AB 86 Regional Consortia - Initial Meeting – November 18, 2013

Attendees:
        Dr. Linda Kaminski – AUSD
        Jim Moore – AUSD
        Mary Ketza – AUSD
        Jim Lancaster – Citrus College
        Dr. Geraldine Perri – Citrus College
        Dr. Arvid Spor – Citrus College
        Michelle Hunter (Rebecca Summers)?? – GUSD
        Kevin Moore – DUSD
        Felipe Delvasto – CUSD
        John Russell – MUSD
        Flint Fertig – MUSD
        Debbie Vanschoelandt – Citrus College

Welcome & Introductions
        Key stakeholders and leaders within district – Glendora, Azusa, Claremont, Duarte, Monrovia

Jim explained most recent update from AB86 website – regions defined
        Clarified what is considered adult education – ALL adult education, included credit (basic skills
                [developmental – under 100 level] and short-term vocational programs)

        Explained that Citrus College had minimum discussion
                Letter of Intent completed by Dr. Spor in October 2013
                Indicating interested in forming consortia with district school districts

        Adult education defined as DSPS, CTE, Basic Skills, ESL, Citizenship

Mary shared most recent information from meeting with Dawn Kempke (sp.) – representative to the
legislature for Adult Education
        Funding will be reinstated from the 2007-2008 year

Adult Education within each program (current programming, capacity, needs, etc.)

AUSD – ESL (largest), HS diploma, GED preparation, short-term vocation/technical, credit recovery, fee-
based
        1500 students/year

CUSD – ESL, HS diploma, credit recovery, GED
        1000 students/year

DUSD – HS diploma, ROP, CAN, Microsoft Certification, very small program
        75 students/year

GUSD – ESL, credit recovery, ROP, graphic design, parent education
        200-250 students/year

MUSD – ESL, CTE, CAN, pharmacy tech, automotive, fee-based
        2500 students/year

Citrus – ESL, CTE, credit recovery in noncredit; basic skills, ESL, CTE (short-term) in credit

Concerns of group regarding 'qualifications' of students

I-20 (international) students are not qualified

Taxpayers will fund students on their way to citizenship, will not fund others

What qualifies a student?
        School districts do not require a social security number
        Would prefer to use self-placement (?) as the qualifier
        Many of their students are undocumented, and if they were required to track according to SS#
                many students would leave/not qualify
        Question was whether or not the definition was a local decision or defined in legislation

Pre-plan – Bullet #5 on AB 86 Legislative Overview

Jim explained workforce preparation restructuring at regional level
        Regional consortia has identified specialty areas within the region
        Idea is AB 86 consortia is designed to be similar to the restructuring occurring in workforce prep
        Trying to avoid duplication of efforts and identify specialties at CC and school districts
                Similar to how it works in credit programming – avoid duplication within the same
                region

Challenges to bullet #5

AUSD/MUSD – concerned about undocumented students and providing services (no SS#)

MUSD - enough students, but not enough funding to serve those students

AUSD/MUSD – credentialing process and uniform fee (referenced in second to last bullet)
        GUSD – suggested a possible tiered fee structure allowing all districts to continue with current
                structure

Mary mentioned she spoke with Dawn Kempke at conference – should include libraries, WIBs, CBOs, etc.
        in regional plan
                RFAs with these group/organizations included will have higher value
        Group questioned whether this was necessary – one pot of money

Expectations of plan/consortia

MUSD – create a plan that works for the group and serves the students

AUSD – should we hire/look into hiring a consultant to help with the RFA
        Group consensus – not necessary, too expensive, can work together to create plan

Who should be the fiscal agent?

Jim raised the question of who should be the fiscal agent and whether or not the fiscal agent should also
be the institution tasked with organizing the grant
Group decided the fiscal agent would also be the grant writer
Consortia would act as 'steering committee'
It was suggested this decision be made soon
AUSD and MUSD volunteered
GUSD suggested the CBOs should be included in that decision and she did not feel comfortable

Timeline

February 2014 – pre-plan to plan (RFA) due
Here is how we plan to plan
The quick how we will plan, then the actual plan
RFA template release in December

Identify gaps in programming

AUSD suggested the group identify the gaps within the region, as well as create a brief
history/background of each program

Assignment and future meeting

All complete bullet #5 with background information about each program

MUSD will include information from WIB Pasadena, AUSD will include information from LA County WIB

MUSD will create template, will upload to Google Drive, allowing others to upload their document

Group will meet once more before RFA is released
Citrus will host
Monday, December 16 at 10:00am
Upload document by December 11
Parking information will be sent out prior to meeting

Data collection

Jim offered to pull data from EMSI for the group (using the Citrus employment zone)

MUSD and AUSD will supply labor market data from WIB/EDD
AUSD also recommended the use of CASAS data
MUSD suggested WIA data as well

Data can be used to identify gaps, as well as provide a glimpse in possible duplication of services
Will also help us think about what we need to do to make good decisions

ESL students and tracking

Need to determine how we will track progress of ESL students – school districts do not use SS#, no way to track matriculation from Adult to Citrus NC to Citrus credit to transfer/degree completion

Suggestion:
Faculty meeting to define/create curriculum that provides a smooth transition from adult to Citrus to transfer/completion for ESL and basic skills students

Identifying different groups within ESL population is key
>   These programs serve this population in this way
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Identify various group and why these groups are attending classes is key

Suggestion: create a consortia ID using ASAP (??) used by all districts
>   Localized and informal, nothing that is shared with state, don't want to create any problems for ourselves
>   Add question to application process
>   Could also use CalPADS (??) which issues state ID, not all districts use this