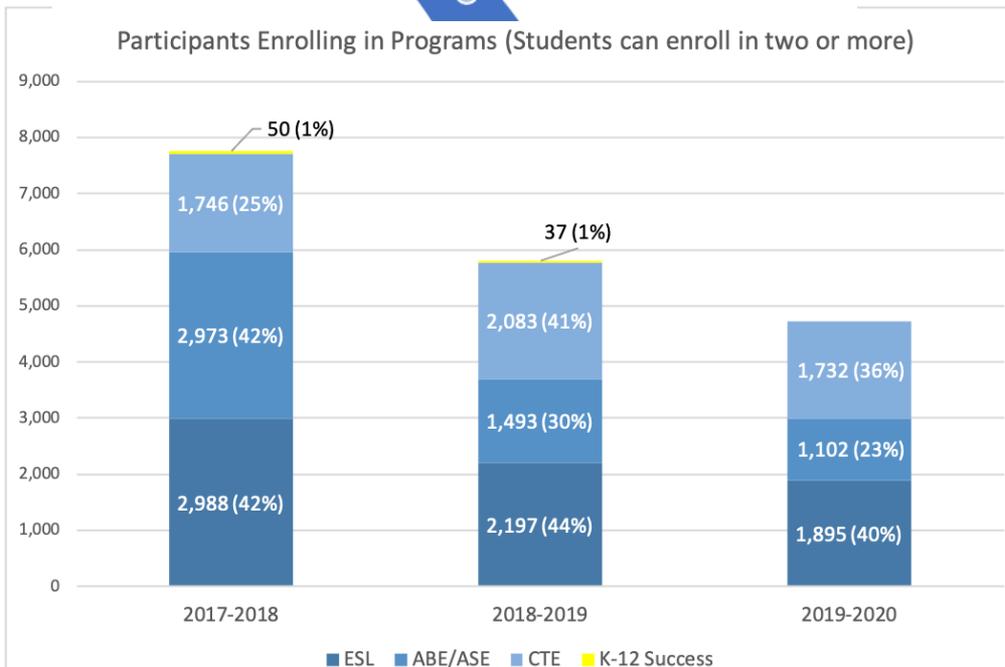




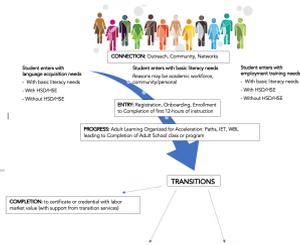
- Connection
- Entry
- Progress
- Transitions

## ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

Participants Enrolling in Programs (Students can enroll in two or more)



Among all adults served, the number who completed 12+ instructional hours (in all program areas English as a Second Language; Adult Basic/Adult Secondary Ed, Career Training Education).



## ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

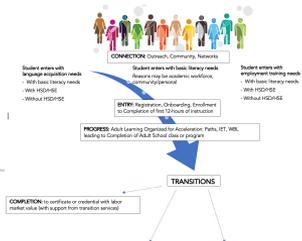
- Connection
- Entry
- Progress
- Transitions

### Guiding Questions:

- Are our programs tailored to the diversity and needs of our community?
- Are our programs responding to the changing labor market?
- How do we ensure support and retention?

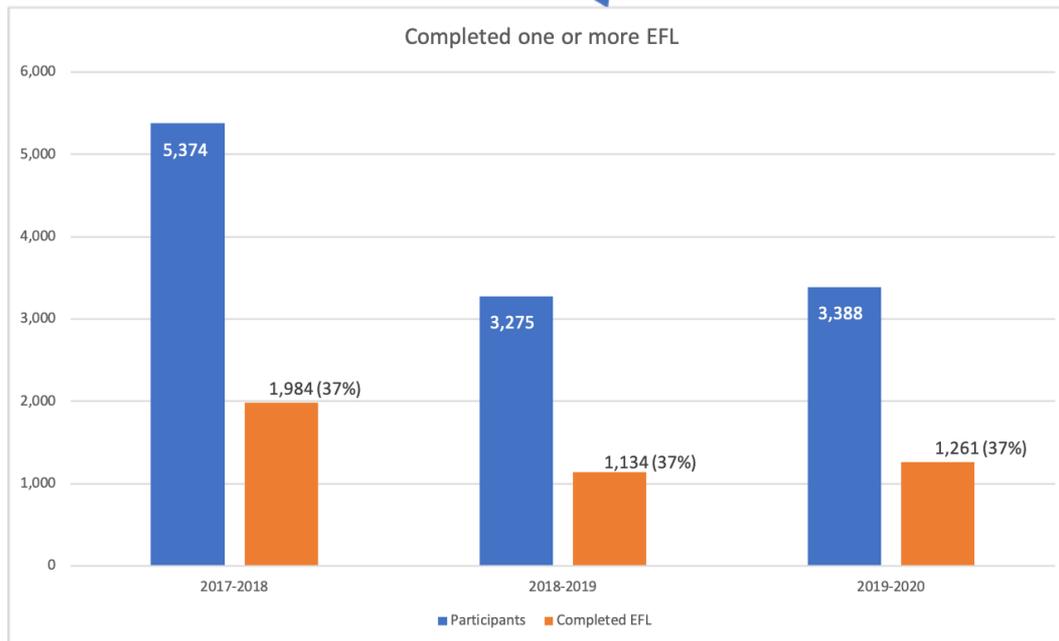
### Action Steps:

- Redesign of enrollment processes (website)
- Provide “high touch” onboarding
- Contextualize ABE and ASE programs

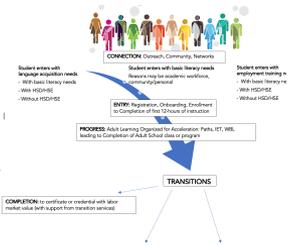


**PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program**

- Connection
- Entry
- Progress
- Transitions

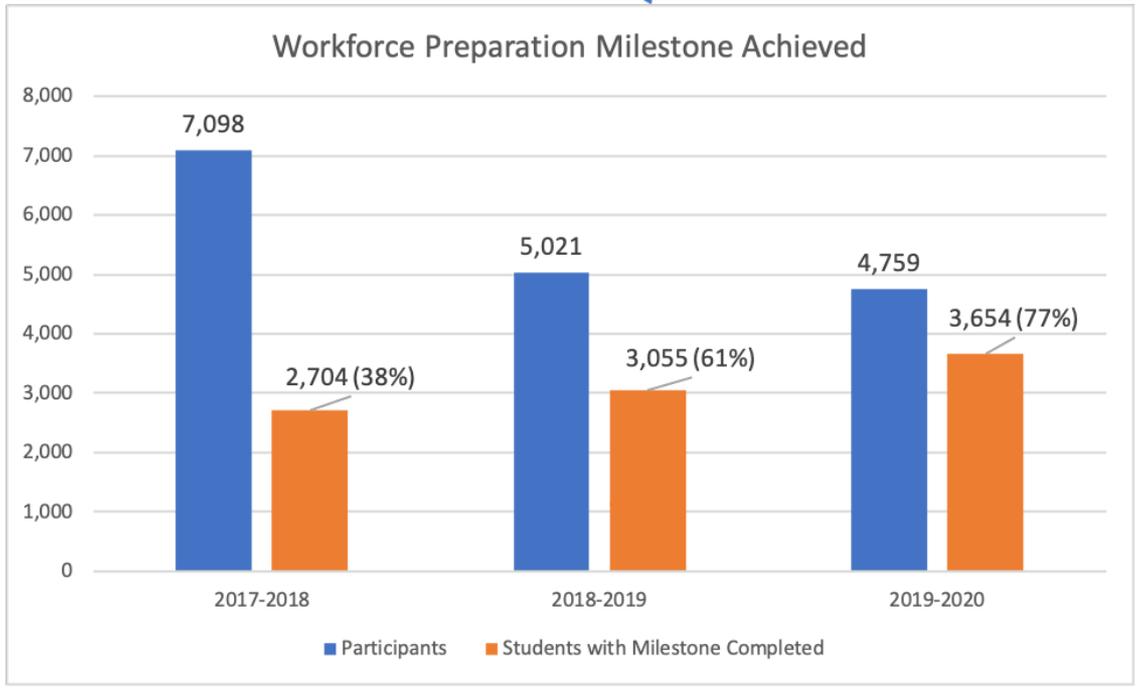


Among all participants in English as a Second Language with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels.

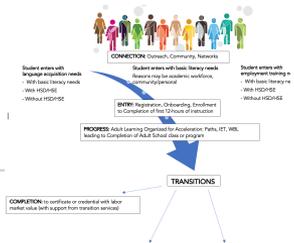


**PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program**

- Connection
- Entry
- Progress
- Transitions



Among all participants in all programs, the number who completed a workforce preparation class or had 48 or more contact hours in a career education or workforce preparation class.



- Connection
- Entry
- Progress
- Transitions

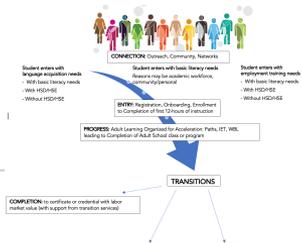
**PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program**

### Guiding Questions:

- Are we preparing students for successful transitions through high challenge, high support accelerated classes?
- Are we utilizing dual enrollment as a means for more students to complete and transition?

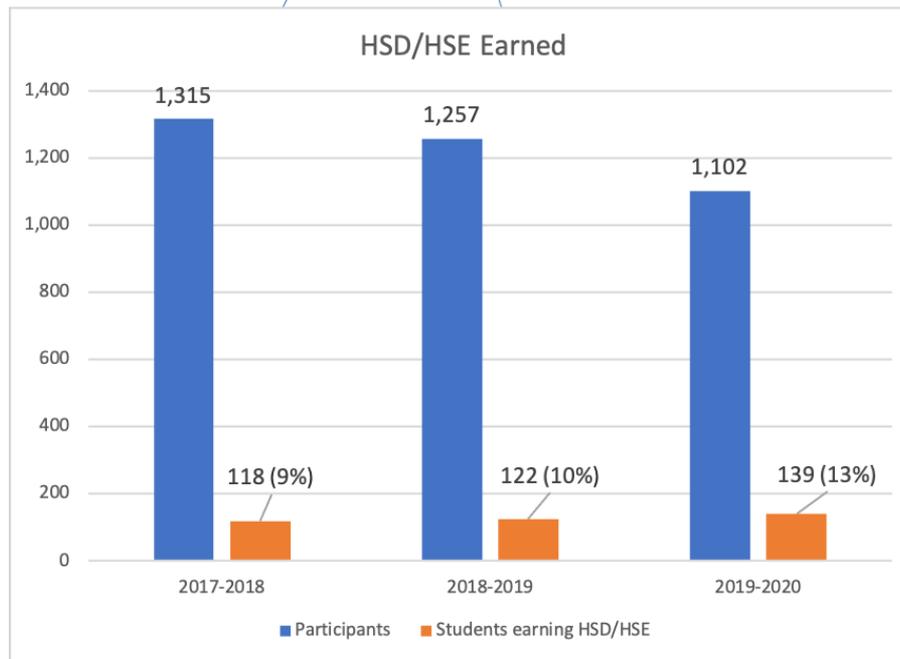
### Action Steps:

- Continue developing modules and classes that integrate workforce readiness skills
- Complete mapping of paths /backward design career paths
- Professional Development

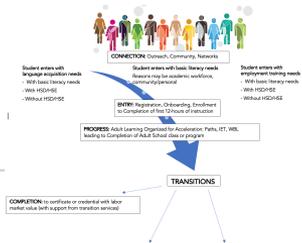


- Connection
- Entry
- Progress
- Transitions

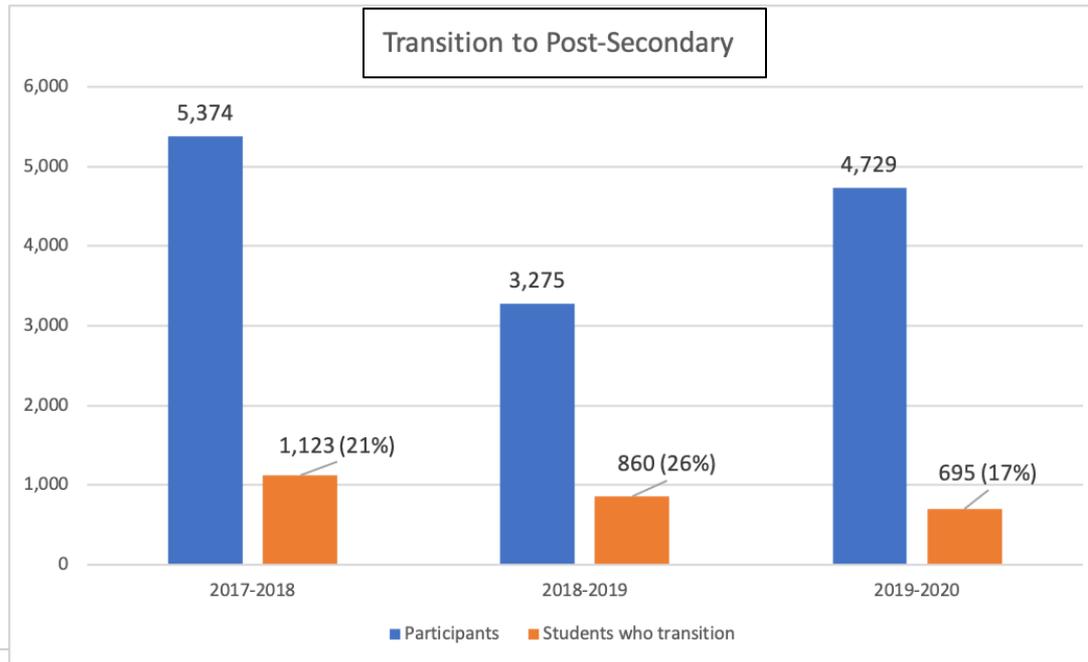
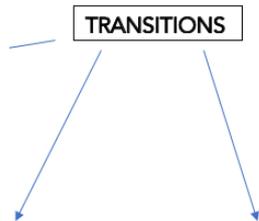
## TRANSITIONS



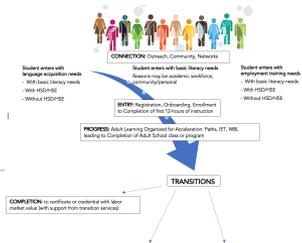
Among all Adult Secondary Ed (ASE) participants, the number who earned a diploma or high school equivalency.



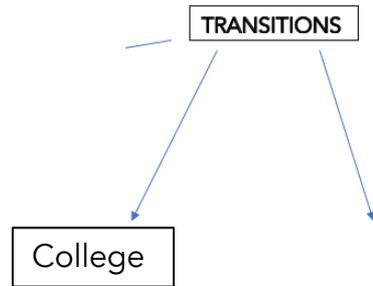
- Connection
- Entry
- Progress
- Transitions



Among all ESL, ABE, and ASE participants, the number who transition by enrolling in either a K 12 adult ed or community college noncredit or credit CTE course, or a credit college course for the first time within the selected year.



- Connection
- Entry
- Progress
- Transitions

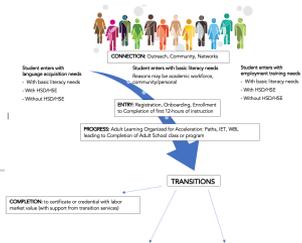


In 2017-2018, 145 students (2% of all participants/ 11% of students in all Adult Secondary Ed programs) entered (any) college.\*

In 2018-2019, 165 students (2% of all participants/ 13% of students in all ASE programs) entered (any) college.\*

In 2019-2020, 159 students (3% of all participants/ 14% of students in all ASE programs) entered (any) college.\*

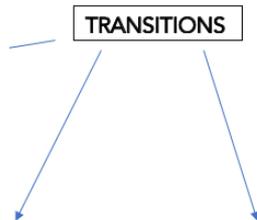
*\*Self-reported data; ASE to college transition mirrors the state-wide trend.*



- Connection
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- Transitions

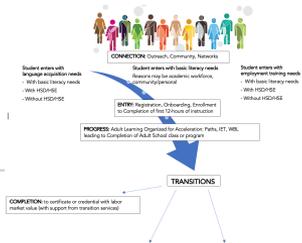
### Guiding Questions:

- Are we preparing students for successful transition to college?



### Action Steps:

- SB 554 / Dual Enrollment
- 1:1 weekly work with college counselors (*Cuyamaca College: Judy Zambrano; Grossmont College: Via Rapida and Virtual Counseling*)
- Design data tracking process for ERAE students dual-enrolling or transitioning to GCCCD

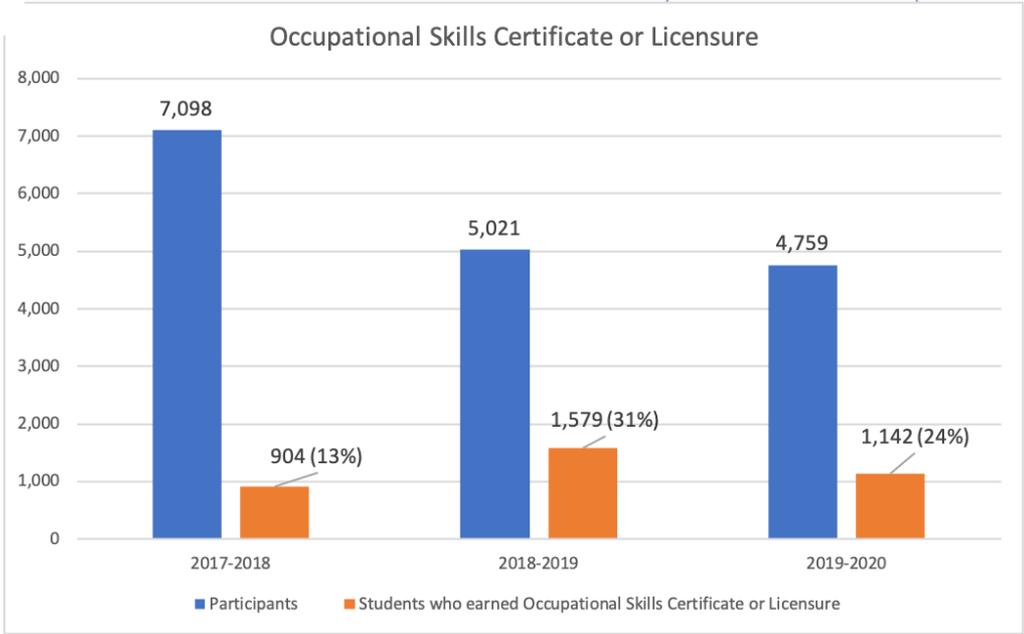


- Connection
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## TRANSITIONS

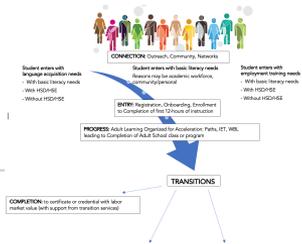
**COMPLETION:** to certificate or credential with labor market value (with support from transition services)

Occupational Skills Certificate or Licensure



Among all participants in programs, the number who earned an occupational certificate or licensure.





- Connection
- Entry
- Progress
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Workforce		Education	
Co-Enrollment	WBL/Apprentice & Preceptorship	Dual Enrollment (Special Admit – SB 554)	From Dual Enrollment to 1 <sup>st</sup> time college student
WIOA Partners: Title I (workforce development), II (adult ed and family literacy), IV (rehabilitation)	For example: Preceptorships with partners in health occupations  Work-based learning (WBL) in partnership with Viejas Casino, Caliber Collision	Students may take up to 11 units if concurrently enrolled in Adult Ed HSD/HSE program  Colleges may waive fees and tuition for nonresidents and international students  Clock on CA Promise does not start until transition to 1 <sup>st</sup> time college student	From SB 554 to →  To ASE complete to → AB 540 eligible to → CalPromise  From ESL and articulated CTE programs to →  Potentially, financial aid eligibility for adult ed students without HSD/HSE to → degree and certification programs



## Governance

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Adoption of Charter

Board Member Nomination

Board Meeting Times 2021 (11:30 AM – 1 PM)

March 10

June 9

September 8

December 8





## Request for Support

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- Develop a tracking process for adult ed cohorts/students who transition to GCCCD
  1. Identification of adult ed schools in application
  2. Coding Identification
- Collaborate to advocate on financial aid eligibility for adult ed students without HSD/HSE





# ERAE Governing Board Meeting June 10, 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](mailto:ute.maschke@gcccd.edu)