

**East Region Adult Education
Governing Board Meeting
March 30, 2022
Virtual Meeting via Zoom
Minutes**

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- **Call to Order**
 - The meeting was called to order at 11:35 am by ERAE Governing Board President, Theresa Kemper.
 - The following ERAE Governing Board members were present: Theresa Kemper, Mary Beth Kastan, and Lynn Neault.

 - **SPECIAL REPORTS/RECOGNITIONS**
 - There were no special reports or recognitions.

 - **COMMUNICATIONS FROM THE PUBLIC**
 - There were no communications from the public.

 - **APPROVAL OF MINUTES – December 8, 2021**
 - **Motion Passed:** The minutes were approved as written. First motion to approve the minutes as written was made by Mary Beth Kastan and seconded by Theresa Kemper.

 - **REMOVAL OF ITEMS FROM/CHANGES TO AGENDA**
 - There were no changes to the agenda.

 - **REPORTS/DISCUSSIONS**
 - **Consortium Member Reports**
 - **GUHSD**—Kim Bellaart gave an update on the Grossmont Adult Education ESL program. Brianne Froumis is the interim director for the ESL program while we conduct the hiring process for a new ESL Director.

There has been a large influx of newcomers who are starting or waiting to start the Grossmont Adult ESL program. To meet the demands of this large influx of students, Saturday appraisal sessions have been added, additional appraisal sessions have been added on Fridays, staff from our other sites were secured to assist at El Cajon Adult, and appraisal sessions were added at the Foothills Campus. Additional transition services have been added into the appraisal sessions to provide extra assistance for students. The entire onboarding process has been updated to ensure that students have the necessary support services.



Theresa Kemper mentioned that GUHSD will be on a two-week spring break starting on April 4. After spring break, testing season will begin and then graduation during the first week of June. Theresa said that survey results show that everyone is adjusting to being fully back on sites.

MEUSD—Heather Westgaard reported that Mountain Empire is on a two-week spring break. Mountain Empire high school diploma program and Welding program continue to be successful. The Office Professional Information class finished last week and 75% of students earned course completion. Heather mentioned that, moving forward, starting adult classes after school in the winter is not recommended due to the inclement weather. In the future, offering the evening classes in fall/spring and avoiding the winter months would be best. MEUSD will continue to market the class with community members and partners and hope to improve enrollment for the next class.

- **GCCCD**—Lynn Neault shared that GCCCD is now fully back on campus. There is a new CCAP agreement between GUHSD and GCCCD, and GCCCD is looking forward to offering classes on the high school campuses starting in the fall. Information on the benefits of the CCAP program and the positive impact on students will be shared at the upcoming first Alliance Joint Board meeting with Mountain Empire, GUHSD, and GCCCD which will be held on April 19 at Grossmont College's Performing and Visual Arts Center. Eric Klein has been hired as the new Associate Vice-Chancellor for GCCCD and will be starting this position on April 11, 2022.

Cynthia Nagura stated that the joint board meeting on April 19th is at 4:00pm at Grossmont College campus in the Performing and Visual Arts Center. The meeting will be in person and there will not be a Zoom option. Masks will be required, but proof of vaccination or testing is not required.

Ute Maschke mentioned that there will be a joint Career Expo—a partnership between Cuyamaca College, the Consortium, and Grossmont Adult Education, on May 19. The next in-person college tour will be held on April 20 which will introduce Adult Education students to both college campuses and to various resources available at the colleges.

Consortium Fiscal Administration Declaration (CFAD) 2022-2023

Consortium Budget

Sally Cox shared the CFAD budget for 2022-2023. The state budget projection shows a 5.3% COLA. Recommended allocations calculated for 2022-2023 are based on allocations from last year. These calculations may change with the May revise and with the final budget.



Member Budgets-Projections

Kim Bellaart stated that she is pleased that the COLA for Adult Education is so far aligned with the K-12 COLA as this was not the case last year.

The Three-Year Comprehensive Strategic Plan 2022-2025

(The State of)--[The Strategic Planning Process](#)

Ute Maschke shared information on the work that has already been done on the Strategic Plan. Ute mentioned that this is a unique opportunity to address students' goals and needs in a different way than we did previously. The planning process unfolds in four steps—Determine outcomes for planning processes, gather input from stakeholders, gather and analyze data, and set preliminary goals and identify possible strategies.

The planning process have three outcomes—share a vision of how adult education will shape and be a part of a collective ecosystem, share an understanding of the crucial role East Region Adult Education plays for the region, and design and implement action items that we identify as elements of the Strategic Plan. These three elements have been the driving force behind our work so far. We review and analyze data from throughout the Consortium geographic region that is geared towards the work that is being done in our Consortium.

The data for our region revealed that the number of individuals in our region under the age of 35 will decrease by 5%. The 65 and older group is projected to increase by 25%. We would need to consider how we can better serve the 65 and older group. The median age in our region is 40 years, and there are more females than males in our region. An influx in refugee newcomers is expected and most likely will lead to an increase in the population between the age of 25-45. About 700 refugees arrive in our region monthly, and about 73% of these refugees or parolees are Afghans. In our region, about 80% of residents speak only English. Child dependency ratio and age dependency ratio in our region is high. This indicates that many students will need childcare and older adults will require elderly care. The East Region has 245,000 employed residents, and about 63% are in the workforce with an employment rate of 57%. Cost of living in San Diego is 35% higher than the national average, and this high cost of living raises training opportunity costs.

The data for our consortium reveals that we serve students between the age of 18 and 76, with a median age between 30-34. Sixty-five percent of students in our region are female. The number of newcomers will likely fluctuate and include more and more parolees. In partnership with Refugee Resettlement Agencies, GAE provided initial assessment and placement for almost 300 refugees and parolees since January 2022. In February and March, Adult Education provided ESL appraisals and placement for almost 380 students.



Over 40% of current Grossmont Adult students self-reported English as their home language, 25% reported Spanish as their home language, and 15% reported Arabic. In 2020-2021, Adult Education served 7,366 CAEP students with 3,550 enrolled in career training programs. About 841 students graduated and obtained a license or certification from our career training programs. There are many opportunities to assist students in getting their training, finding employment and stabilizing their income, and getting better paying jobs.

Ute Maschke mentioned that several focus groups and workshops were created, and three large categories were discussed—how do we experience adult education; what are our strengths, opportunities, aspirations, and resilience; and what are the possible goals and strategies to be pursued. The discussion included over 70 students and 150 faculty/staff/stakeholders. Students feedback shows that adult education prepares them for a better future and got them on the right track. Students stated that what holds them back the most are finances, responsibilities, and being scared. The strengths students experience from adult education includes feeling independent, getting individualized help, hands-on training, and helpful instructors. The possible goals and strategies students suggested that could be introduced over the next three years include consideration of students' previous life experiences in assessing prior learning, providing additional support structures including financial aid; providing training in solar, electrical, and driving school, and provide a smoother onboarding process.

Barbara Van Dyken, an ESL teacher who teaches the multi-level ESL class and the Career Essentials Digital Literacy class, shared her experience with the ESL program along with her student Masouma Heidari. Barbara shared that she has experienced amazing development from her students in the Digital Literacy class. The Digital Literacy class combines ESL students and ABE native English-speaking students. The students in this class are receptive and engaged in their learning experience and learn so much more from each other. Students are learning in an online project-based environment and students get the opportunity to learn new technical skills along with developing their language and communication skills. Masouma gave an overview of her experiences in her ESL and Digital Literacy classes. Masouma enjoys the classes and says it is helping with her English and technical skills and students are engaged and participate tremendously in this class.

Ute Maschke mentioned that Adult Education also had the opportunity to meet with college partners and most of the focus was on SB554, which is the adult education dual enrollment process. Adult Education, as a partner, is the starting point and a resource. The colleges pointed out that there are connections, and they are solid, such as placing counselors at the adult school, student support services, articulation agreements at both colleges, and working together to avoid



duplication of efforts. Possible goals and strategies include building smoother transitions through direct connections such as connecting students with success counselors at Grossmont College, expand the college tours and career expos, and two-way support which would increase dual enrollment opportunities and the number of students matriculating to college.

Feedback from business partners were very encouraging. Business partners experienced adult education as a solid training resource for hiring events and future employees. Some aspirations include established connections, solid programs, adult education meeting their needs in a timely manner, and training for students that goes beyond entry-level. Possible goals and strategies include a strong interest from business partners who are considering hiring students with introductory training, and these students would now be employees at the business site while continuing training through Adult Education.

Feedback from teachers shows that teachers and staff would like students to experience adult education as a continuing resource and include support services and integrated services that has college as an option. Communication is one of the strengths and is also an opportunity to improve. Teachers voice interest in a more tailored and targeted marketing that meets students' interest and needs.

Possible preliminary goals and strategies include providing equitable access by increasing the number of adults served and participating in programs; meaningful transitions by increasing the number of students transitioning into college and postsecondary education; and sustainable success for students by increasing the number of students entering the workforce, meaningful pathways, and strengthen the role the consortium plays in a collective impact ecosystem.

Next Steps

Lynn Neault inquired about the comment from business partners that they are less interested in entry-level training because of the time it takes to prepare students for the workplace. Lynn stated that this could be a real opportunity for the colleges that is beyond industry days and guest speakers and likely adding on another module and a degree if they would like to advance on the job and earn sustainable wage. Lynn said she is interested in seeing what the opportunities are and how we will get the pathways in place for students. Ute mentioned that some preliminary steps have been taken and as a consortium and partnering with the strong workforce consortium, we are at the table to discuss how adult education fits into the guided pathways and supporting what the colleges offer.

Theresa Kemper mentioned that it was interesting to see the projected 25% increase in the 65 and older population and would like to know what adult education can do for this population group. Ute mentioned that this group is



usually interested in part time work and that there may be programs that can be developed for this group based on what they are interested in and comfortable with. Also consider training programs that are designed for parents or caretakers of students to assist them in ways to better assist students with their schoolwork. Many older adults would benefit from classes such as Digital Literacy.

- **GOVERNANCE/ACTION ITEMS**

- **Approval of Revised Member Allocation Schedule 2021-2022**

- Sally Cox presented the revised member allocations for 2021-2022. The member allocations will be distributed over a 12-month period, instead of 11- month period. The revised member allocation schedule for the 2021-2022 school year was approved. First motion to approve the revised member allocations as presented was made by Theresa Kemper and seconded by Lynn Neault.

- Yes Mary Beth Kastan
- Absent Rick Wilson
- Yes Theresa Kemper
- Yes Lynn Neault
- Absent Patrick Keeley

- **Approval of CFAD 2022-2023**

- Sally Cox presented the CFAD for 2022-2023. The CFAD schedule was approved. First motion to approve the CFAD schedule as presented was made by Theresa Kemper and seconded by Lynn Neault.

- Yes Mary Beth Kastan
- Absent Rick Wilson
- Yes Theresa Kemper
- Yes Lynn Neault
- Absent Patrick Keeley

- **Communication from Board Members**

- Mary Beth Kastan— Mary Beth appreciates the data that was presented, the way we bring groups together to create that synergy, and ways that we can move this work forward for our adult learners.
- Rick Wilson—Rick was not present at this meeting.
- Patrick Keeley—Patrick was not present at this meeting.
- Lynn Neault—Lynn said she appreciates the information shared and look forward to moving forward as a consortium in these critical areas.
- Theresa Kemper—Theresa said that there is exciting work going on in the consortium and the needs of students are being met as we prepare students for their future.

- **Adjournment**

- The meeting was adjourned at 1:05 pm. The next ERAE governing board meeting will be held on June 22, 2022 at 11:30am, at the Foothills Adult Education Center.



EAST REGION
ADULT EDUCATION

Education That Works



ERAE Governing Board Meeting March 30, 2022

- Welcome and Introductions
- Consortium Member Reports
- Consortium Fiscal Administration Declaration (CFAD)
 - Consortium Budget
 - Member Budgets - Projections
- The Three-Year Comprehensive Strategic Plan 2022-2025
- Governance
 - Revised Allocation Schedule
 - CFAD
- Communication from Board Members



Consortium Member Reports

Grossmont Union High School District

Mountain Empire Unified School District

Grossmont-Cuyamaca Community College District





Consortium Fiscal Administration Declaration

California Adult Education Program FY 22/23 Apportionment Schedule				\$ 9,286,512.00
				\$ 469,924.00
				0.0533
Apportionment Schedule to GCCCD				
CAEP Funding	\$ 8,816,589	\$ 469,924.00	\$ 9,286,512	
Allocation to Members	21-22 Base	COLA	22-23	
MEUSD	\$ 110,986.92	\$ 5,915.60	\$ 116,902.52	
GUHSD	\$ 7,536,960.00	\$ 401,719.97	\$ 7,938,679.97	
GCCCD	\$ 1,168,641.96	\$ 62,288.62	\$ 1,230,930.58	
		\$ 469,924.19	\$ 9,286,513.07	

Three-Year Plan 2022-2025 East Region Adult Education

The Planning Process:

- Determine outcomes for planning process
- Gather input from stakeholders
- Gather and analyze data
- Set preliminary goals and identify possible strategies

Given the above, what would you recommend?

Three-Year Plan 2022-2025 East Region Adult Education

Planning Process Outcomes

- Share a vision of how adult education will shape, and be a part of, a collective impact ecosystem
 - Define what the consortium stands for and the environment in which we live, learn and work
 - Align with statewide priorities
- Share an understanding of the crucial role East Region Adult Education plays for the region
 - Define the consortium's measurable, meaningful goals and the initiatives to pursue those goals
- Design and implement action items identified as elements of the strategic plan
 - Identify strategies and apply consistently shared measurements of student success

Data

Key Findings:

The population in the region:

- Over the next 10 years, it is projected that the number of individuals under 35 will decrease by 5%. The greatest population change expected will be in the 65 years or older age group, which is projected to increase by 25%.
- The median age is 40 years (male 38; female 41.5).
- More women than men live in the region.
- The Latinx population is projected to increase.

the consortium:

- We serve students between 18 and 76 years of age.
- Median age 30 – 34 (18%); 35 – 39 (17%)
- 65% of our students identify as female.
- The Latinx population is projected to increase.
- 60% of our students self-identify as non-Latino; over 70% self-identify as white (which includes middle Eastern students)

Data

Key Findings:

The population in the region:

- An influx in refugee newcomers can be expected and will most likely lead to an (initial) increase in population between the ages of 25 and 45. Newcomers (parolees and refugees) currently arrive at a rate of about 700 monthly. Overall arrivals in 21-22: 2,571 individuals who arrived as refugees or parolees
 - 1,872 (73%) Afghans
 - 328 (12%) Cuban/Haitians
 - 58 (2%) Syrians

the consortium:

- The number of newcomers will most likely fluctuate and include more and more parolees.
- In partnership with Refugee Resettlement Agencies, we provided initial assessment and placement for apprx. 300 refugees and parolees (some with families, since January 2022).

Data

Key Findings:

The population in the region:

- In most areas, about 80% of residents speak only English. In Campo 66%, in El Cajon 56%, and in Lemon Grove 57% of residents speak only English.

the consortium:

- Over 40% self-report English as their home language; 25% indicate Spanish; 15% as Arabic. Students also speak more than 25 other languages (Chinese, Russian, Tagalog, Farsi, Pashto, Urdu, Dari, French, Haitian Creole, and more)

Data

Key Findings:

The population in the region:

- Both child dependency ratio and age dependency ratio are relatively high across the region. (e.g., In two of the growing urban areas, Lemon Grove and El Cajon, the child dependency ratio is 40% and the old age dependency ratio is 21%. In a more rural area such as Campo, the child dependency ratio is 64% and the old age dependency ratio is 18%.)

the consortium:

- Students are often single parents or members of larger households.

American Community Survey 2020 Demographic Data by Key Subgroup

Select a Consortium

San Diego East Region Adult Educa..



At a glance

Click an icon to see the demographics for a selected population

406,288	62,969	77,944	17,074	68,134	48,536	21,531	1,950
Overall population (16+)	Adults w/disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Unemployed	Disconnected youth*

<p>AGE overall population</p> <table border="1"> <tr><td>16 to 17</td><td>3.1%</td></tr> <tr><td>18 to 19</td><td>3.3%</td></tr> <tr><td>20 to 24</td><td>6.9%</td></tr> <tr><td>25 to 29</td><td>7.6%</td></tr> <tr><td>30 to 34</td><td>8.4%</td></tr> <tr><td>35 to 39</td><td>8.6%</td></tr> <tr><td>40 to 49</td><td>16.5%</td></tr> <tr><td>50 and Older</td><td>45.7%</td></tr> </table>	16 to 17	3.1%	18 to 19	3.3%	20 to 24	6.9%	25 to 29	7.6%	30 to 34	8.4%	35 to 39	8.6%	40 to 49	16.5%	50 and Older	45.7%	<p>GENDER overall population</p> <p>Female 51.7%</p> <p>Male 48.3%</p>	<p>RACE/ETHNICITY overall population</p> <table border="1"> <tr><td>White</td><td>57.1%</td></tr> <tr><td>Hispanic</td><td>25.3%</td></tr> <tr><td>Black or African American</td><td>6.2%</td></tr> <tr><td>Asian</td><td>5.6%</td></tr> <tr><td>Two or More Races</td><td>4.2%</td></tr> <tr><td>American Indian/Alaska Native</td><td>1.1%</td></tr> <tr><td>Some Other Race alone</td><td>0.3%</td></tr> <tr><td>Pacific Islander or Hawaiian..</td><td>0.2%</td></tr> </table>	White	57.1%	Hispanic	25.3%	Black or African American	6.2%	Asian	5.6%	Two or More Races	4.2%	American Indian/Alaska Native	1.1%	Some Other Race alone	0.3%	Pacific Islander or Hawaiian..	0.2%
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<p>ENGLISH LANGUAGE ABILITY** overall population</p> <table border="1"> <tr><td>Very well</td><td>64%</td></tr> <tr><td>Well</td><td>21%</td></tr> <tr><td>Less than well</td><td>15%</td></tr> </table>	Very well	64%	Well	21%	Less than well	15%	<p>EDUCATIONAL ATTAINMENT overall population</p> <table border="1"> <tr><td>Bachelor's and above</td><td>29.5%</td></tr> <tr><td>Some college or Associate's degree</td><td>35.6%</td></tr> <tr><td>High school or equivalence</td><td>23.0%</td></tr> <tr><td>Below high school</td><td>11.9%</td></tr> </table>	Bachelor's and above	29.5%	Some college or Associate's degree	35.6%	High school or equivalence	23.0%	Below high school	11.9%
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<p>LANGUAGES SPOKEN AT HOME overall population</p> <p>Total Languages Spoken: 62</p> <p>Top Languages Spoken</p> <table border="1"> <tr><td>English</td><td>71.9%</td></tr> <tr><td>Spanish</td><td>16.6%</td></tr> <tr><td>Arabic</td><td>2.7%</td></tr> <tr><td>Tagalog</td><td>1.5%</td></tr> <tr><td>Chaldean Neo-Aram...</td><td>1.5%</td></tr> <tr><td>Vietnamese</td><td>0.7%</td></tr> <tr><td>Japanese</td><td>0.5%</td></tr> <tr><td>German</td><td>0.5%</td></tr> </table>	English	71.9%	Spanish	16.6%	Arabic	2.7%	Tagalog	1.5%	Chaldean Neo-Aram...	1.5%	Vietnamese	0.7%	Japanese	0.5%	German	0.5%	<p>EMPLOYMENT STATUS overall population</p> <table border="1"> <tr><td>Employed</td><td>56%</td></tr> <tr><td>Not in labor force</td><td>38%</td></tr> <tr><td>Unemployed</td><td>5%</td></tr> </table>	Employed	56%	Not in labor force	38%	Unemployed	5%
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*Disconnected youth include 16-24 year olds who are not attending school and are unemployed.

**Only among those who responded "Yes" to "Does this person speak a language other than English at home?".



Data

Key Findings:

Employment in the region:

- The East Region has 245,000 employed residents (employment rate 57%; labor force participation 63%).
- 68,000 live and work in the East Region and 176,000 (72%) live in the East Region and work outside the region
- Appr. 109,000 have an income below \$ 60,000 (overall poverty rate of 19.3% in El Cajon)
- Throughout, average earnings are higher for men.

the consortium:

- IN 2020-21, we served 7,366 students; 3,550 in career training programs.
- Most students come from zip codes 92019 and 92020.
- We see higher female enrollment (Health Occupations trends higher than 75%; Academics trends lower than 65%). In traditionally male-dominated training programs, we see 95 to 100% male enrollment.

Data

Key Findings:

Living and working in the region:

- The cost of living is 35 % higher in San Diego than the national average (+ 33% energy; + 2% food; + 26% housing; +11% transportation)
- The high cost of living raises opportunity costs
- Top jobs with most annual job openings by education (with entry-level earnings): some college or postsecondary non-degree: bookkeeping, accounting, clerks (\$ 17.55); high school diploma or lower: carpenters, construction (\$ 17.11)

the consortium:

- In 2020-21, 841 students graduated with a license or certification from our career training programs.
- 1,790 students self-reported entering employment and/or achieving a wage increase.
- Current programs include: health occupations, welding, accounting, office professional, construction, Class-B truck driving

Data

Top 10 Jobs with high earnings that require some college or postsecondary non-degree award 2020-2030

SOC	Occupational Title	Annual Job Openings	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings	Median Earnings
43-3031	Bookkeeping, Accounting, and Auditing Clerks*	170	Moderate-term OJT	None	\$17.55	\$21.98
53-3032	Heavy and Tractor-Trailer Truck Drivers	120	Short-term OJT	None	\$16.66	\$22.42
31-9092	Medical Assistants	101	None	None	\$16.32	\$18.57
29-2061	Licensed Practical and Licensed Vocational Nurses	91	None	None	\$25.81	\$29.69
31-9091	Dental Assistants	66	None	None	\$16.46	\$19.58
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	62	Long-term OJT	None	\$22.74	\$27.83
33-2011	Firefighters	45	Long-term OJT	None	\$26.96	\$33.81
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	29	None	None	\$17.61	\$22.12
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	24	Moderate-term OJT	None	\$26.03	\$29.77
25-4031	Library Technicians	22	None	None	\$16.39	\$20.52

Top 15 Jobs with high earnings that require a high school diploma or lower 2020-2030

SOC	Occupational Title	Annual Job Openings	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings	Median Earnings
47-2031	Carpenters	227	Apprenticeship	None	\$17.11	\$24.55
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	212	Short-term OJT	None	\$16.26	\$20.09
47-2111	Electricians	161	Apprenticeship	None	\$19.75	\$27.77
47-2152	Plumbers, Pipefitters, and Steamfitters	144	Apprenticeship	None	\$19.62	\$26.19
49-9071	Maintenance and Repair Workers, General	132	Moderate-term OJT	None	\$16.34	\$20.33
43-1011	First-Line Supervisors of Office and Administrative Support Workers	118	None	< 5 years	\$22.26	\$28.15
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	117	Moderate-term OJT	None	\$18.63	\$26.94
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	116	None	5 years+	\$27.74	\$35.06
43-6013	Medical Secretaries and Administrative Assistants	103	Moderate-term OJT	None	\$16.44	\$20.86
33-3051	Police and Sheriffs Patrol Officers	85	Moderate-term OJT	None	\$33.20	\$44.63
47-2081	Drywall and Ceiling Tile Installers*	76	Moderate-term OJT	None	\$20.48	\$25.01
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	74	Moderate-term OJT	None	\$19.76	\$28.94
53-3052	Bus Drivers, Transit and Intercity	58	Moderate-term OJT	None	\$16.36	\$20.22
47-2073	Operating Engineers and Other Construction Equipment Operators	57	Moderate-term OJT	None	\$26.47	\$31.65
41-3021	Insurance Sales Agents	47	Moderate-term OJT	None	\$19.90	\$26.15

Building an Ecosystem

How students experience adult education:	SOAR: Strengths, Opportunities, Aspirations, Resilience	Possible goals and strategies
Prepare for a better future – getting on the right track – preparing me for my future	Helpful programs – feel independent – hands-on experience and helpful instructors – focus on us	Add technical class – real life experience – include solar, electrical, driving school – guest speakers
What holds me back: finances, myself, life, being scared	Fees – transportation – include all aspects of the job (study, hands-on, shadowing or interning at an office)	Add support structures and earn & learn / pay & train pathways - Smoother onboarding - More socializing with other students – study groups – scholarships, financial aid, transportation

Building an Ecosystem

Student Voices

“What holds me back is life because I have to work so I can provide for the family and pay bills and being a full time student with hob and and family to take care of is a little hard and also we don’t have the financial support, but what makes me move forward is that I will have a better future if I finish this. What holds me back mostly is finances, gas, etc. We all are wanting to improve for what the future will bring. My goal is to stay home. I do not have to worry about parking working from home. This allows me to work as much as I would like.”

Building an Ecosystem



Student Voices

"I think that while this school/program can cater to everyone, it might be a good idea to focus on the younger population. While adults tend to want to change career paths due to family or life situations, there are thousands of high school students in the geographic area who have no idea what they want to do with their lives, or don't know how convenient and helpful this program can be [...] to move towards their goals."

Teacher Voices – Brief Comments by Barbara VanDyken, English-as-a-Second Language Teacher,
Grossmont Adult Education

Building an Ecosystem

	How we want students to experience adult education:	SOAR: Strengths, Opportunities, Aspirations, Resilience	Possible goals and strategies
College Partners	as a starting point and resource, as a partner	Already established connections, counselors at adult school, communication, alignment of services, duplication? SB 554	Build out smooth transitions through direct connections with success counselors and faculty – college tours and career expos – outreach both ways – more opportunities for dual enrollment – Consider two-way support (e.g. offering math classes at adult school that support college students) – Offer college classes at adult school – alignment

Building an Ecosystem

	How do you want experience adult education:	SOAR: Strengths, Opportunities, Aspirations, Resilience	Possible goals and strategies
Business Partners	as a solid training resource – as a resource for employees – as helping me recruit employees	already established connections – business roundtable – job board – solid programs – could adult ed meet our needs in a more timely manner (even more timely)? – employers are less interested in entry-level or laborers and spend quite a bit of time preparing them for the workplace rather than putting them to work	partner on training – host industry days and guest speakers – connect with graduates to discuss employment opportunities – employers are interested in partnering on Introductory and core training – look into a temp agreement to employ candidates that enroll in our programs – consider earn/learn scenarios

Building an Ecosystem

	How do you want students to experience adult education:	SOAR: Strengths, Opportunities, Aspirations, Resilience	Possible goals and strategies (What outcomes would you like to see for our students and adult ed?)
Teachers & Staff	continuing resource – offering online, blended, and direct learning opportunities – integrated services - feeling safe, smooth, equitable, flexible, accessible, relevant	communication – marketing – internal alignment - recruitment – transportation – onboarding – support in all classes – childcare – access to tech – data – don't replicate what hasn't been working for our students	students feel like they can launch themselves – academic rigor – employment – all students meet transition specialists and develop plans – no fees and financial assistance/paid training – tutoring – communication – transportation – expand blended learning – modular curricula – offer parent participation classes – space/lab for students to explore technology – internships – incentives – solid ecosystem marketing – warm handoff between partners – utilize Canvas

Three-Year Plan 2022-2025 East Region Adult Education

Preliminary goals and possible strategies

- Equitable access
 - Increase number of adults served by (TBD) percent
 - Increase number of students participating in programs
- Meaningful transitions
 - Increase number of students transitioning to college and postsecondary programs
- Sustainable success
 - Increase number of students entering employment and meaningful career paths
 - Strengthen the role the consortium plays in a collective impact ecosystem

Three-Year Plan 2022-2025 East Region Adult Education

Given the above, what would you recommend?

Next Steps



Governance – Action Item

Revision of Allocation Schedule

California Adult Education Program FY 21/22 Apportionment Schedule
Revised 12/8/2021

	July	August	September	October	November	December	January	February	March	April	May	June	
CAEP Funding	\$ 734,716	\$ 734,716	\$ 734,715	\$ 734,716	\$ 734,716	\$ 734,715	\$ 734,716	\$ 734,716	\$ 734,715	\$ 734,716	\$ 734,716	\$ 734,716	\$ 8,816,589
Allocation to Members	August	September	October	November	December	January	February	March	April	May	June	July	
MEUSD	\$ 10,089.73	\$ 10,089.73	\$ 10,089.73	\$ 10,089.73	\$ 5,885.63	\$ 9,248.91	\$ 9,248.91	\$ 9,248.91	\$ 9,248.91	\$ 9,248.91	\$ 9,248.91	\$ 9,248.91	\$ 110,986.92
GUHSD	\$ 685,178.18	\$ 685,178.18	\$ 685,178.18	\$ 685,178.18	\$ 399,687.28	\$ 628,080.00	\$ 628,080.00	\$ 628,080.00	\$ 628,080.00	\$ 628,080.00	\$ 628,080.00	\$ 628,080.00	\$ 7,536,960.00
GCCCD	\$ 39,448.09	\$ 39,448.09	\$ 39,448.09	\$ 39,448.09	\$ 329,141.79	\$ 97,386.83	\$ 97,386.83	\$ 97,386.83	\$ 97,386.83	\$ 97,386.83	\$ 97,386.83	\$ 97,386.83	\$ 1,168,641.96
													\$ 8,816,588.88



Governance – Action Item

CFAD

California Adult Education Program FY 22/23 Apportionment Schedule				\$ 9,286,512.00
				\$ 469,924.00
				0.0533
Apportionment Schedule to GCCCD				
CAEP Funding	\$ 8,816,589	\$ 469,924.00	\$ 9,286,512	
Allocation to Members	21-22 Base	COLA	22-23	
MEUSD	\$ 110,986.92	\$ 5,915.60	\$ 116,902.52	
GUHSD	\$ 7,536,960.00	\$ 401,719.97	\$ 7,938,679.97	
GCCCD	\$ 1,168,641.96	\$ 62,288.62	\$ 1,230,930.58	
		\$ 469,924.19	\$ 9,286,513.07	



Governance

Next Board Meeting

June 22, 2022; 11:30 AM – 1 PM

@ Foothills Adult Center





ERAE Governing Board Meeting March 30, 2022

Communication from Board Members



EAST REGION
ADULT EDUCATION
Education That Works

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