



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, June 07, 2016

4:00 p.m.

Azusa Adult School – Multi-Purpose Room

1134 S. Barranca Ave.

Glendora, CA 91740

Minutes – Approve 7-12-16

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSIONS MEETING (4:00)

1.1 Meeting called to order by Chair Mary Ketz at 4:12

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	Present	John Russell, Program Director	Present
Flint Fertig, Representative	Present	Debbie Vanschoelandt, Proxy	Present
Mary Ketz, Representative	Present	Jessica Michel, Secretary	Present
Jim Lancaster, Representative	Present	Ron LeTourneau, Proxy	Absent
Kevin Morris, Representative	Absent	Daniel Soriano, Proxy	Present
Rebecca Summers, Representative	Present		

2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

Mr. Delvasto requested to move up items 6.0 and 7.0 to earlier on the agenda. Mr. Russell suggested to move items 6.0 and 7.0 to just after Communications, Item 3.0. The Chair agreed to such.

2.1 Approve the minutes of the May 10, 2016 Regular Executive Board Open Session Meeting.

Ms. Ketzka noted two revisions: the graduation date for Azusa Adult School needed to be changed to May 31, 2016 and a typo in Item 4.0 needed to be corrected. Those revisions were made to the minutes.

Act# 16-10 Move to vote by Mr. Fertig, seconded by Mr. Delvasto **Vote to Approve 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketzka Y

Representative Lancaster Y Representative Morris A Representative Summers Y

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa: Ms. Ketzka reported that Azusa was busy working on the budget data for Annual Expenditure report. She also stated that summer school had begun with classes starting on Monday, June 6th. Finally, Ms. Ketzka advised that the business center is up and running through the summer in the mornings, for 10 hours a week. (Monday through Thursday, 9:30am-12:00pm in room 17B.

Citrus: No report.

Claremont: Mr. Delvasto reported that graduation will be on Thursday the 9th. He was happy to report the graduation total went from 37 students last year, to 59 students this year.

Duarte: No report.

Glendora: Dr. Summers reported that Glendora just closed out the semester and began summer school. She was happy to report that Glendora Adult School graduated 15 adults. The school has 3 classes running for summer: The ESL class was booming with continuous enrollment, the ASE program was serving students for diplomas and the "Mommy and Me" had a very robust summer program. Currently, Glendora was working on the WIOA MOU for Los Angeles County WDB. Glendora district admin decided that the MOU needed to be placed before the Glendora as an agenda item for approval. The Glendora board would be voting on the item at the June 27th meeting.

Monrovia: Mr. Fertig reported on MCAS graduation. He stated four programs participated in graduation – academic, medical assisting, certified nursing, and pharmacy tech. The school had 36 high school graduates and pinned another 50 students in the medical programs. He also reported that MCAS started their summer programs, including a partnership with the Monrovia library in ESL. Mr. Fertig also talked about his visit to Duarte adult school. He would like to help them in ESL them possibly by having groups come to us, or send them one of our teachers.

3.2 Program Director report.

Mr. Russell reported the following:

- I. Faculty Advisory Committee Update

- ESL FAC has met twice and has completed all work on the Language Proficiency Objectives. Finalized documents will be available soon. The ESL FAC will then work on competencies and a test bank for ESL Level exams. The FAC has great sense of collaboration and is looking forward to presenting to the board on July 12.
- The ASE FAC is meeting twice this month. They will be working on:
 - Getting help from Claremont to better utilize Odysseyware (specifically for electives and challenge exams)
 - Challenge exam discussion and alignment
 - Career Exploration and Career Readiness course description creation and alignment (for courses that would give elective credit for students with jobs/work experience)
- ABE FAC is also meeting twice this month. They will be working on:
 - Creating ABE Math course descriptions and aligning those across the consortium
 - Creating ABE Math course descriptions and aligning those across the consortium
 - Utilizing TABE as an ABE pre-assessment (alignment of tests used and ways to use the data)
- Computer faculty is meeting as well, working on curriculum alignment.
- Two FACs need still need to be created. The Category 4 (Parent Ed) FAC and the CTE FAC. I have contact info for Category 4 faculty and will have the first meeting in June. Need to discuss with Citrus and get contact info for CTE faculty. Best place to start for CTE seems to be Certified Nursing.

II. Counseling collaboration

- Ready to schedule collaboration with Citrus and K-12 counselors, but need contact for Citrus counselors. Will follow-up with Citrus for contact info and available times.

3.3 Public comment for items not on the agenda.

No public comments were put forth at this time.

3.3.1 Public comments for items on the Open Session Agenda.

No public comments were put forth at this time.

6.0 PD REPORT AND BOARD DISCUSSION ON “SUBCONTRACTING” 2016-17 ALLOCATION FUNDS

Mr. Russell provided the board with a “Subcontracting” spreadsheet to start discussions about the possibility of subcontracting Allocation funds to meet Annual Plan activities. (This document is attached to the minutes.) This was to follow-up discussions initiated at the May 10 board meeting (Item 4.0). Mr. Russell advised that for Claremont to be able to complete Annual Plan action items 4.1c(1).6, 4.1c(1).8, 4.3.1, 4.3.2, 4.3.3, 4.3.4, and 4.3.5 that they would need additional Allocation funds. He suggested that perhaps Citrus College would be willing to “subcontract” some of their Allocation funds so that Claremont could meet these action items.

Dr. Lancaster said he was open to helping Claremont but not through board action. Dr. Lancaster said there were other ways to solve this without subcontracting through a board vote.

Dr. Lancaster said one suggestion was that Claremont could use Citrus' CASAS coordinator. Mr. Russell said that would be acceptable except that Citrus had not hired a CASAS coordinator and was only planning to pilot CASAS in 2 classes in the fall.

Mr. Russell advised that Claremont was signing an MOU with LA County WDB and applying for WIOA funding. He advised that in 2018, it was very likely that Claremont would be receiving 231 WIOA funds. These additional Allocation funds would serve as bridge until Claremont received WIOA funds.

Dr. Lancaster voiced concern about aligning hours for ESL classes, that the consortium should be aligning competencies and objectives. Mr. Russell advised that aligning competencies and objectives was what the ESL faculty was doing. However, the course hours were based on the time each respective faculty believed were needed to meet the objectives. To meet the competencies and objectives, Citrus course outlines called for 192 hours, while Glendora, Azusa, and Monrovia were all around 270-288 hours. Claremont was an outlier that called for approximately 470 hours to meet course objectives. In order to align with all institutions, Claremont needed to move to a semester system like every other institution and in order to do that, they needed to start classes on Fridays and needed additional Allocation funds to do so.

Mr. Russell advised that the ESL faculty understood that the schools served different populations and that the K-12 schools needed more instructional hours to meet course objectives. Dr. Lancaster did not agree that the populations were different. Mr. Russell noted that Citrus College non-credit ESL classes have a strict drop policy for students who do not attend and K-12 institutions do not. Instead, K-12 schools have open enrollment for ESL. The schools have students who often return to their home country for extended periods of time and then return to class. That was one major difference in the population served.

Ms. Ketzka stated that she had been advised there is additional money at the college level that adult schools don't have. Dr. Lancaster asked for clarification as to what money she was referring to.

Dr. Lancaster said the board can vote to subcontract, but he would prefer to find multiple solutions and he did not believe subcontracting was the only way.

7.0 APPROVE INITIAL SUBCONTRACTING OF FUNDS TO ADDRESS ACTION ITEMS IN 2015-16 AND 2016-17 ANNUAL PLANS

MOTION WAS TABLED

Based on Item 6.0 discussions, motion was tabled.

Move to vote by Mr. Fertig, seconded by Mr. Delvasto **Vote to Table 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketzka Y

Representative Lancaster Y Representative Morris A Representative Summers Y

4.0 PD REPORT ON STATE DATA COLLECTION REQUIREMENTS AND BOARD DISCUSSION ON ADDRESSING THEM

Mr. Russell provided the board with the AEBG 5/26/16 data collection guidelines and explained what data the state was requiring to collect. Mr. Russell explained that members would need to gather data on enrollment, participants, and course completers. He explained the difference between student Enrollment and student Support and Career Services. He also explained that a participant was a student enrolled for more than 12 hours and course completion was based on the course definitions of course completion as was typically applied within respective systems. (The AEBG document is attached to these minutes for reference.)

Mr. Russell also shared highlights from a webinar from LiteracyPro's CommunityPro Lite and

CommunityPro Suite products. These data systems were comprehensive systems that tracked individual students as they moved across multiple institutions.

Mr. Delvasto believed the CommunityPro systems were too large and comprehensive for a consortium of our size. Dr. Lancaster believed this was a product that the state should be looking at, if the state wanted consortia to be tracking this data.

Based on these discussions, the consortium had not devised a clear plan as to spend data collection funds.

5.0 APPROVE UTILIZATION AND DISTRIBUTION OF DATA COLLECTION ALLOCATION FUNDS

MOTION WAS TABLED

Based on Item 4.0 discussions, motion was tabled.

Move to vote by Ms. Ketzka, seconded by Mr. Fertig **Vote to Table 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketzka Y

Representative Lancaster Y Representative Morris A Representative Summers Y

8.0 PD REPORT ON 2016-17 ANNUAL PLAN PROGRESS AND BOARD DISCUSSION ON FINALIZING ANNUAL PLAN

Mr. Russell provided the board a calendar as a suggestion on how to complete the Annual Plan in time for a July 12, 2016 board approval and July 15, 2016 submission. (A copy of the calendar is attached.) He noted new questions in section 2 that asked how stakeholders were involved in the creation of the Annual Plan and the calendar addressed this issue.

The board analyzed the calendar and believed it was better to get input from stakeholders first and then write the plan. Mr. Russell said that he already had numerous Faculty Advisory Committee meetings planned and he would change the focus of these meetings to address the Annual Plan.

Mr. Russell suggested that members would need to meet throughout June either in person or via conference call to complete the plan on time.

(Post-meeting note – Annual Plan due date has been moved to 8/15/16.)

9.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

No further items warranted discussion.

Meeting was officially adjourned at 5:57 p.m.

School	Proposed Allocation	Actual Allocation	Difference
Citrus College	\$409,996	\$380,000	(\$29,996)
Azusa Adult School	\$81,764	\$95,900	\$14,136
Monrovia Adult School	\$89,487	\$71,100	(\$18,387)
Claremont Adult School	\$39,209	\$37,500	(\$1,709)
Glendora Adult School	\$11,810	\$39,000	\$27,190
Duarte Adult School	\$1,234	\$10,000	\$8,766
	<u>\$633,500</u>	<u>\$633,500</u>	\$0

Claremont Adult School	Amount Requested	Annual Plan Action Item	Calculations
ESL Alignment (move to semester system)	\$21,840	4.1c(1).6 4.1c(1).8	\$52/hour * 12hours * 35 weeks
ESL/CASAS Coordinator	\$14,560	4.3.5	\$52/hour * 8hours * 35 weeks
		4.3.1, 4.3.2,	
ASE / ABE FAC	\$2,600	4.3.3, 4.3.4	\$52/hour * 50 hours
Total	<u>\$39,000</u>		



YEAR 1 (2015-16) ADULT EDUCATION BLOCK GRANT STUDENT DATA COLLECTION

ENROLLMENT AND PROGRAM PARTICIPATION

Paramount to ensuring the longevity of the Adult Education Block Grant initiative is the ability to clearly show the need for educational services in adult education, and the impact California agencies have on the adult education landscape. Consequently, for the 2015 – 16 program year, members will provide enrollment and participation data for all students in AEBG eligible programs, including those that may not be subsidized by funds provided by the Adult Education Block Grant. These include the following:

TOTAL ADULTS SERVED – INSTRUCTIONAL PROGRAMS AND SERVICES

Each member agency will provide an **unduplicated count** of adults served by AEBG programs and services (regardless of fund source), reported as a single number. This number would include all adult learners who enrolled in courses within AEBG program areas irrespective of attendance (contact hours) or funding source. Members will also provide counts of adults served by demographic categories, including gender, ethnicity, and age range.

TOTAL ADULTS SERVED - STUDENT SUPPORT AND CAREER SERVICES

Each member agency will provide an **unduplicated count** of adults served by student support and career services (regardless of fund source), reported as a single number. This number would include all adult learners who utilized student supportive or career services funded, including orientation, assessment, academic and / or career counseling / referral, as well as other related activities. Members will also disaggregate by gender, ethnicity, and age range.

TOTAL STUDENTS SERVED – INSTRUCTIONAL PROGRAMS

Each member agency will provide a total **unduplicated count** of students served by AEBG programs and services (regardless of fund source) who received at least 1 hour of

instructional contact time within AEBG Program Areas, reported as a single number. In addition, members will report total counts of students served by each AEBG program area, as well as by gender, ethnicity, and age range. Counts of students served by program area should be unduplicated *within* each program area, but may be duplicated *across* program areas. Consequently, the sum totals of students served by program area may be larger than the total unduplicated count of students served.

TOTAL ENROLLMENT AND PARTICIPATION

Each member agency will provide total enrollment and a total **duplicated count** of students having enrolled in AEBG program areas and who received at least 12 hours of instructional contact time.¹ This will be reported as a single number, as well as disaggregated by AEBG program area. This number will be used as the numerator in the formula for calculating course completion rate.

TOTAL COURSES COMPLETED

Members will provide counts of courses completed by participants in AEBG programs. The AEBG Office appreciates the difficulty and complexity around defining course completion in noncredit and across segments. For the purposes of the 15-16 reporting year, K-12 and CCD members shall apply the definitions typically applied within their respective systems for course completion. Counts of courses completed are calculated by tallying completions by participants at the course level, then aggregating course totals by program area. Counts of courses completed are by definition duplicative.

DESCRIPTIVE MEASURES (STUDENT CHARACTERISTICS)

Descriptive measures provide insight into the populations that enroll and benefit from adult education programs. Required demographic measures to be collected include age (date of birth), gender, ethnicity, disability status, highest school grade completed, and whether the student is an English language learner. Additional data regarding “Barriers to Employment,” for both number of participants served and performance on primary indicators will be collected via WIOA and Perkins data.

CONSORTIUM EFFECTIVENESS – PLAN IMPLEMENTATION

¹ Students with fewer than 12 hours of instructional contact time may be included if they have been awarded certificates of completion within an AEBG program area in the program year.

These include reports of progress toward 2015 – 16 activities identified in the annual plans submitted by Consortia and General Assurances and Certifications attesting to Consortium adherence to policies put forth by the AEBG office. This form will be part of the 16-17 annual plan package that each Consortium will be required to certify prior to implementing their prospective plans.

FOLLOW-UP MEASURES

The state will **not** be collecting follow-up (performance) measures data from Consortia for the 2015-16 program year. Instead, data from WIOA and Perkins reporting will be collected from state reporting agencies by the AEBG office and posted to the AEBG portal by Consortium for the purposes of informing development of performance targets for future program years. This data will not be used to measure program performance or effectiveness. Additional information regarding the timeline and availability will be forthcoming in the following months.

PROGRAM AREA DESCRIPTORS

1. PROGRAMS IN ELEMENTARY AND SECONDARY SKILLS, INCLUDING THOSE LEADING TO A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY CERTIFICATE.

Programs in basic skills provide instruction in foundation academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills.

- **Elementary Basic Skills:** Courses below the high school level primarily designed for the teaching of basic literacy skills (Grade levels 1 – 8).
- **Secondary Basic Skills:** The primary goal of adult secondary education is to provide a curriculum that enables adults to attain a high school equivalency or a high school diploma (Grade levels 9 – 12).

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State approved courses in Adult Basic Education (ABE) or Adult Secondary Education (ASE) as defined in A-22 list of approved Adult Education Courses, and / or align in general scope and intent with such programs.
- **CCD:** Credit or noncredit, non-degree applicable, non-transferable courses in Elementary and Secondary Skills as defined by the Chancellor's office MIS Data Dictionary [CB22 = C or Y; CB21 = A, B, C, D, E, F, G, H, or Y; CB08 = B or N; CB05 = C; CB04 = C or N]

2. PROGRAMS FOR IMMIGRANTS IN CITIZENSHIP, ESL, AND WORKFORCE PREPARATION.

Programs that provide instruction in the English language to adult, non-native English speakers of English with varied academic, vocational and personal goals.

- **English as a Second Language (including Vocational ESL):** Programs designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that lead to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.
- **EL Civics:** Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in English as a Second Language (including Vocational ESL), as defined in A-22 list of approved Adult Education Courses, as well as courses designed to prepare immigrants for naturalization and citizenship under ABE or ASE.
- **CCD:** Credit or noncredit, non-degree applicable, non-transferable courses in English as a Second Language and / or Citizenship for Immigrants [CB22 = Y or A or B; CB21 = A, B, C, D, E, F, G, H, or Y; CB08 = B or N; CB05 = C; CB04 = C or N]

3. PROGRAMS FOR ADULTS, INCLUDING, BUT NOT LIMITED TO, OLDER ADULTS, THAT ARE PRIMARILY RELATED TO ENTRY OR REENTRY INTO THE WORKFORCE.

Programs designed to prepare adult students to enter into the workforce, including individuals entering into the workforce for the first time, or individuals seeking to reenter the workforce following a hiatus due to employment, incarceration, or other personal / professional circumstance. Courses in this area may be devoted to

development of a career profile, resume writing, networking and social media, or other topics related to workforce preparation. These may be standalone or part of a sequence of courses within an established CTE Career Pathway. Courses may provide specialized training for specific populations, such as Older Adults (55+), Single Parents, English Language Learners, or other groups faced with systemic barriers to economic success.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in ABE, ASE, ESL, or CTE, whose primary content is education and training in workforce readiness.
- **CCD:** Noncredit, non-degree applicable, non-transferable courses in Workforce Preparation or Older Adults with justification (CB22 = J or H; CB04 = N) or Short-Term Vocational if the course does not lead to a certificate and is primarily intended for Older Adults (CB22 = I or H; CB04 = N)

4. PROGRAMS FOR ADULTS, INCLUDING, BUT NOT LIMITED TO, OLDER ADULTS, THAT ARE PRIMARILY DESIGNED TO DEVELOP KNOWLEDGE AND SKILLS TO ASSIST ELEMENTARY AND SECONDARY SCHOOL CHILDREN TO SUCCEED ACADEMICALLY IN SCHOOL.

Courses in this area provide education and training to adults, typically parents and community members, to help school-aged children succeed in school. Most often, these courses are found in K-12, and may take the form of short-term courses or workshops devoted to understanding school policy, child school assessment preparation (test-taking strategies and standards), parent-teacher relationships, or other related topics.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in ABE, ASE, ESL, or CTE whose primary content is in alignment with the description above.
- **CCD:** Non-credit, non-degree applicable, non-transferable courses designated as Parenting (F) or Older Adults (H) under CB22 with justification (CB22 = F or H; CB08 = N; CB04 = N)

5. PROGRAMS FOR ADULTS WITH DISABILITIES

Programs specifically designed to meet the needs of adults with disabilities. Courses may focus on the development of skills required for independent living and sustainable employment.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in Career and Technical Education (CTE), English as a Second Language, ABE, or ASE designed for training adults with disabilities.
- **CCD:** Noncredit, non-degree applicable, non-transferable courses designated as Courses for Persons with Substantial Disabilities (E) under CB22 (CB22 = E; CB08 = N; CB04 = N) or Workforce Preparation (J) designed to serve Adults with Disabilities (CB22 = J; CB04 = N)

6. PROGRAMS IN CAREER TECHNICAL EDUCATION THAT ARE SHORT TERM IN NATURE AND HAVE HIGH EMPLOYMENT POTENTIAL.

Programs within a structured sequence of courses in a defined career pathway leading to an industry recognized postsecondary-level credential and/or employment. Central to the intent of AEBG funding is helping students progress along a career pathway leading to employment with family-sustaining wages. Consequently, many Consortia are already in the process of aligning their Career and Technical Education programs across segments, from noncredit through credit offerings. While some consortia may, for their own purposes, choose to track data on college credit programs leading to AA degrees, the focus of the AEBG Office is on short-term, noncredit CTE training leading to employment.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in workforce readiness and Career and Technical Education (CTE) that align to the description above.
- **CCD:** Noncredit, non-degree applicable, non-transferable courses designated as Short-Term Vocational (I) (CB22 = I; CB09 = A, B, C, or D; CB04 = N) or Workforce Preparation (J) with justification (CB22 = J; CB04 = N)

7. PROGRAMS OFFERING PRE-APPRENTICESHIP TRAINING CONDUCTED IN COORDINATION WITH ONE OR MORE APPRENTICESHIP PROGRAMS APPROVED BY THE DIVISION OF APPRENTICESHIP STANDARDS.

As defined by the Employment and Training Administration (ETA), pre-apprenticeship programs are “program[s] or set[s] of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program,” featuring “a documented partnership with at least one, if not more, Registered Apprenticeship program(s).” Includes programs/courses that are conducted in coordination with State approved Apprenticeship program (s), as evidenced by an agreement or Memorandum of Understanding (MOU).

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in workforce readiness and Career and Technical Education (CTE) that align to the description above.
- **CCD: Non-credit, non-degree applicable, non-transferable courses** designated as Short-Term Vocational (I) (CB22 = I or J; CB09 = B, C, or D; CB04 = N) or Workforce Preparation (J) under CB22 (CB22 = J; CB04 = N)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6	7	8	9	10	11
12	13 Submit DRAFT of Sections 1, 2, 4, to Planning Committee	14 Planning Committee Feedback	15 Revisions	16 Planning Committee Feedback	17 Members submit tables for section 3	18
19	20 Submit Draft of Sections 3 to Planning Committee	21 Planning Committee Feedback	22 Revisions	23 Planning Committee Feedback	24 Members submit tables for section 5	25
26	27 Submit Draft of Sections 5 to Planning Committee	28 Planning Committee Feedback	29 ASE / ABE / Computer Faculty Input	30 Faculty Input	1 Faculty Input	2
3	4	5 Faculty Input	6 Public Input	7 Public Input	8 Public Input	9
10	11	12 Board approves 2016-2017 Annual Plan	13 Submit Annual Plan	14	15	