



**East Region Adult Education
Governing Board Meeting**

September 27, 2023

1550 Melody Lane, El Cajon, CA 92019

Minutes

● **Call to Order**

- The meeting was called to order at 1:04pm by ERAE Governing Board President, Mary Beth Kastan. The following ERAE Governing Board members were present: Mary Beth Kastan, Lynn Neault, Mike Fowler, Patrick Keeley, and Rick Wilson.

● **SPECIAL REPORTS/RECOGNITIONS**

- There were no special reports or recognitions.

● **COMMUNICATIONS FROM THE PUBLIC**

- Crystal Sudano, who provides Tailored Day support for some Grossmont Adult Education students with disabilities, addressed the governing board regarding the agreement between East Region Adult Education (ERAE) Consortium and Grossmont Union High School District (GUHSD) which states in order to request records regarding funding, there has to be a legal reason. Ms. Sudano stated that she was able to obtain information from the California Adult Education Program website that states all records regarding funding are public records. Ms. Sudano also informed the board that she is happy that Adult Education now has accommodation for students with disabilities. Ms. Sudano also wanted to mention that a report from the GAE Academic department stated that the college TRIO team provides tutoring sessions for students. However, a Trio flyer that was promoted stated Academic Writing sessions, instead of tutoring sessions. She would like the discrepancy to be corrected.

● **APPROVAL OF MINUTES – June 27, 2023**

- **Motion Passed:** The minutes were approved as written. The first motion to approve the minutes as written was made by Lynn Neault and seconded by Patrick Keeley.
 - Yes Mary Beth Kastan
 - Abstention Rick Wilson
 - Yes Mike Fowler
 - Yes Lynn Neault
 - Yes Patrick Keeley

● **REMOVAL OF ITEMS FROM/CHANGES TO THE AGENDA**

- There were no changes to the agenda. The first motion to approve the agenda as written was made by Patrick Keeley and seconded by Mike Fowler.
 - Yes Mary Beth Kastan



- Yes Rick Wilson
- Yes Mike Fowler
- Yes Lynn Neault
- Yes Patrick Keeley

- **REPORTS/DISCUSSIONS**

- Consortium Member Reports**

- GUHSD**—Kim Bellaart gave the report for Grossmont Union High School District Adult Education. Kim informed the group that the contract between Grossmont Adult Education (GAE) and Full Capacity was completed. Full Capacity did a thorough review of the GAE website, flyers, and other promotional materials, including the GAE catalog. Full Capacity then met with GAE admin to discuss ways that the messaging could be improved, and they gave very specific suggestions that were implemented immediately. They also gave an analysis of GAE branding guidelines and ways to make our branding guidelines more beneficial and less confusing to the public. The marketing campaign focused on increasing awareness of GAE programs that were not fully enrolled in the past, such as Pharmacy Tech, Human Resources and Finance Fundamentals, Paraeducators, and Nursing. The focus was mainly on Facebook and Instagram. There were 285 leads, 300,000+ impressions, and over 2500 clicks. Most of the leads came from Instagram and Facebook. It was decided that the marketing campaign raised awareness but after reviewing the leads, none of the leads resulted in an actual enrollment. Because of this, GAE will continue to focus on improving the website, promotional materials, and social media platforms rather than contracting an outside agency to run a promotional campaign.

The Grossmont Adult Education CTE programs are near maximum enrollment. Enrollment across programs has improved this fall. The Integrated Education and Training (IET) program continues to expand with more medical CTE programs participating, and we are exploring ways to include IET in the non-medical CTE program. Recently, we have had an increase in the number of students requesting formal 504 accommodation, mostly in the CTE and Academic programs. GAE is exploring ways to ensure we meet this growing need as a consortium.

Veronica Romero-Murillo, the GAE Counselor, has resigned from GAE and accepted a position with Grossmont College as an Assistant Dean. The position for a Grossmont Adult Education counselor will be posted on Edjoin soon.

MEUSD—Bill Dennett gave a report for Mountain Empire Unified School District (MEUSD). The MEUSD Adult Education program has a new office in Pine Valley. This summer, 13 adults were enrolled in the Office Professional program, and 5 of these students completed the program. Currently, there are 9 adults enrolled in the Welding program, and 6 in the high school diploma program. MEUSD is currently



beginning to use the consortium’s case management and referral platform (PAIRIN) for adult onboarding and to help adults be aware of consortium-wide offerings. MEUSD will be starting an email/flyer campaign, to be fully launched by January 2024, to help improve enrollment in programs and make adults aware of what is available to them in MEUSD and throughout the consortium.

GCCCD—Cynthia Nagura presented the updates for Grossmont/Cuyamaca Community College District (GCCCD). Cynthia stated that enrollment has increased for GCCCD by 10.9 percent and all enrollment targets have been met. GCCCD is in the fifth week of the semester. Lynn Neault stated that she appreciates the partnership between Ute Maschke and Camille Zombro working together on the pathways to careers and community engagement.

Measurements of Success: Transition Services

Ute Maschke gave an intro to the consortium Transition Services (TS) and the crucial role this structure plays in supporting students. Ute mentioned that TS might already address Governor Newsom’s executive order at the end of August and the call to building structures and developing a plan that ensures “the freedom to succeed for all adult learners.” ERAE Consortium is in a good position to contribute to that ongoing conversation, because the consortium is already in a space where education structures intersect. However, we don’t yet have the right tools to measure the impact of support services for what happens outside of the classroom and the student being successful.

ERAE Transition Services was introduced in 2016. The title Transition Services was agreed upon instead of Student Support Services because the consortium wanted to draw attention to the consortium’s task to facilitate smooth transitions for adult learners. TS are unique to this consortium, are student centered, and focus on state priorities, state objectives, and consortium goals. Transition Services help students succeed, and partner with educational training providers, worker development, and community partners. The team focuses on forging connections through direct community engagements and facilitating transitions, making sure students are informed during the decision-making process, and organized plans are developed for students to help them meet their goals. Transition Services has engaged with 8,308 students in the last academic year. For quarter one of the 2023-2024 school year, Transition Services have had the opportunity to meet, at least once, over 4,600 students.

The ERAE Consortium transition team consists of five incredibly knowledgeable and dedicated staff members. Present at the board meeting were Jessica Hernandez and Joyce Liou. Jessica Hernandez is a Transition Specialist and has been with the team for five years. Joyce Liou is a Senior Transition Services Coordinator and has



been with the transition team for six years.

Joyce explained that the typical path for students is a complex process and there is a lot happening from the start of the process to the end of the process. The first phase of the path is connectivity where the student contacts transition services for assistance, and the second phase is the entry into transition services and completion of the intake process. After the intake, students begin the progression phase which includes exploration planning, making decisions, and navigating systems and processes with the ultimate goal of transitioning to the next step that gets them closer to their long-term goal.

Jessica explained that connecting with students usually leads to starting an intake process. During this process, it needs to be determined where the student is coming from, where the student wants to go, and what experience the student has, in order to create a realistic plan that is going to fit their needs. Once this information is gained, the planning process begins with a student driven transition map. Backwards design is used for the transition map and includes the student's end goal and different benchmarks or short-term goals that the student hopes to achieve. Changes can be made as students progress through the program, and students have the support system of transition services who also assist students with life challenges and provide resources to students when needed. All transition services are tailored to the students, and the case management system (PAIRIN) is used to track work and referrals.

Students transitioning to college are provided with matriculation support, onboarding support, course registration, planning and financial aid information, degree evaluation, and prerequisite evaluation, etc. For those interested in transitioning to employment, there is resume review, mock interviews, and job search support. After exiting the program, students are provided support up to a year after leaving the program.

Transition services reached out to almost 3000 students during the 2022-2023 school year. Of those 3000 students, about 933 students decided to work on a one-on-one basis with transition services. Joyce Liou shared a one-day snapshot of transition services which showed the variety of interactions that happen in a typical workday, such as job inquiries, request for college info, connecting with ARC, and matriculation assistance. Students usually get 5-6 hours of support before starting the co-enrollment program. Lynn Neault asked whether the 5-6 hours of assistance is because the registration process is complex. Joyce explained that the 5-6 hours includes setting goals, application support, understanding how the program can meet their goals, lots of questions about college units, and college culture and success.



Ute shared transition services measurable outcomes which included areas students have indicated are important to them such as resources, employment support, education support, and training support. The CPAP/SB554 program is growing. For the 2023-2024 school year, there have been 44 students in the program so far.

Ute shared transition services challenges and action steps which included building a culture of supported transitions to provide services that are best for our students. Building data-driven transition services by using a shared referral platform to follow students across systems, create a closer collaboration to provide the best possible support for students, designing assessment tools to measure the effectiveness of support services through shared tracking and data dialogues, and providing timely referral processes throughout the transition process. The college path also needs to be strengthened with or without enrollment.

- **GOVERNANCE/ACTION ITEMS**

- **Approval of Meeting Calendar**

The 2023-2024 meeting calendar was presented for approval. The next meeting dates for the 23-24 school year are December 14, 2023, at 1pm, March 5, 2024, at 9am, and June 25, 2024, at 9am. The first motion to approve the meeting calendar as presented was made by Patrick Keeley and seconded by Rick Wilson.

- Yes Mary Beth Kastan
- Yes Rick Wilson
- Yes Mike Fowler
- Yes Lynn Neault
- Yes Patrick Keeley

- **Communication from Board Members**

- Patrick Keeley—Patrick informed the board that MEUSD’s enrollment is up by 13%. Patrick stated that this could be a good and bad problem in a K-12 district where the mandate is to expand the kindergarten program with zero buildings and zero funding for buildings. MEUSD also consolidated their junior high into one program this year. Last year, MEUSD embarked on a project to create a long-term strategic vision for the district and wrote the MEUSD Portrait of a Graduate, the Portrait of an Adult, and System Portrait and is now writing their long-term strategic plan for the district. This project involved bringing in researchers and teachers who talked with the community, over 79,000 different data points, surveys, Guiding Coalition sessions, and interviews over the course of the year.
- Lynn Neault—Lynn said that GCCCD is doing a lot of community work trying to get the community back on the college campuses. This year the focus is on the career education classes, and students are requesting short-term training for living wage jobs.



- Rick Wilson—Last week, the East County Chamber hosted its leadership event. Octoberfest starts on Sept 29. The Manufacturing Expo will be held on Oct 3 at Grossmont College. The First Friday breakfast will be held on Oct 6 at the Elks Lodge. A dining dialogue with Congressman Issa will be held on Oct 13. The 21st annual Women in Leadership event will be held on October 20.
- Mike Fowler—Mike informed the board that over 60 GUHSD counselors are visiting the Grossmont Health Occupations Center to learn more about the program. The Future Fest event will be held on October 7, and about 50-60 post-secondary institutions, community members, and Grossmont College will be at this event. El Cajon Adult Education has three new buildings to host classes for EL students. The GAE EL classes are at full capacity. Grossmont Adult Education students will be issued student Gmail accounts soon.
- Mary Beth Kastan—Mary Beth said that GUHSD enrollment did not increase this school year, but the decline in enrollment was not to the extent that was projected. Mary Beth had many conversations with staff members, students, and parents and got lots of feedback from those conversations throughout the school year. This Information Is now identified as the three leadership commitments for this school year, and each of these commitments have a set of objectives and memorable outcomes. The three commitments are that every member of the Grossmont Union High School District community is connected, and there are objectives and measurable outcomes in that commitment. It was also identified that a new standard for our high-quality instructional programs will be set. The third commitment is talent development because GUHSD greatest resource is its amazing staff. GUHSD hope to provide more growth and development opportunities for classified staff.
- **ADJOURNMENT**
 - The meeting was adjourned at 2:24pm. The next ERAE Governing Board meeting will be held on December 14, 2023, at 1:00pm. The location of the meeting is to be determined.