



**East Region Adult Education
Governing Board Meeting
September 8, 2021
Virtual Meeting via Zoom
Minutes**

CALL TO ORDER

- The meeting was called to order at 12:02 pm by ERAE Governing Board President, Theresa Kemper.
- The following ERAE Governing Board members were present: Theresa Kemper, Mary Beth Kastan, 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 – June 16, 2021

- **Motion Passed:** The minutes were approved as written. First motion to approve the minutes as written was made by Patrick Keeley, and seconded by Mary Beth Kastan.

REMOVAL OF ITEMS FROM/CHANGES TO AGENDA

- There were no changes to the agenda.

REPORTS/DISCUSSIONS

Consortium Member Reports

- **GUHSD Adult Education**—Kim Bellaart stated that the renovations at Foothills Adult Center are going well, and we are looking forward to the re-opening of the facility. Grossmont Adult Education is on a modified schedule due to the renovations, but HOC and Re-entry Education classes are currently in session. Personal Enrichment/LLE, ESL, CTE non-medical, and Academic classes will be starting later in September. Over the summer, Grossmont Adult Education had a very successful partnership with the San Diego Workforce Partnership (SDWP) and Grossmont Health Occupations Center.

Heather Peterson said that the Health Occupations Center was very excited to collaborate with the San Diego Workforce Partnership to conduct a Dental Assistant Boot Camp. Twenty-eight students attended the boot camp, and twenty-two of these students completed the program and were certified. Students who received certification were given a \$1600 stipend from the Workforce Partnership to assist them as they transitioned to their on-the-job training. The Health Occupations Center is looking forward to possibly partnering with the San Diego Workforce Partnership
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in the future to have students do a Phlebotomy or Medical Assistant training.

MEUSD—Heather Westgaard stated that classes started in August. A Welding class was offered during the summer, and another 8-week class will start on Sept 10. MEUSD adult education High School diploma programs have two new students and there are two returning students. MEUSD is working on a new Economics program in collaboration with Cuyamaca College. MEUSD is planning to offer an ESL program and an Office Professional program later this school year.

- **GCCCD**—Cynthia Nagura shared that Grossmont and Cuyamaca colleges began their fall semester on August 16, with 75% of students doing classes online and 25% in person. There are approximately 9000 students enrolled. Student Support services are available in-person and virtually.

Lynn Neault congratulated Javier Ayala on his election to the Lemon Grove school board.

Student Success—Academic Year 2020-2021 Report

Success Metrics/Key Indicators

Ute Maschke stated that the Student Success Metrics can be defined by four points—Connection, Entry, Progress, and Transitions. The Student Success Metrics aligns with the Guided Pathways and Vision for Success initiatives. The key indicators for making connections included various virtual events that were very successful. The College and Career Fairs in Sept 2020 were attended by students, job seekers, and college/business partners. The College Path Acceleration Program (CPAP/SB 554) started in January 2021. There were 20 completers, and the third cohort is currently underway. In April 2021, the Stakeholder Summit started the planning process for the next three year Strategic Plan. The Regional Program Finder Mapping Project (a collaboration of five consortia) was introduced in May 2021. We are actively promoting the regional program-mapping project, which brings together the K12 adult schools in the region to map programs offered in career training. We strive to align these programs across the region to share a common tool/common coding system that would benefit all students. This mapping project is in collaboration with Strong Workforce Consortium and WestEd. In June 2021, the construction of the new Student Center/remodeling of Foothills Adult Center began. The grand opening will take place this fall.

Ute Maschke stated there was a decline in the number of Grossmont adult students served in 2020-2021 due to the pandemic. We do differentiate between the adults served and participants in Adult Education. There are students who stop by with a question, and there are the students who complete 12 or more instructional hours. Students with 12 hours or more is one unit of measuring progress. Even though there was a slight decline in

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enrollment, more students remained in the programs and completed 12 or more instructional hours.

Kim Bellaart shared information on the adult students served in each program area (Academic, ESL, and CTE). There was a decline in enrollment before the pandemic, and that decline continued through the pandemic. In 2017/2018, the enrollment numbers included students from the East County Career Center because we had a contract with the Career Center at that time. The numbers indicated for 2018-2019 do not include Career Center students since we no longer had a contract with the Career Center. Most significant decrease has been in our ESL program. This decrease is evident across the state, and this gives us an opportunity to look at our programs, use what we have learned, and connect with students in more creative ways.

One way that we measure progress in our program is by looking at students who complete an Educational Functioning Level (EFL). Students are tested when they enter our Academic and ESL programs, and then students are tested periodically towards their exit to see if they gained skills and increased functioning level. Our ability to do CASAS testing to measure students' basic skills was greatly impacted by the pandemic, but we were able to offer remote testing and get students enrolled in the programs.

Workforce preparation is a measure of progress among all the participants in the programs for those students who completed a workforce preparation class, had 48 hours of a workforce preparation class, or participated in a career education or workforce preparation class. This includes Integrated Education and Training (IET) classes that support ESL students. Our efforts are focused on Education that Works, and we help students get into our programs and into the workforce.

Another measure that is observed is students' transition from their Adult Secondary Education (ASE) class after earning either a high school equivalency or a high school diploma. Not all students enrolled in these academic programs are seeking a high school diploma or high school equivalency. The adult education accelerated high school diploma eliminated electives and allows adult students to focus on the main skills that are needed for career readiness. During the pandemic, Adult Education was able to shift adult Academic students to Edgenuity, a fully online diploma curriculum, and students continued their studies online in order to earn their high school diploma.

Another transition that is measured is the students who transition from the ESL program or Academics program into college. This information is self-reported by students to teachers. Other information is received from the Office of Resource Planning at the colleges and the Institutional Effectiveness data report. This data aims to track students who identify as

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coming from a K12 adult school and then entering college. This information does not include SB554/special admit students.

Lynn Neault inquired whether this data includes students coming from all K12 adult schools, or only from Grossmont Adult Education. Cynthia Nagura confirmed that the report currently includes only students coming from Grossmont Adult Education.

Ute Maschke said this is an opportunity for us to look more closely at data to see how we can track this information better and more effectively. We will need to look at ways to account for our SB554 students. Currently, it is easier to observe these students separately since Transition Services works with these students one-on-one. As the program expands, this will change and all partners will need to work together to compile the data. The SB554 program has been very successful so far. Students do not necessarily get information about this program unless they start working with Transitional Services or meet with a counselor at the colleges.

Lynn Neault said she is concerned about the low numbers and she would like to see the consortium members being intentional about getting together to figure out if this is a data and reporting problem, or if there are larger, more systemic issues to address. There are many resources available going into this transition, and it is much larger than just transitioning into the colleges. She said we recognize the problem, and we will need to figure out how to tackle the issue.

Kim Bellaart went over the chart of total students with more than 12 hours in career training programs who received an occupational certificate or licensure. The CTE classes currently have a smaller class size and internship has been limited for the medical students due to the pandemic. As a result, some students are taking a little longer to complete classes. The number of completers in the medical programs will start to increase since students are now able to complete their internship. The Consortium members are working with the community and business partners to increase the number of students who earn an occupational certificate or licensure.

Heather Westgaard gave an overview of participants' employment data. Twenty-eight percent of participants were able to find employment and eight percent of participants were able to get a promotion and increase their wages. This data was obtained from the employment and earnings follow-up surveys that the participants completed.

2021-2022 Annual Plan Highlights

- Ute Maschke mentioned that these metrics provide some strong indicators of where we are currently, where we are successful, where we can expand and improve, and where we can strengthen our programs. One area is collaborating with business partners and community-based



organizations to implement opportunities for re-training of workforce in remote and blended learning environments. Co-enrollment is important, and is one area we can improve. We are working on strengthening the network for partnership and collaboration to provide students with opportunities for internship and work-based learning, in addition to employment. We strive to support students in having a satisfying career and to earn living wages.

Three Year Comprehensive Strategic Plan 2022-2025

In 2021-2022, we will be working on planning the next three year comprehensive strategic plan for 2022-2025. Planning for this three-year plan includes our annual plan for 21-22. We are in the beginning stages of the research project in collaboration with WestEd. This will help us learn more about how we can improve our work and support of students, and we will conduct this research project to measure the effectiveness of the consortium, its structure, and programs. We are planning to engage the college district Institutional Effectiveness department, the Chamber of Commerce, and the Economic Development Council teams in developing better data protocols and reporting routines across institutions, such as using same terms, same metrics, and same language to review the reports we are currently using. The Chamber of Commerce and the Economic Development Council are included in this work because they have data sets that we do not have access to. We will also implement additional opportunities for students to enroll in our SB554 program. We are expanding collaboration with our business partners who will be helping us to revise and review our curriculum and streamlining the process of having our trained students placed directly into work opportunities. At the Summit Planning Kick-off, we proposed four main lines of planning: rethinking service delivery models, bridging the digital divide, creating upward mobility for adults in disadvantaged communities, and addressing housing and health disparities. We cannot wait for students to come through our doors; we need to be active and go out into these disadvantaged communities to seek those individuals who cannot find their way to us.

Setting Up an Advisory Council

Ute Maschke stated that the consortium is interested in creating an advisory council to replace the leadership council that is currently in place. The current leadership council includes Kim Bellaart—Director of Grossmont Adult, Heather Westgaard—Director of Mountain Empire, and representatives from GCCCD—Cynthia Nagura and Ute Maschke. The advisory council would include crucial stakeholders—both colleges, Workforce Partnership, Directors, Business Partners, and Community Partners. Javier Ayala and Larry McLemore will assist with the planning. Additional college representatives include associate deans of student services from both colleges. The plan is for the advisory council to meet for the first time in October to start considering what task forces or work



groups may be established to succeed with the planning process.

Lynn Neault said that once we get the data issue worked out, we can really tell our story.

Larry McLemore stated that we can find ways to collectively work together to help elevate this opportunity and bring information through our systems and thereby approach all groups effectively.

Javier Ayala said it is great that there is a subgroup that will review this information and help with blending our systems together. Javier said it is critical that this comes to fruition, and the data tells a very powerful story. It would be good to see the story woven into the work of the advisory council. There are a lot of different branches that we can go down, and we are heading in the right direction, and this is an awesome opportunity for our students.

ACTION ITEMS/DISCUSSIONS

Approval of Meeting Dates

- The meeting dates for the 2021-2022 school year were approved. First motion to approve the meeting dates as proposed was made by Rick Wilson and seconded by Lynn Neault.
 - Yes Mary Beth Kastan
 - Yes Rick Wilson
 - Yes Theresa Kemper
 - Yes Lynn Neault
 - Yes Patrick Keeley

COMMUNICATION FROM BOARD MEMBERS

- Mary Beth Kastan—Mary Beth did not have any additional comments.
- Rick Wilson—Rick asked everyone to check the East Region Chamber website because there are many events coming up. Rick appreciates being a part of the board and helping the community in general.
- Patrick Keeley—It has been very pleasing to have the Welding program, and it has been a popular asset to MEUSD.
- Lynn Neault—Lynn did not have any additional comments.
- Theresa Kemper—Theresa gave a statement about the controversy regarding student discipline at Valhalla High School last week. The District is listening to all stakeholders, students, parents, advocacy groups, and everyone involved. The District is pulling all resources to do a thorough investigation of what occurred and how it was ultimately handled by staff members involved. After a thorough investigation, appropriate action will be taken, and the District will be transparent with the process and the results.

ADJOURNMENT

- The meeting was adjourned at 12:59 pm. The next ERAE governing board meeting will be held on December 8, 2021 at 11:30am, location to be determined.



EAST REGION
ADULT EDUCATION

Education That Works



ERAE Governing Board Meeting September 8, 2021

- Welcome and Introductions
- Consortium Member Reports
- Student Success – Academic Year 2020-21 Report
 - Student Success Metrics/Key Indicators
 - Annual Plan
 - Three-Year Comprehensive Strategic Plan 2022-2025
- Governance
 - Board Meeting Dates 2021-2022
- Proposal to the Board
- Communication from Board Members



Consortium Member Reports

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

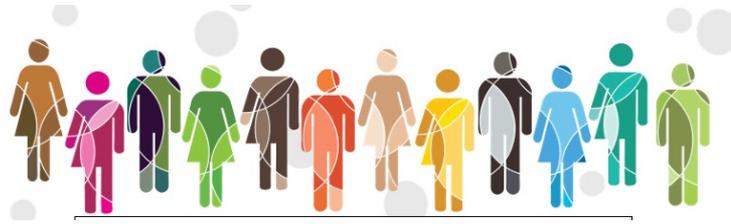
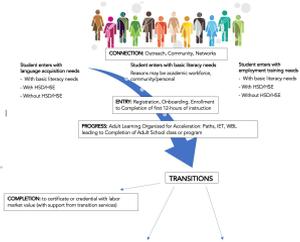
- With basic literacy needs
- With HSD/HSE
- Without HSD/HSE

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

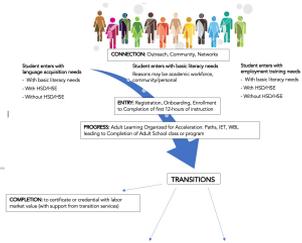
TRANSITIONS

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



Guiding Questions:

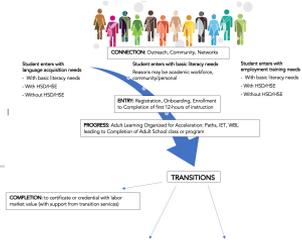
- How are our programs designed with the adult student’s success in mind?
- How are we, and how will we be visible for all members of our communities?
- How do we leverage community resources and support our partners?
- How do we provide the “right” support services upfront to support entry, progress, and transitions?
- How do we prepare students for successful transitions through high challenge, high support accelerated classes?
- How do we utilize dual enrollment as a means for more students to complete and transition?



CONNECTION: Outreach, Community, Networks

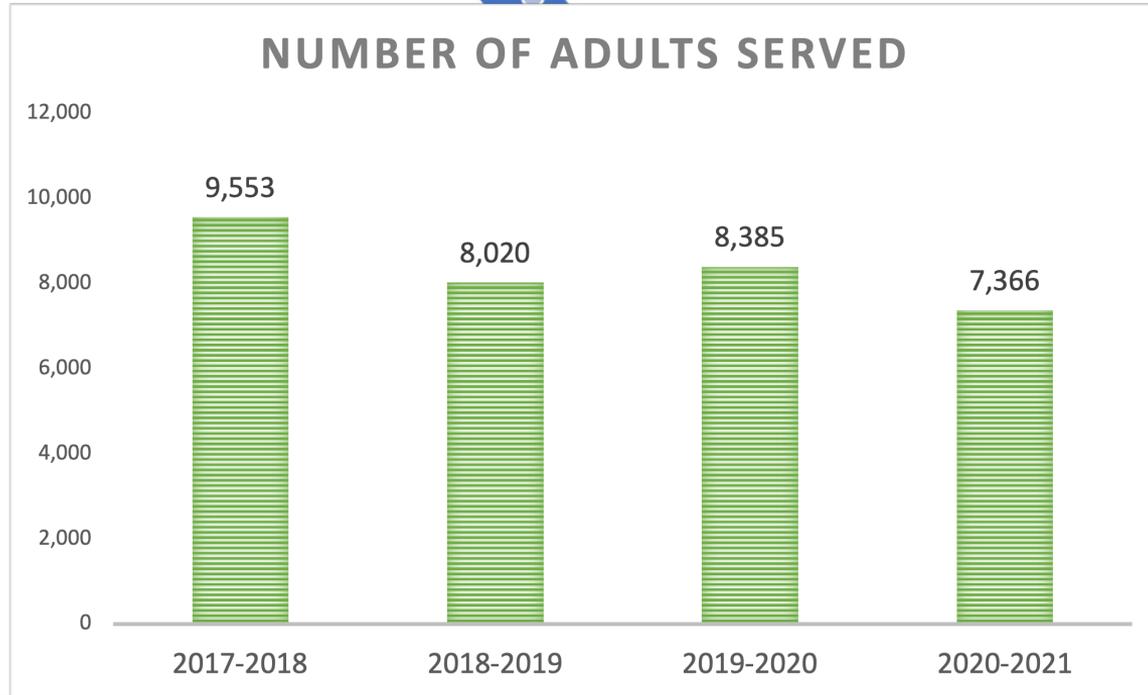
Key Indicators:

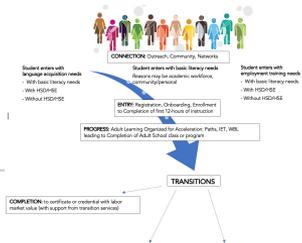
- Sept 2020 - College and Career Fairs (91 students / 26 college and business partners)
- Oct 2020 - Joint College Tour (40 students / with over 100 initially signing up)
- Jan 2021 - First CPAP (SB 554) cohort starts (20 students –all 20 complete/pass their college courses)
- April 2021 - Stakeholder Summit - Kick-off for year-long planning process
 - College and Career Fair (107 students/26 college and business partners)
- May 2021 - Program Finder Mapping Project – Completion of first phase (K-12 adult schools share a common tool/common coding system to guide students to the “right” training)
- June 2021 - Construction of new Student Center/Remodel of Foothills starts



- Connection
- Entry
- Progress
- Transitions

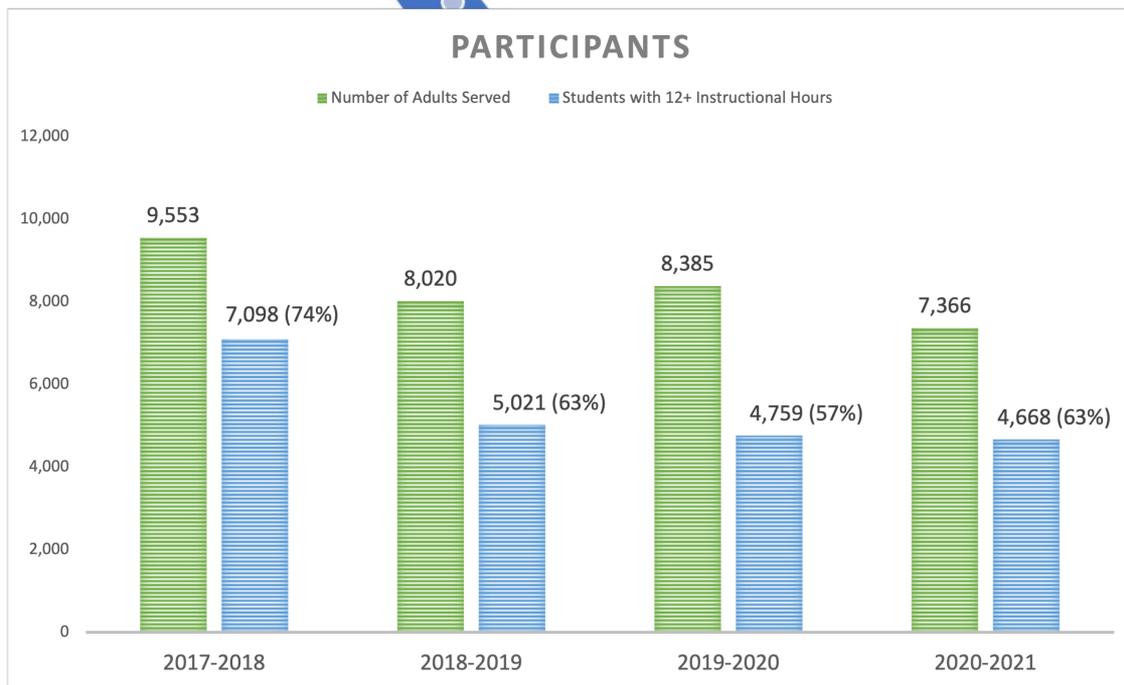
ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

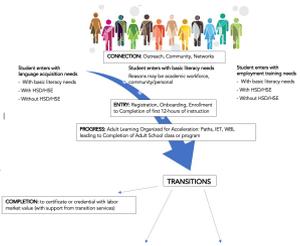




- Connection
- Entry
- Progress
- Transitions

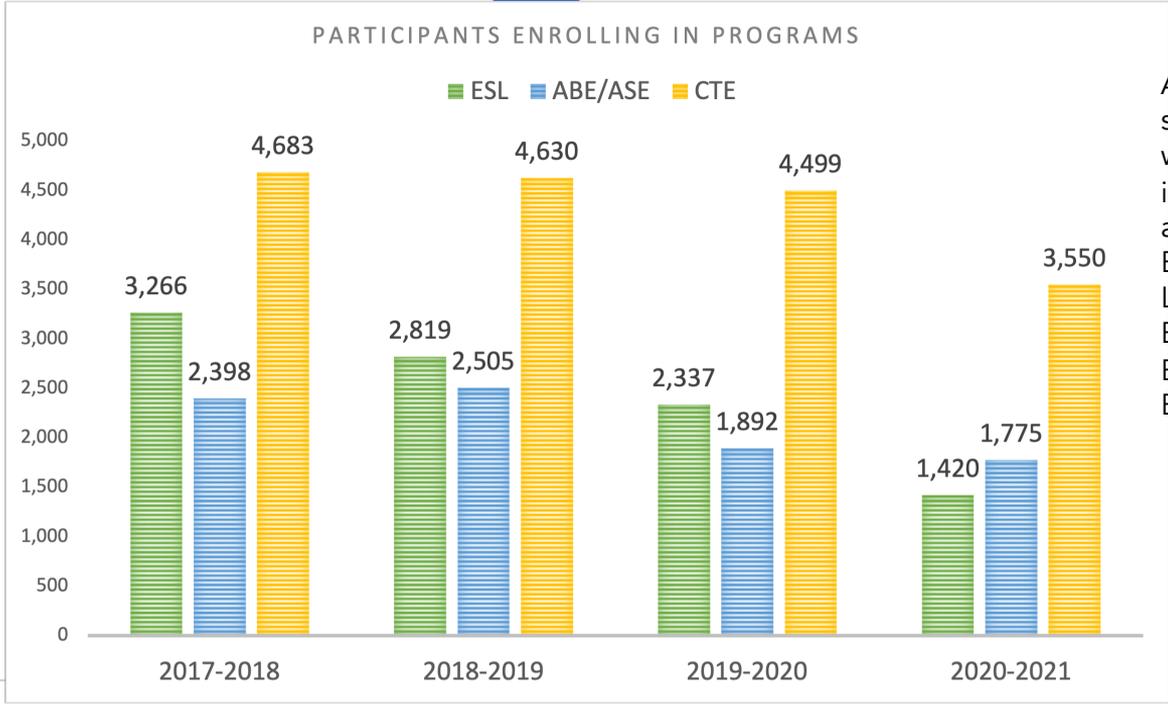
ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction



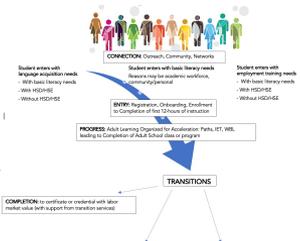


- Connection
- Entry
- Progress
- Transitions

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



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).

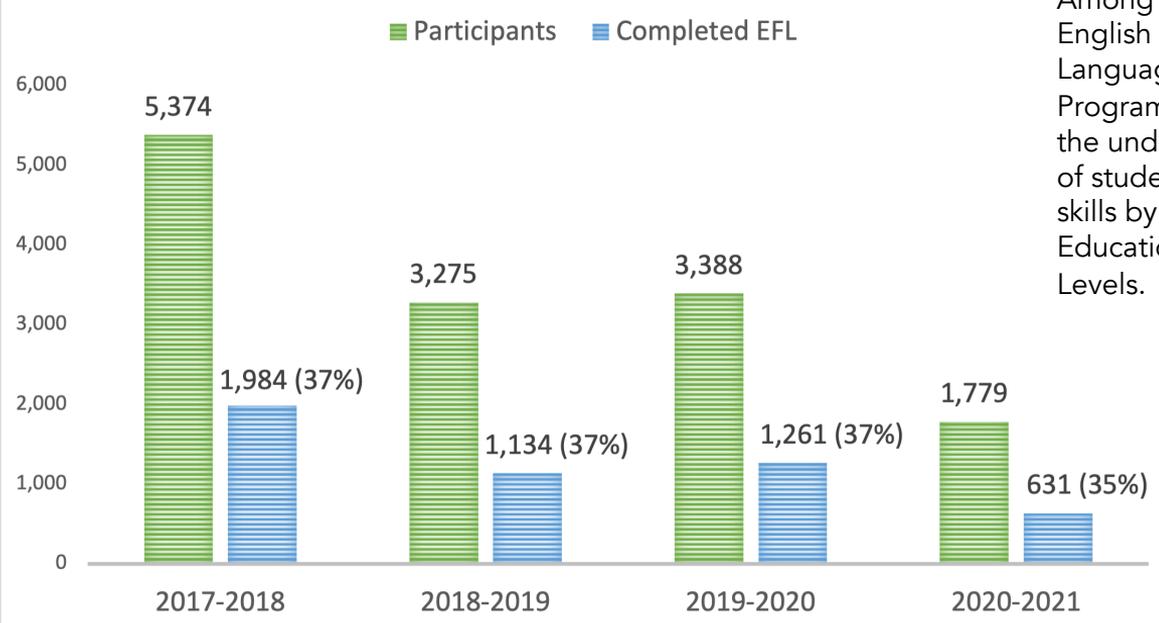


- Connection
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- Transitions

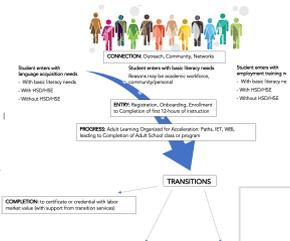
PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program



COMPLETED ONE OR MORE EFL



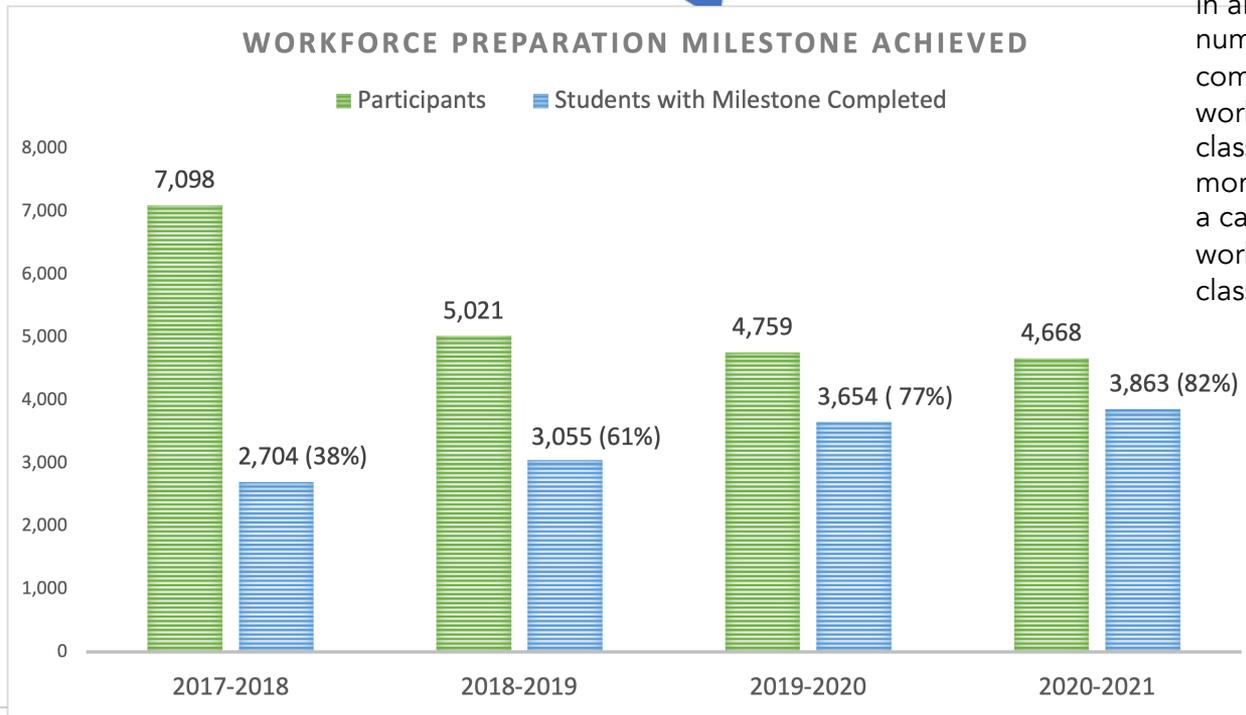
Among all participants in English as a Second Language and Academic Programs with an exit test, the unduplicated number of students who improved their skills by one or more Educational Functioning Levels.



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

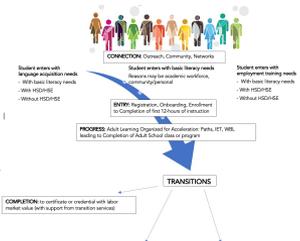


- Connection
- Entry
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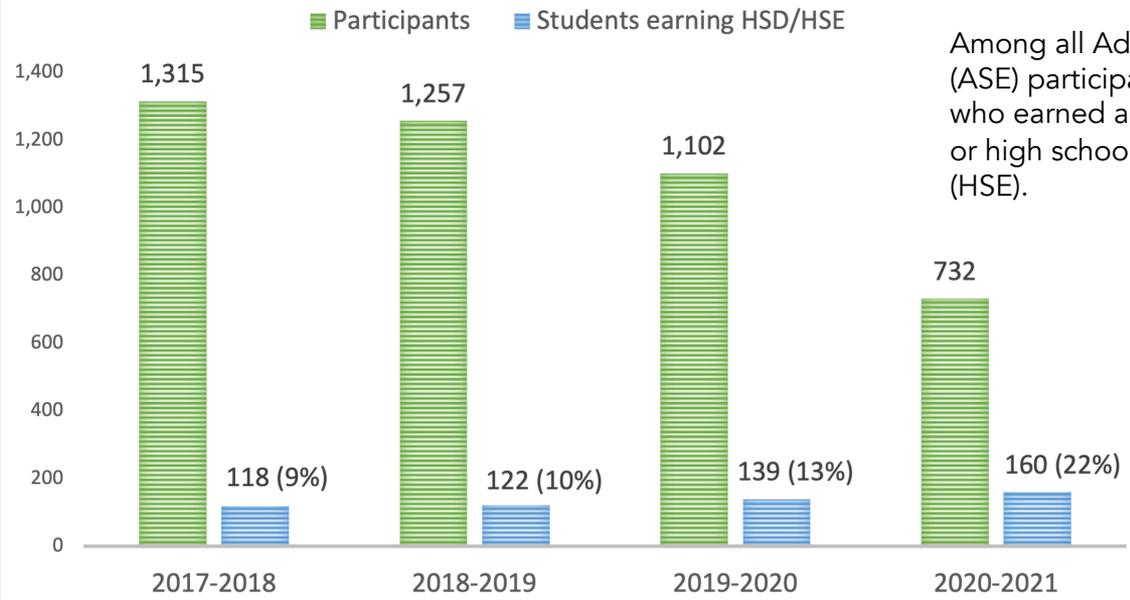
Among all participants in all programs, the number who completed a workforce preparation class or had 48 or more contact hours in a career education or workforce preparation class.

TRANSITIONS

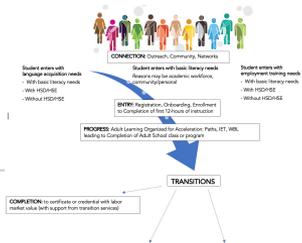


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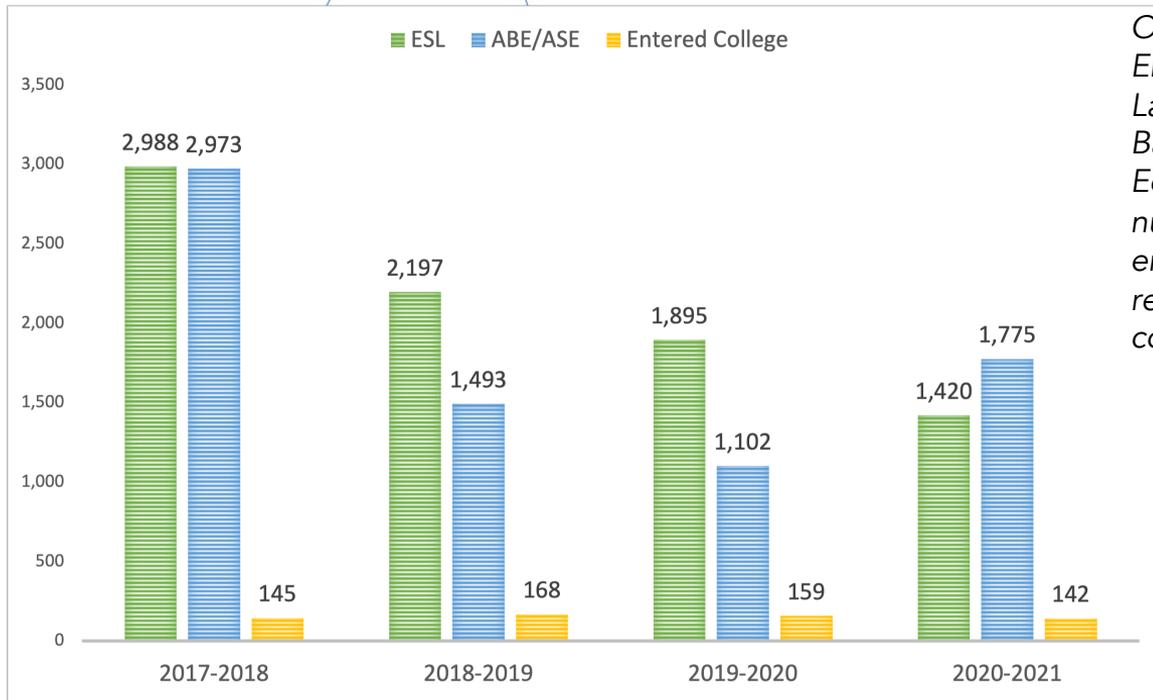
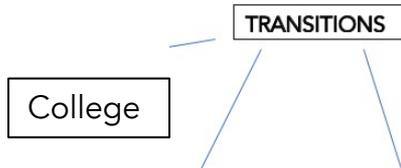
HSD/HSE EARNED



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

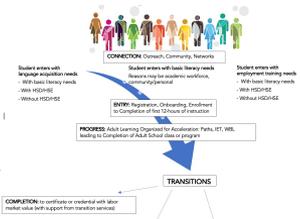


- Connection
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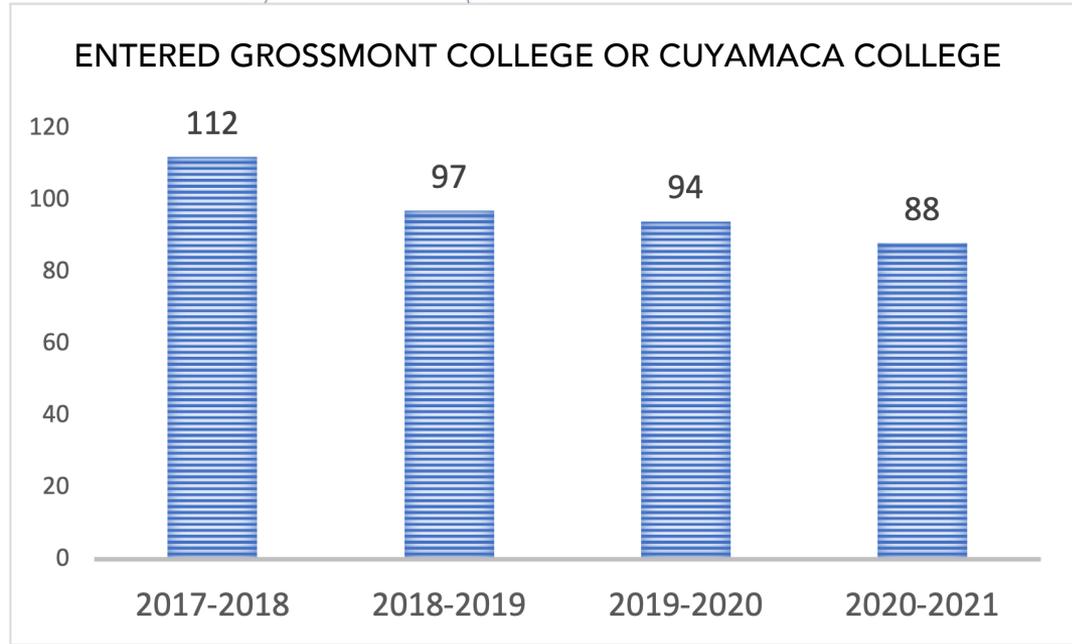


Of all participants in English as a Second Language (ESL), Adult Basic and Secondary Education (ABE/ASE), number of students who entered GCCCD (self-reported data for college numbers)

TRANSITIONS

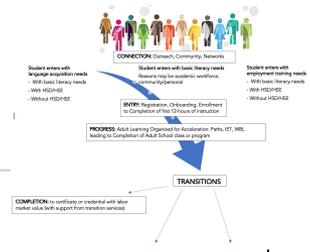


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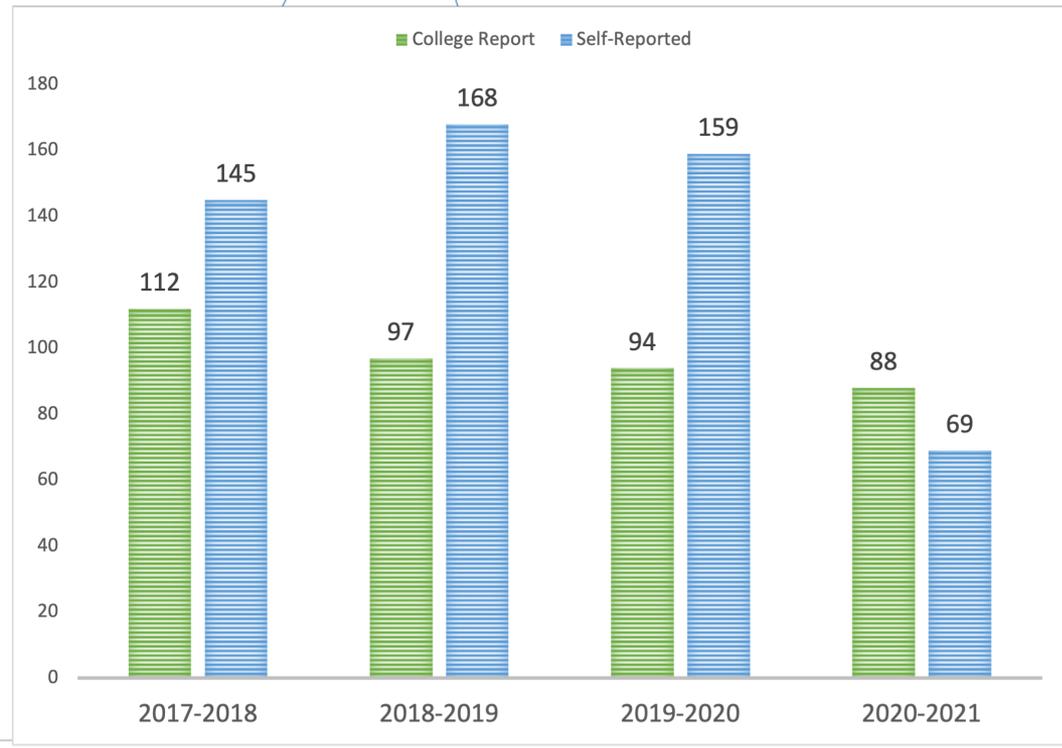


Data based on Office of Research, Planning, and Institutional Effectiveness data report. Does not include SB 554 / special admit students.

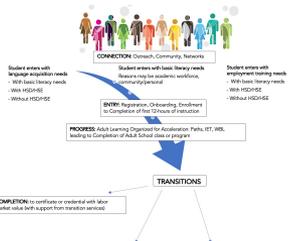
TRANSITIONS



- Connection
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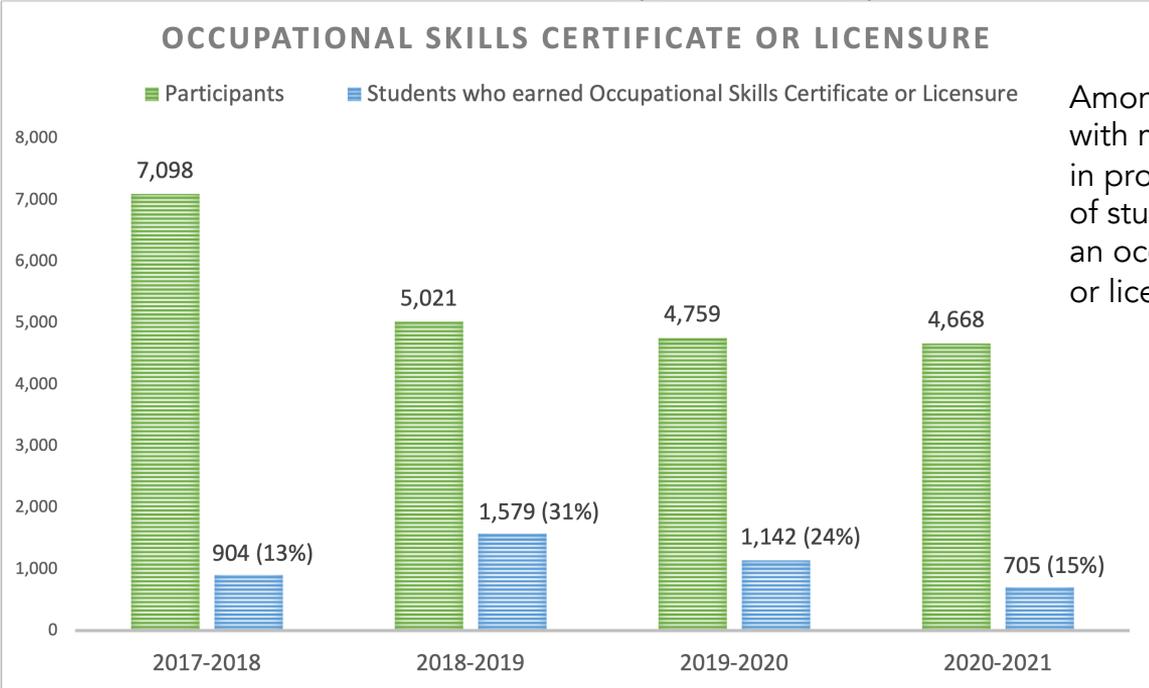
Comparison: Office of Research, Planning, and Institutional Effectiveness data report & Self-reported data from GAE students



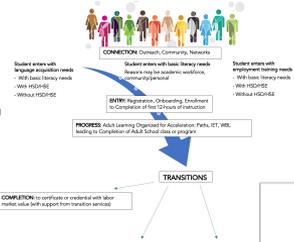
TRANSITIONS

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

- Connection
- Entry
- Progress
- Transitions



Among all participants with more than 12 hours in programs, the number of students who earned an occupational certificate or licensure.

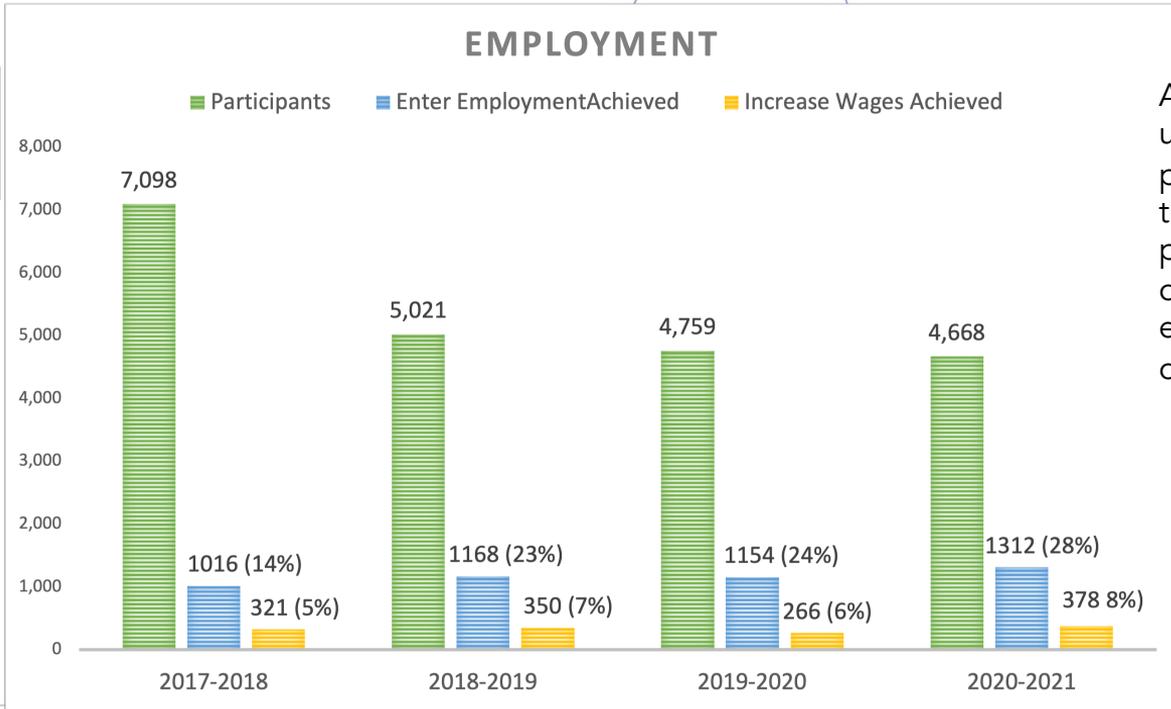


- Connection
- Entry
- Progress
- Transitions

TRANSITIONS

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

EMPLOYMENT



Among all unduplicated participants with more than 12 hours in programs, the number of students who entered employment or got a better job.



Toward Three-Year Comprehensive Strategic Plan 2022-2025

Annual Plan 2021-2022 Highlights

- Conduct research project in collaboration with WestEd to measure effectiveness of the consortium, its structure, and programs.
- Engage GCCCD Institutional Effectiveness departments and Chamber of Commerce/EDC teams in development of data protocols and reporting routines across institutions.
- Implement additional opportunities for students to enroll in SB 554 programming.



Toward Three-Year Comprehensive Strategic Plan 2022-2025

Annual Plan 2021-2022 Highlights

- Collaborate with Business Partners and community-based organizations on implementing opportunities for re-training of workforce, in remote and blended learning environments.
- Strengthen the network for partnership and collaboration to provide students with opportunities for internship and work-based learning, in addition to employment.
- Refine and integrate bridge classes to post-secondary programs, aligned with college programs, and customized to specific paths and cohorts.
- Finalize six paths that become the foundation for a system that can respond just-in-time to the needs of employers and the community, and is aligned with the Guided Pathways initiative.

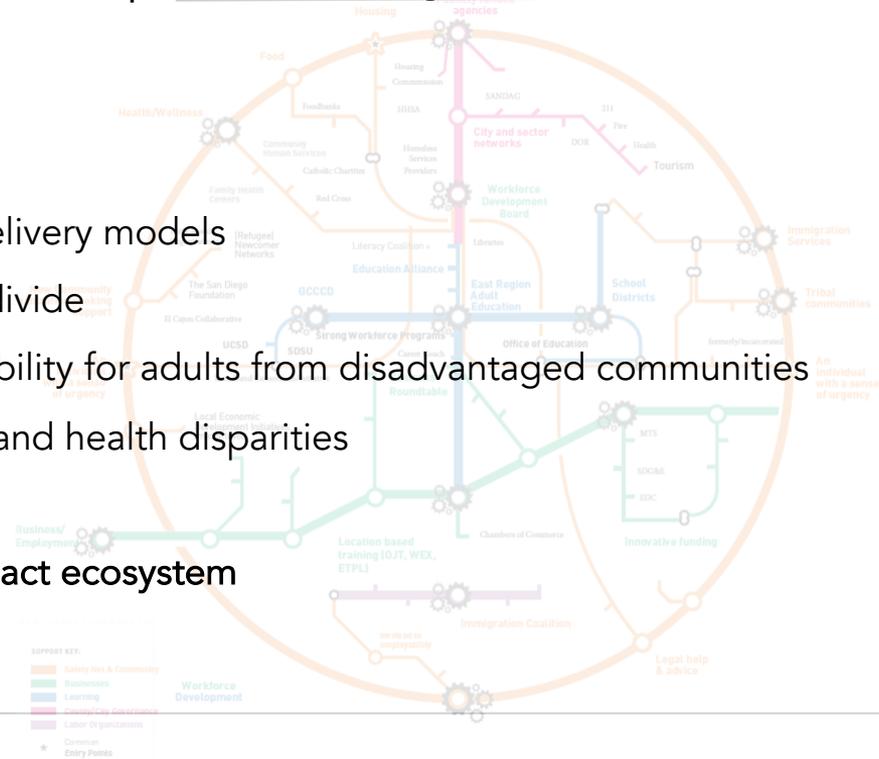


Toward Three-Year Comprehensive Strategic Plan 2022-2025

Summit Kick-Off

- Rethinking service delivery models
- Bridging the digital divide
- Creating upward mobility for adults from disadvantaged communities
- Addressing housing and health disparities

Building a collective impact ecosystem



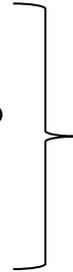


Toward Three-Year Comprehensive Strategic Plan 2022-2025 - Proposal

Making adult ed a priority within our collective impact ecosystem.

- Advisory Council

- Grossmont College
- Cuyamaca College
- San Diego Workforce Partnership
- Director, Mtn Empire Adult Ed
- Director, Grossmont Adult Ed
- CAEP Manager
- Business Partner



Guiding the planning process, the work of task forces, and the implementation of the next three-year strategic plan



Governance

Board Meeting Dates 2021-2022

December 8, 2021; 11:30 AM – 1 PM

March 30, 2022; 11:30 AM – 1 PM

June 22, 2022; 11:30 AM – 1 PM





ERAE Governing Board Meeting September 8, 2021

Communication from Board Members



EAST REGION
ADULT EDUCATION
Education That Works

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