

Steering Committee Meeting Minutes - November 9, 2018 - 12:30-3:30pm

San José City College, 600 S. Bascom Ave., San José, CA 95128, Room T-415

Purpose: As the South Bay Consortium Steering Committee members represent individual districts and as a region plan, develop, recommend and implement adult educational programs aligned with AB104 legislation.

Guiding Principles

- Focus on the needs of adult education students first • Embrace collaboration and partnership to have a positive collective impact on our region
- Work with transparency and inclusion with all stakeholders • Seek other community partnerships and connections to leverage resources and achieve better outcomes • Explore expansion and innovation in adult education services in the region • Commit to ideas, decisions and practices that anticipate the future needs for adult learners in our region

Meeting Norms

- Meetings start on time • Members come prepared • Decision making is by consensus • Presume good intentions • Focus on issues, not people • Impact on students most important • One person speak at a time • All members are given opportunity to be heard

SBCAE District	Member	Alternate	SBCAE District	Member	Alternate	Faculty
Campbell Adult & Community Education (CACE)	Usha Narayanan AS Co-Chair	Burr Guthrie	East Side Adult Education	Traci Williams	Kathy Frye	David Grant Santa Clara Adult Education
Milpitas Adult Education	Greg Barnes	Giuliana Brahim	Santa Clara Adult Education	Brenda Carrillo	Christine Berdiansky	Phil Crawford San José City College
Silicon Valley Adult Education	Peter Mac Donald	Norma Martinez	West Valley Mission CCD	Valerie Jensen	Rob Gamble	
San José Evergreen CCD	Kishan Vujjeni CC Co-Chair		West Valley Mission CCD	Mae Conroy		
San José Evergreen CCD	William Watson	Lynette Gray	Executive Director Bob Harper	Guests:		
12:00	1) Networking Lunch			All		
12:30	2) Call to Order Co-Chair Usha Narayanan called the meeting to order at 12:48pm.			Co-Chair		ACTION
12:35	3) Approval of Meeting Agenda • Add HS diploma credits for adult schools to item 9 - Traci. • Add How to transfer community college credits to HS diploma credits to item 9 - Giuliana. <i>Traci Williams moved to approve the Meeting Agenda with additions; the motion was seconded and carried unanimously.</i>			All		ACTION
12:40	4) Approval of October 26 Steering Committee Meeting Minutes <i>Greg Barnes moved to approve the October 26 Steering Committee Meeting Minutes; the motion was seconded and carried unanimously.</i>			All		ACTION
12:50	5) Public Comments/Announcements – 3-minute limit a) Professional Development Survey for distribution, December 21 response deadline Christine shared that 20 people from East Side Adult Education have responded. She has shared the link with the SC members. Valerie asked who at the college should receive it. Mae is sending to the CTE, AWD, and ESL programs. Members should make sure participation is happening. This information needs to be shared with the Consultation Council. b) 2018-19 AEP Deliverables Report			All		INFORMATION

	<ul style="list-style-type: none"> • AEP office sent an email on what’s being reported - budget by program area. This is the first time we are reporting this way. Those numbers being reported to the state is the start of the process. • Natalie will comment on item 9. • Davy award was received by Full Capacity Marketing based on the SBCAE/Open Doors branding. 		
1:10	<p>6) Consultation Council Report Positive meeting today (10am-12pm) with a larger turn-out. Good discussion on making focus groups better and working on the 3YRP.</p>	David, Phil	INFORMATION
1:25	<p>7) Prepare for Transition Specialist Job Description Review Meeting – (Members are Expected to Bring a Copy of their TS Job Description.)</p> <p>This is part of the 3YRP. Evaluation of what we’ve been doing, what we learned and what to do going forward. We are one of the first consortia in the state to develop a Transition Specialist (TS) job description. Being a navigator is a prime function of this position.</p> <ul style="list-style-type: none"> • CACE- Has 5 TS so they don’t have to go to multiple sites. Each have different expertise. Margarita specializes in CalWORKS. She works with ABE students on goal setting. • MAE- Patti Gairaud is a full time employee and focuses on transitioning students in ESL. Mentored another coworker so she can be full time TS. She takes a strong leadership role in the TS group. • Santa Clara- Has 3 TS that are all focused on different areas of expertise. They have regular meetings with them. CommunityPro (CP) will benefit them and help align to internal goals. • East Side- Has 2 TS now. Had 1 for two years who made her own way. They are still in process and working on identifying clear responsibilities. The relationship built with the community college bridge program worked well. They have four community resource teachers in the ESL program who have three primary functions: new student orientation, recruiting and scheduling community based agencies to speak to classes, supporting the ESL student government. • West Valley- Has 1 TS who does Ed plans, tours, registrations, represents Adult Ed programs in various student groups on campus, etc. In January he will schedule with all adult schools to meet with students. • SJECCD- Has 2 TS that meet with students on campus, assist with college applications and go into the community. • Mission College- Has 1 TS that helps students navigate enrollment and focuses on CTE programs, guiding students in them. She is building a strong relationship with Santa Clara Adult Education and is working one on one with students on their HISET tests. She also does general outreach in the community. A goal for the future is to go into adult schools more. 	Peter, Bob	INFORMATION

	<p>Bob asked everyone to explain in one sentence – What’s the intent of this position?</p> <ul style="list-style-type: none"> • Transition to the next level with supports in place. • Building awareness of those pathways and access to those pathways. • TS will help them get on that pathway. • Making connections. <p>Are we satisfied with what we are accomplishing so far? Do we have data on this? What do we need to get there/what should the plan address? What could increase the benefit of these positions/impact on students?</p> <p>Gaps need further examination. It’s clear the services grew since the job descriptions were created. With implementation of CP the connection will be better.</p> <ul style="list-style-type: none"> • Are some supports more suited for positions other than TS? • How to manage homelessness. • Confidentiality, Referral sources. (Santa Clara will have an employee with background in social services provide training.) • Many students don’t know how to locate the TS. At Santa Clara they are visiting the classes, putting pictures in the catalog, signage – to make students aware of their office location. <p>Share best practices-goal and activity with progress and data.</p> <ul style="list-style-type: none"> • Teachers and classified staff find out needs. What’s the best process to refer them to the TS. <ul style="list-style-type: none"> ○ East side- TS went to classrooms and gave schedule. Teachers have forms they can give him. • TS needs to know what they should take on from teachers so time is utilized properly. (i.e. discipline issues) <p>Transition is also defined “to work”.</p>		
<p>2:00</p>	<p>8) Human-Centered Design Presentation Follow-Up</p> <p>Kathy shared that they are already doing a lot of the Human-Centered Design (HCD). Projects they shared about may not all be applicable consortium-wide, but school-wide. The HCD group would like to know what the expectations were for them.</p> <p>What is the commitment made to HCD? This will be incorporated into the Faculty Work Group meeting on Dec. 7 along with focus on the 3YRP and work group chairs doing their project plans. What are the concrete next steps regarding HCD? How do we make the student experience more HCD?</p> <p>Suggestion: At the Faculty Work Group meetings-complete evaluation to identify what is going well and not working within their work group in the consortium. What are the priorities for Dec. 7 for generating the 3YRP?</p>	<p>Bob, Co-Chairs</p>	<p>INFORMATION</p>
<p>2:25</p>	<p>9) Data Report</p> <p>a) High School and High School Equivalency numbers from three years versus community need</p> <p>Demand is not being met. How can we help adults achieve secondary education/certification? Contextualized CTE programs</p>	<p>Bob, Co-Chairs</p>	<p>INFORMATION</p>

<p>2:45</p>	<p>into work training. Governor wants to move the number of apprenticeships from 180,000 to 500,000.</p> <p>b) Brainstorm how to scale up services, meet the gap, etc.</p> <p>c) HS diploma credits for adult schools –added item How many credits are needed? Are the number of credits required a barrier? Until age 18, students need to be in school for a certain amount of hours, but do adults need this? What’s a reasonable number of credits for an adult? Need to meet the need and the state requirement. CACE gives credit for released minors.</p> <p>d) How to transfer community college credits to HS diploma credits –added item Some students without HS diploma but with some college credits- does this need a board policy? Both can’t claim funding. Other school districts are doing faster-paced programs that are working. Can credit be posted from college into adult school? Some of the adult schools do. (10 credits for 3 units)</p> <p>Natalie Bradley- AWD HSD /HSE Challenges and Recommendations Offering services to expand in the high school area to have more successes.</p> <ul style="list-style-type: none"> • Part of the reason that there is a low success rate for HSE is due to the fact that many students have severe cognitive impairments and may not be able to pass the HSE, (See Pie chart, AWD Referral Outcomes). • The AWD work group has discussed two action plan goals to help address low passing rates in HSD/HSE (the National External Diploma program and strategies for test anxiety). • The Disability Specialist has succeeded in helping students to obtain accommodations for HiSET and GED, resulting in passing scores (See Pie Chart “AWD HSE and HSE Successes”). • Recommend prioritizing Disability Specialist services to HSE/HSD students and expand services to include more LD Testing and Student Success Services. <p>Add to 3YRP Should there be discussion with the Guided pathways people? Mae- Gretchen Ehlers is on the statewide guided pathways committee. This approach needs to be systemic. For 3YRP-exploring other ways to couch the HS secondary into contextualized apprenticeship – sending people into other places in the state to see how they’re doing it.</p> <p>10) Budget Memo from AEP Office – NOVA Reporting Fields NOVA continues to add categories. Contact Lynette if you need help. Deadline is end of January.</p> <p>a) Meeting with District CBOs for AEP budget review Bob will schedule meetings with each school’s CBO to go over new reporting requirements.</p>	<p>Co-Chairs</p>	<p>INFORMATION</p>
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3:00	<p>11) 3 Year Planning Process/Activities</p> <p>a) Community Leader Focus Interviews broken up into areas of interest (See <i>Planning Guidance</i> document, Figure 1.) Will capture individual conversations and feed ideas back to focus groups so they can respond. The template will be filled in.</p> <p>b) Invite SC members to participate in interviews</p> <p>c) Expand team for 3YRP (See <i>Expanded Team for SBCE</i> document.) Who serves which areas in our communities? Asking for help to conduct these interviews. Ilse and Rich will assist. There will be overlapping areas. These areas are already organized in our community and have regular meetings. We should think strategically and gather background information and identify the collaborative spaces. Give information/suggestions to Shana. Come back with information –after brainstorming- on Nov. 30. Workforce – Kishan is a representative on the board. Immigrants – Kathy, Usha</p> <p>d) Revised timeline Focus groups on Jan. 28-31 will be at each site. Student leaders will lead those meetings and present those themes and topics back to the student group on Feb. 3. Steps in this process: come together in November and find out what this means to be a student leader, come together in January and conduct focus groups, bring information back in February. Bob will meet with each SC member to go over the self-assessment tool.</p>	Bob, Co-Chairs	ACTION
3:20	<p>12) Agenda Development</p> <ul style="list-style-type: none"> • Go over budget entry in NOVA • Update on pathways tool – Josie will send out a link for review early next week for approval by the end of Nov. – Need action item • Workforce accelerator grant (due Dec. 3) • Chancellor’s office issued pre/apprenticeship grants focused on agriculture / agricultural programs 	All	INFORMATION
3:30	<p>13) Adjournment</p> <p>The meeting was adjourned at 3:25pm.</p>	Co-Chair	ACTION