

## **Steering Committee Meeting**

March 21, 2017; 1:00 PM – 2:30 PM  
Foothills Adult Education, Conference Room

### **MINUTES**

Attendees: Robyn Wiggins, Nikki Middleton, Maripat Nevins, Jeff Wood, Sam Lund, Kim Bellaart, Chuck Passentino, Carol Otjens, Sally Cox, Pamela Blyth, Larry McLemore, Javier Ayala, Ute Maschke

1. Adult Education Block Grant (AEBG) and East Region Adult Education (ERAE)
  - a. Reports and Updates (*Robyn Wiggins, Director of Adult Education & Ute Maschke*)
    - A San Diego & Imperial Counties Adult Education Roundtable: Regional Partners Meeting (March 14) brought together representatives from the six regional consortia, and stakeholders career centers and community-based organizations to provide new partners with an overview of AEBG activities, and to discuss coordination and collaboration considering recent grant initiatives. (See Appendix A for a list of regional consortia.)
    - The consortium will hold an Adult Education Celebration, April 6 – 8, 2017
      - April 6 Open Houses
        - HOC: 4 - 6 pm
        - Foothills: 9:30 - 11 am and 5:30 - 7:30 pm
        - ECCC 2 - 4 pm
        - ECAC 12 - 3 pm
      - April 7 Business and Community Panel Presentation
        - Foothills 9 - 11 am
      - April 8 Street Fair
        - Foothills 10 am - 1 pm (see Appendix A)
    - Year 3 Planning Highlights (see Appendix B)
  - b. Progress Reports
    - Transition Services (*Nikki Middleton, Sr. Transition Coordinator*)
      - a team of 5; all transition specialists (TS) have experience in adult education and/or social services programs; transition services are overarching and support students in moving within and out of adult education; TS work closely with college outreach programs, develop education maps with the students and will conduct exit interviews soon. (See Appendix C for a description of general workflow)

- Data Tracking and Data Analysis (*Ute Maschke*) – The consortium is collecting data with the help of documentation provided by the TS team, in addition to attendance and assessment records collected through ASAP and CASAS. We are looking for a management system for future data collection and analysis.
- Doing What Matters – Regional Data Resources (*Sally Cox, Executive Director, GCCCD Foundation*) – a brief presentation on <http://doingwhatmatters.cccco.edu/ResourceMap/SanDiego.aspx> and future work to be done by the colleges under the ‘Strong Workforce’ initiative. (<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>)

## 2. Breakout Session: Innovation – Sustainability – Student Success – Year 3

Groups discussed the following topics:

- a. Seamless Transitions and Closed Gaps: A thought(ful) experiment  
*Envision a “career and college preparedness curriculum” that encompassed all foundational programs (ESL, ABE, ASE, introductory CTE), at all levels of competencies. What could such a curriculum look like? Design an initial curriculum outline. (Design backwards, with sustainable outcomes in mind.)*

Report:

- Such a curriculum would need to reflect core content that matters across and in all programs, and need to address benchmarks toward career- and college readiness.
- The curriculum could be a menu of modules (possibly stackable) designed along pathways.
- Some modules would fit into many if not all pathways (e.g., soft skills; resume writing); many would be pathways specific (e.g., working on the factory floor).
- Students would be able to select specific modules. Different modules could also be tailored (better) to different student needs.
- Modules should be designed with business needs in mind.
- Guest speakers and field trips to businesses should be included.
- Short exposure to the workplace and learning on the job would support students in making informed choices.
- Formative and summative assessment would accompany the modules (a digital portfolio could serve both.)
- A mentor-type relationship with college students could also be added. (nota vico: Maripat recalled working with an Adult Ed curriculum developed 20 years ago that captured some of these aspects/)

b. PAC activities: A proposal

*Based on your own experience and based on the year 3 planning highlights, where do you see the PACs' roles and responsibilities in 2017-18? Design an initial scope of work that includes an all-PAC meeting.*

Report:

- An all-PAC meeting would be good and should include a summary of recent activities (transition services, marketing, PAC work).
- We need to think about ways in which we can improve participation.

c. Leveraging Structures: A call to action

*What are the common elements of our work, events, and activities across institutions (and structures)? How can we benefit from and support each other? Set an initial schedule of action steps.*

Report:

- Collaboration is our biggest opportunity at this moment in time.
- Structures and value emerge when there is a collective focus and a "we-system."
- At this moment, we do have (and should utilize) funding to bring people together and build viable conversations that focus on what we need to do collectively.
- Colleges are already tasked with developing sustainable connections with HS; now we need to build on this work and design strong connections between Adult Ed and colleges.
- Provided student success is our goal (defined by benchmarks such as improved literacy and career skills, employment, etc.) we need to help students understand all their options within and across education and training programs.
- Career technical education could be (one of) the important ways in which students gain competencies across and specific to pathways.

Meeting was adjourned at 2:30.



## Appendix A – San Diego and Imperial Counties Consortia

Coastal North County Adult Education Consortium  
*Mira Costa Community College District*

The Education to Career Network of North San Diego County  
*Escondido Union High School District*  
*Palomar Community College District*  
*Poway Unified School District*  
*Ramona Unified School District*  
*San Marcos Unified School District*  
*Vista Unified School District*

East Region Adult Education  
*GCCCD*  
*Grossmont Union High School District*  
*Mt Empire Unified School District*

San Diego Adult Education Regional Consortium  
*San Diego Community College District*  
*San Diego Unified School District*

South Bay Adult Education Consortium/Southwestern  
*Coronado Unified School District*  
*Southwestern Community College District*  
*Sweetwater Union High School District*

Imperial County Adult Education Consortium  
*Brawley Unified School District*  
*Calexico Unified School District*  
*Calipatria Unified School District*  
*Central Union High School District*  
*Holtville Unified School District*  
*Imperial Community College District*  
*Imperial County Office of Education*  
*Imperial Unified School District*  
*San Pasqual Valley Unified School District*

## Appendix B – Year 3 Planning Highlights

The goal of the design is to support adult students, with additional education and workforce needs, to enter our systems at multiple sites—college workforce centers, or local adult education centers— and experience a consistent process with the following: integrated marketing catalogs, common placement assessments, shared advising and student support services, sequenced pathways within an academic or workplace program, aligned rigorous curriculum and relevant exit competencies, integrated transition services, and real-time access to economic community partner opportunities.

- Consortium Infrastructure
- Transition and Support Services to increase goal completion and transition to college/career training
- Crosswalk Construction to college/career
- Common Information and Technology Process:
- Shared Systems of Student Data:
  - developing shared accountability and progress monitoring systems
- Economic and Social Community Partnerships
- Regional Centralization and Coordination of services
- Assessment and Orientation
- Standardization: Intra-program and Inter-program Pathway Alignment
- Program Growth:
  - ABE
  - ESL
  - Workforce
  - Adult Literacy Participation
  - AWLD
  - CTE
  - Apprenticeships
- All Program Innovation: developing innovative, accelerated, and integrated academic/career delivery systems
- Relevant and Rigorous Curriculum Reform: implementing curriculum and instruction for effective preparation for career/college
- Professional Development: teacher training on technology and instruction

In 2017-18, ERAE will have established, evaluate, and revise:

1. Incoming and current students will follow an individualized transition/education map developed, documented, and regularly reviewed together with an assigned Transition Specialist, who accompanies the student from entrance to graduation, to matriculation, or through transitions.

2. Students will visit Cuyamaca and Grossmont College campuses on field trips before matriculation, participate in matriculation and onboarding events, and explore careers and examples of multiple career pathway programs during a bi-annual Adult Education (Alt Ed) Week and regional job fairs.
3. Trained staff will conduct exit conferences with transitioning and/or graduating students; and follow up with students quarterly for at least 12 months after completion of an educational and/or career technical pathway.
4. GUHSD will pilot data-driven, managed enrollment.
5. Consortium members will revise existing course outcomes and develop syllabi to ensure that education, training and applied learning pathways relate to 21st century competencies. Curriculum and syllabi need focus on access, success, and sustainability that meet the needs of businesses and the community.
6. Students will actively participate in the evaluation of courses and programs through the student advisory council.
7. Students will have the option to take accelerated classes. Accelerated courses will be developed in coordination with regional business leaders.
8. Students will work with embedded tutors trained by community college faculty.
9. Offer new contextualized language courses, developed from existing ESL courses and based on best practices in VESL courses and insights provided by local Refugee Resettlement Agencies and refugee newcomers themselves. One of the new language courses – a shorter but more intensive than usual pre-pathway VESL course – will provide learners an opportunity to fast track and/or co-enroll into one of our CTE pathway programs. The other course will prepare students for re-entry into and/or re-certification for professional fields in which they have work experience already.
10. Consortium members will have reviewed existing CTE pathways for their sustainability and developed at least two new pathways at GUHSD and in response to a gap analysis conducted in the East Region.
11. Services will be made available for the newly defined program for adults "that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school."
12. The design of AWD needs to be reshaped to include educational opportunities to meet students' goals of career and/or academic preparation.
13. To develop our consortium infrastructure and systems alignment, we need to co-align with our partner program GUHSD SPED and the community college DSPS to move forward in standardizing assessment alignment.
14. Regionally determine specific skills needed to qualify for apprenticeship programs. This framework will include a pre-apprenticeship Skills Panel composed of major industry employers, unions, LEAs, educators, career counselors, transition specialists, and workforce development representatives to identify and quantify workforce needs and practical training opportunities. ERAE will have meetings to start discussions on identifying potential work-based learning sites and employers willing to incorporate apprenticeship structures into their

businesses. At the course level, the Consortium will explore linking professional or "professional skills" courses that prepare adults with essential relational skills that companion with their "hard skill" training.

15. Collaboration with the East County Career Center to plan the integration of basic career- and job-readiness training modules in all our programs and classes.
16. GUHSD and GCCCD will provide instructor support for Mountain Empire's Division for Adult and Alternative Education through coordinated field trips for students from Mountain Empire, and will explore coordinated CTE programs that meet the needs of businesses in the Mountain Empire region.
17. Professional Development events will be offered monthly, in coordination with the regional business community, and initiated to train education providers to comprehend available services so they will be able to explain or connect an adult learner with the appropriate services.
18. ERAE will have established a comprehensive understanding of the needs an integrated system for collection and availability of data within the Consortium.
19. ERAE will coordinate and participate in activities between and among San Diego's six regional consortia.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Develop standardized objectives, course outlines, and syllabi at Grossmont Adult School	07/14/2016 to 12/15/2016	Grossmont Union High School District	Unified curriculum	Review of created outlines and materials; higher retention and transition rates (measured through CASAS and ASAP)
Develop new CTE programs	08/18/2016 to 04/28/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District Mountain Empire Unified School District	Accelerated progress to academic and/or workforce goals	Data on student completion of program; entrance into workforce training or employment; and increased wages
Conduct research on needs of underserved population and regional labor market (needs, demands, hiring profile)	07/13/2016 to 12/15/2016	Grossmont Union High School District Grossmont-Cuyamaca Community College District	gap analysis and business council (consisting of consortium and community members) action plan	Report; consistent communication with business community



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Activity	Timeline	Partners	Partner Contributions	Members	Outcomes Expected	Method of Assessing Impact
Development of job readiness modules	07/12/2016 to 12/20/2016	East County Career Center	connector to businesses; input on business needs and labor market demands; best practices aligned with WIOA processes	Mountain Empire Unified School District Grossmont Union High School District Grossmont-Cuyamaca Community College District	flexible training modules that can be implemented into Adult Ed classes "on demand and just-in-time"	data on student retention, completers, and transitions into college or workforce; improved wages
Active partnership between East County Education Alliance and Consortium	07/12/2016 to 06/30/2017	East County Education Alliance	share pathways and activities	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Mutually beneficial sharing of resources, developed pathways and best practices	data on students' transitioning from K-12 through Adult Ed to career and/or college
All-stakeholder celebration event (Adult Ed Week)	09/23/2016 to 10/28/2016		various partners and stakeholders providing resources and information (workshops, etc.) for the event(s)	Mountain Empire Unified School District Grossmont Union High School District Grossmont-Cuyamaca Community College District	raised awareness of consortium's role as the resource and provider of adult education and of the partnerships existing between stakeholders; rejuvenation of the community	data on student enrollment, retention, completion, and placement into employment

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Provide adult basic skills preparation in Math, aligned with GCCCD	07/12/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE math portion (Accuplacer)
Provide basic skills preparation in English, aligned with GCCCD	07/12/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE math portion (Accuplacer)
Revise implemented VESL course (Medical Terminology) to serve as a template for design of VABE and new VESL courses	07/12/2016 to 06/30/2017	Grossmont Union High School District	Students accelerate in CTE programs and transition goals	Data on program completion and entrance to workforce training or employment
Integrate career and college readiness training in all consortium classes and programs	08/16/2016 to 12/15/2016	Grossmont Union High School District	Students transition with improved literacy skills and high levels of soft skills	Data on transition into job readiness programs or employment
Design and implement accelerated CTE and/or VESL course following the i-Best model	08/16/2016 to 12/20/2016	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Students accelerate in transition goals and transition to college or employment in a more effective timeframe	Data on student retention, improved literacy skills, transition and job placement
Embedding tutors (peer-mentors) into Math and English ABE and ESL classes	08/16/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Improvement of literacy skills; smoother transition for students to college or the workforce; higher completion rates	Data on retention and placement

## Appendix C – Transition Support Services

