

## Steering Committee Meeting Minutes - April 3, 2020 - 12:00pm-2:00pm

<https://cccconfer.zoom.us/j/155966520> / Dial in: 1-669-900-6833 (US Toll) #155966520

**“Just as citizens are being asked to defer nonessential travel and errands, so should government agencies defer noncritical policy-making decisions until full and meaningful public involvement can be guaranteed.”** (A letter from the First Amendment Coalition and the National Freedom of Information Coalition — along with about 130 other organizations)

**San Jose Mayor Liccardo said Tuesday that upcoming council agendas would be thinner than normal “until we get the bandwidth to engage more meaningfully.” “Right now, we’ve got a very busy, underslept staff,” Liccardo said, adding that the majority of city employees are focused on coronavirus-related response issues. “We don’t want to pull them into the council for these hearings until and unless the items are particularly urgent.”**

**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	Usha Narayanan <i>AS Co-Chair</i>	Leslie Johnson-Tatsuta	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	Alecia Myers-Kelley	Norma Martinez	West Valley Mission CCD	Valerie Jensen	Jackie Escajeda	
San José Evergreen CCD	Kishan Vujjeni <i>CC Co-Chair</i>		West Valley Mission CCD	Brad Weisberg	Mae Conroy	
San José Evergreen CCD	William Watson		Executive Director Bob Harper	Co-Director Ilse Pollet		
12:00	Attendance in color. 1) Call to Order Co-Chair Kishan Vujjeni called the meeting to order at 12:10pm.				Co-Chair	<b>ACTION</b>
12:01	2) Approval of April 3 Meeting Agenda M/S/C (Williams/Brahim) To approve the April 3 Meeting Agenda.				All	<b>ACTION</b>
12:05	3) Approval of February 28 Steering Committee Meeting Minutes M/S/C (Williams/Weisberg) To approve the February 28 Steering Committee Meeting Minutes. Phil Crawford mentioned he is waiting on financial information for a budget audit of the colleges in reference to item 7 in the minutes.				All	<b>ACTION</b>
12:10	4) Public Comments Brenda Flores asked how everyone is tracking student attendance right now.				All	INFORMATION

12:15	<p>5) Consultation Council Report</p> <p>Phil attended the TOPs meeting and they appointed him to their board. TOPS had a request from SJCC to appoint a person from Lena Tran’s office to this committee. They did not show to the meeting so this was not done.</p>	David, Phil	INFORMATION
12:25	<p>6) Check In - How are your schools/colleges responding to the COVID-19 crisis? What works? What does not?</p> <p><u>Phil Crawford, SJCC</u>: Wants to ensure that noncredit students are receiving the support they need to work remotely, including Chromebooks and hot spots. The next TOPs class may be rescheduled because they are not comfortable instructing online. Kishan said there is a protocol in place right now at the colleges for assisting students. Phil is requesting to get these items through the consortium/SJCC funds. He mentioned there may not be any in-person classes for the summer session as well, but all classes will be conducted in an online format.</p> <p><u>Brad Weisberg, WVC</u>: Spring and summer semester classes have been converted to online instruction at West Valley. Graduation ceremonies are canceled, and they are looking to find a way to celebrate the graduates at the end of the summer. Students and faculty are starting to realize this different way of instruction is a viable alternative. There is a new Director of Noncredit, from Cabrillo, starting mid-April.</p> <p><u>Bob Harper, SBCAE</u>: Is interested in hearing if any direction is coming for the districts about summer school, and next year. The Governor and told county superintendents to keep campuses closed through the end of the year. He thinks it is critical to collect data on students served now. In the June budget process it is assumed we may lose COLA, and perhaps have a percentage cut of CAEP funds. Moving forward it will be important to produce data on students we are still serving.</p> <p><u>Usha Narayanan, CACE</u>: There was a drop in attendance before the shelter in place, so they have been focusing on reaching out to students to identify concerns. They are doing contextualized instruction and have Transition Specialists (TS) contacting students. They are working toward helping teachers get regular office hours along with a process of delivering instruction and developing curriculum the students can work on independently. They plan to start collecting attendance after spring break.</p> <p><u>Brenda Carrillo and Christine Berdiansky, SCAE</u>: There was a drop in attendance before the shelter in place. They were not able to serve students in all programs when the schools closed. All CTE classes went online the following day, within a 24-hour period, and all ESL classes are currently online. They are looking at enrichment classes to offer, and are currently instructing 10-15 online classes, including yoga. Summer calendar will be online only. They find students want connection during this time of isolation. They are using Google meet. HiSET, ESL, CTE have all successfully transitioned to the online platform. Teachers will continue putting attendance reporting into their system then they will look at putting the data into TE. Usha asked how they log attendance. Christine answered, it is based on hours-if the student logs into the class.</p>	All	INFORMATION

	<p><u>Giuliana Brahim, MAE:</u> In early March, students were worried because many traveled home for the Lunar New Year. In response to this, Milpitas started planning ahead about online learning (the week of March 9-13). The district came up with the campaign, Educate Everywhere. Teachers were showing students, face to face, what it would look like to hold class remotely. They are taking attendance by participation and loaning Chromebooks from adult ed. Weekly staff meetings have resumed. They have not been doing programs at the correctional facility, but have targeted PD with the staff at corrections. They are waiting to see if they can start doing citizenship interviews and testing.</p> <p><u>Alecia Myers-Kelley and Norma Martinez, SVAE:</u> There was a decrease in attendance prior to the closure of school on March 13. Alecia is proud of their resilient teachers. They started by trying to provide resources to see what teachers could and could not implement and started contacting all students. They came up with a distance learning plan for CTE in K-12 and are working on a standardized plan for adult ed. Many courses are still being taught. Teachers are using Google Meet and Zoom. They have shared best resources with other schools as well, which has been helpful. Kishan asked how they are conducting the hands-on CTE classes. Some classes are easier online (medical terminology), but they have paused certain classes that are not easy to provide in a virtual environment (welding). Some classes have a requirement of hours and prescribed curriculum, so it is not easy to change it and earn the certification. Brenda said she is going to write a proposal, asking that a few Medical Assisting students at a time be allowed to work with the instructor, wearing gloves and masks, to get their hours in. This would also help contribute to the current medical need. Brenda, SCAE and Alecia, SVAE will keep in contact on this.</p> <p><u>Traci Williams, ESAE:</u> They have had the same issues with attendance as other schools and they check in with their teachers each week to see how many students they have engaged. They have shifted their spring break to the end of the semester, so the instructional period will end May 15. There will not be a graduation or an in-person summer school. They will determine what process to offer for students in the diploma program who are graduating. They will offer distance learning for GED and work out CalWORKs for summer. The district provided 20 Chromebooks and those will be distributed to students in the GED and HS diploma program.</p> <p><u>Jackie Escajeda, Mission College:</u> She resonates with what everyone else has been saying. They have transitioned from face to face instruction to online for the spring and summer semesters and are preparing either way for fall. Students do like to socialize, but certain populations find it more convenient to take a class online. She is proud the college served lunch to 60 students a few times. They look at the students in a holistic way, mentally and financially.</p> <p><u>Ilse Pollet, SBCE:</u> Expressed she is impressed by how far everybody has shifted in the just a couple of weeks. She is listening to every members' update and wondering how the consortium can help. It seems like program delivery and the immediate response is best handled at the</p>		
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<p>12:55</p>	<p>schools. Data and data collection is something that the consortium may help coordinate and get the answers needed from the CAEP office and communicate back so there is alignment in collection and reporting. There are structures in place now with the data team and the data community of practice groups that may wish to continue in a digital format to have those conversations and align around data. The consortium may help by resourcing the TS and make sure they have the tools to reach out to students to connect them to support services. Looking ahead to next year’s annual plan, every school will have something to share on distance learning and digital literacy. CTE may be one of the critical work plans for next year, especially in response to the economic fallout of this crisis. People will turn to education for skills training and workforce development.</p> <p>Some of the online platforms being used: Canvas, Google Meet, Google Classroom, Zoom, Blackboard, Moodle. Bob would like to survey what systems everyone is using and report back at the April 24 meeting so resources and best practices can be shared. We also need to be mindful of being student focused, and have a student centered design mentality as we choose the standards. (Some students do not have access to Wi-Fi, etc.)</p> <p>7) Budget Update from Colleges</p> <p>Brad shared at WVC most of the budget originally went to offset salaries, including a TS, part time counselor, data analyst, administrative support person. Now there is a full time TS and a new staff member in A&amp;R. Basically all funds are in salaries, classified persons and benefits. There is \$25,000 in Professional Development. This may be able to be reallocated back to the consortium. Or the funds may be used to offset fees that are barriers to adult students, whether it be at the college or at an adult school. (WVC and Mission each receive at \$225,000 per year.)</p> <p>Bob reminded that the next meeting is when we make decisions about allocations for next year, so this timing is very critical. How do expenditures align to the 3YRP?</p> <p>Kishan was unable to received budget reports from SJCC and EVC at this time. He shared the allocation break down for SJECCD. Each college received \$250,000 and the remaining goes to CEM (prior Workforce Institute) for consortium-wide supports. This budget currently supports two full-time TS, an administrative assistant, data/research function, SparkPoint, independent contractors, percentages of CEM salaries for I.T. and fiscal, and consortium functions such as PD, food, etc. Income versus expense breaks even and all of the backlog funds have been spent.</p> <p>Phil asked questions regarding accountability and transparency on making decisions regarding how the budget is allocated and spent. Bob responded, this is exactly why we are suggesting more accountability agreed to in the Charter. Accountability - reviewing if the use of CAEP dollars is aligned to the regional plan.</p> <p>Phil plans to speak directly with the colleges to get answers regarding the CAEP college allocations. Decisions need to be made.</p>	<p>Kishan, Brad</p>	<p>INFORMATION</p>
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<p>1:15</p>	<p>Consortium-wide support positions have been identified that need to be funded. Should the AWD dollars continue to go toward an AWD specialist or be reallocated? CFADs need to be turned in May 3. Under certain circumstances reallocations/amendments could be made, although it's preferable to make the annual allocation up front because that is what shows in the state system.</p> <p>8) Charter Amendment Language – Second Reading  <b>Bob shared the following questions as he reviewed the second reading of the amended Charter:</b></p> <ol style="list-style-type: none"> <li>1. Failing an MOU to document accountability of funding to the purposes of the enabling legislations (AB86, AB104, AB2098), what defines how SBCAE members' CAEP allocations are reviewed and transparent to each other?</li> <li>2. Under what criteria are funding allocations made, reviewed, and shifted? (EC84914)</li> <li>3. What describes the understandings and protections for sharing data among SBCAE members?</li> <li>4. What describes consortium-wide supports and functions? How are those supports and functions identified and funded and how are they accountable for achieving the intended purposes? What is the process and timeline for agreeing on resources for those supports?</li> <li>5. What is the process for creating positions, contracts, or re-assignments to provide those supports and functions?</li> </ol> <p>Bob suggested there is value in taking funding from SJECCD and redirecting it to an adult school to create a permanent position for the Consortium Director.</p> <p>Usha noted the dynamics and loyalties in colleges could take priority over the needs of the adult education population. This position is critical in that it pulls together and coordinates everything for the consortium, and catering to politics will not serve the purposes of adult education. She strongly advocates this position should be situated in an adult school. Campbell is okay to support this position if funded.</p> <p>Critical items to think about in making decisions about allocations:</p> <ul style="list-style-type: none"> <li>• Adult schools are easier to confirm accountability than colleges – everything they do should be serving the needs of basic skills students in our region</li> <li>• WVC/Mission – assure roll over dollars are used for appropriate purposes/to achieve the plan</li> <li>• SJCC/EVC – Phil and Kishan will explore budget expenditures and report back</li> <li>• Consortium-wide resources (SJECCD/CEM)– no roll over dollars left</li> <li>• AWD specialist allocation at SCAE</li> <li>• Possibly shift around enough dollars from one member to another</li> <li>• Director personnel position created at CACE</li> </ul> <p>Kishan asked that all schools/districts, not just colleges, are closely scrutinized and held accountable for how the consortium funds are being used, to ensure they are serving adult learners.</p> <p>Members are invited to make any suggestions/comments to the Charter language in the Word document provided and send back to prepare for the action item on April 24.</p>	<p>Co-Chairs,          Bob, Ilse</p>	<p>INFORMATION</p>
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1:45	<p>9) Announcements/Member Reports – 1-minute limit</p> <ul style="list-style-type: none"> <li>• CAEP due dates reminder</li> </ul>	All	INFORMATION
1:55	<p>10) Agenda Development</p> <ul style="list-style-type: none"> <li>a) AWD discussion/Consortium plan for learning disabilities. Presentation on legal responsibilities for students with IEPs/504s</li> <li>b) Childcare – invite community partners</li> <li>c) Credit requirements for Adult Schools (ready by Fall 2020)</li> <li>d) SB554</li> <li>e) TOPs program</li> <li>f) CAEP funds to serve corrections population</li> <li>g) Reports from colleges on usage of funds</li> </ul>	All	INFORMATION
2:00	<p>11) Adjournment</p> <p>The meeting adjourned at 2:49pm.</p>	Co-Chair	<b>ACTION</b>