



SOUTH BAY
ADULT EDUCATION

AEBG Advisory Committee Meeting Minutes

DATE: JULY 19, 2017

TIME 2:00 – 4:00 PM

LOCATION: SUHSD PARENT CENTER

NOTE TAKER	Melissa Torres			
CO-CHAIRS	Mia McClellan	Dr. Ryan Burke		
	Mary Alvarado	Sara Garcia-Salgado	Daniel Perusich	Phyllis Sensenig
	Wes Braddock	David Kodama	Crystal Robinson	
	Michelle Dullea	Mary Murphy	Shane Schmeichel	
HANDOUT(S)	June 21, 2017 Meeting Minutes 2017-2018 Annual Plan 2017-2018 General Assurances CLASP Report			
DISCUSSION / INFORMATION	<ul style="list-style-type: none"> • Welcome and Introductions – New member to the Advisory Committee is Daniel Perusich, SWC Director of Continuing Education • Public Comment – None. • Approval of Minutes – Mia called for the review of minutes. Adoption of Minutes: June 21, 2017 – APPROVED with no correction. • Agenda item 1 – Marketing Update: David Kodama from Cook + Schmid reviewed the Year 1 marketing results which were brand refinement, media relations, creation of a postcard and website and Facebook page. Year 2 will include a new press release, social media, revisions to website and the bulk of the budget will be sent on digital buy. Student surveys will also be conducted at each district. Cook + Schmid need input from the consortium as to what information they would like to receive from surveys. • Agenda item 2 – AEBG Office Update: CLASP (Center for Law and Social Policy) Survey – came up with recommendations for AEBG. Crystal provided a chart from the CLASP report which describes how adult education used to be under ADA model in comparison to AEBG. CLASP refers to the old adult education model as The Legacy Adult Education System – “Average daily attendance funding system tied to seat time, creating incentive to ‘keep’ students longer and a disincentive to partner with other service providers and transition students to other programs.” Now under AEBG it is “Community of need funding and requirement to collaboratively develop regional education plans with partners incents ‘pathway’ and transition planning.” The seven program areas lay out how we are supposed to be transitioning students out. How are students completing programs? Are they leaving to college to continue or to the workforce? We will have to account for this in our data. Down the road funding will be tied to those transitions. Mary M. brought up the importance of this information getting to teachers and to provide more training in entering TOPs forms. • Agenda item 3 – Deliverables: 17-18 Annual Plan - Phyllis received the preliminary reports from the workgroups to include in the plan. Advisory Committee reviewed the entire plan and made recommendations and changes to the working copy. The plan starts with an executive summary in which we are asked to describe the accomplishments of prior year. Some of those accomplishments were that each member provided ongoing noncredit and adult education courses, each workgroup identified gaps and planned strategies to address those gaps, marketing plan implementation included a consortium website, Facebook page and digital media buy. 			

	<p>Our Primary goals for upcoming program year are to maintain/increase the number of students covered consortium-wide, marketing will further implement advertising campaign, SWC will continue development of a SWC Basic Skills Academy, SWC will develop noncredit co-requisite classes that will help accelerate adult education students into Intermediate Algebra and English, to ensure that all adult education/noncredit faculty can access professional development, the Consortium will develop 211 informational workshops/courses and a student resource guide.</p> <p>Our Gaps in Services include the number of classes available to meet the needs of students has been declining due to rising program costs and a static funding level.</p> <p>Seamless Transitions consist of mapping current curriculum and CTE pathways, reviewing and aligning current assessments, identifying the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs, and courses at the transfer points. Budget challenges at SUHSD limit ability to develop and implement new classes that meet gaps in learning outcomes identified. In response to the question as to what state support would be most helpful to fully implement these strategies? Mary Murphy asked if more funding could be added so that SUHSD in the future could offer ESL and ABE classes and the only reason SWC will be offering those classes at SUHSD sites is because of SUHSD budget situation. Mia stated that the classes taught at SUHSD by SWC faculty would not be paid through AEBG funds.</p> <p>Along with the annual plan the CDC will also approve the AEBG 17-18 General Assurances.</p> <ul style="list-style-type: none"> • Agenda item 5 – Other: Due to the meeting time of the Advisory Committee meetings CUSD representation might not available.
	<p style="text-align: center;">Meeting adjourned at 4:01 p.m.</p>

