



SAN DIEGO SUPER REGION MEETING

April 14, 2020; 1:00 pm – 3:00 pm

Virtual Meeting

AGENDA

Zoom: <https://cccconfer.zoom.us/j/811460225>

Meeting ID: 811-460-225

Password: 563359

- Welcome/Introductions/Additions to Agenda
- Super Region Reports/Updates
 - Consortia Updates
 - Strong Workforce Workgroup 1B
 - Partner Updates
- CAEP updates – due dates
 - April 15, 12noon: CAEP Regional Network Meetings Kick-off
 - Apr 30: Student Data due in TOPSPro (Q3)
 - May 2: CFADs for 2020-21 due in NOVA
 - May 6, 1pm: Orange County/SD/Desert Areas CAEP Network Meeting
 - Due Dates
- Discussion Item I: CALPRO request and PD
 - Staff availability/ability to participate this spring in online professional development
 - How to work the avalanche of resources
- Discussion Item II: Student-Centered Learning and Teaching Now
 - How do you stay relevant to students as we are planning for and implementing distance learning?
 - What does distance learning look like at your agency?
 - If you have started distance learning, what is working and what is not working?
 - Do you have/are you developing plans for next year?
 - How do you provide student support services right now?
 - *What else might you want to share?*
- Next meetings
 - May 12, 2020
 - June 9, 2020 dark (?)



SAN DIEGO SUPER REGION MEETING

March 10, 2020; 1:00 pm – 3:00 pm
Southwestern College; Room 59A-102

MINUTES

Attendees:

Crystal Robinson, Pam Garramone, Kathleen Porter, Patrick Ross, Kim Bellaart, Michael Reynolds, Suzanne Sebring, Ute Maschke, Beatriz Aguilar, Ryan Burke, Jay Marquand, Diana Vera-Alba, Diane Edwards, Myesha Jackson, Nate Sachdeva

1. Welcome/Introductions/Additions to Agenda
2. Super Region Reports/Updates
 - Consortia Updates
 - All: in the midst of emergency preparedness and possible contingency closures
 - South Bay: (It's March Madness!)
 - March 11: Career Education Expo (Adult Ed students will join; buses from adult school to college)
 - March 13 – Guided Pathways/Strong Workforce Summit with presentations for adult school counselors and teachers
 - March 19 – Job Fair Southwestern College (60+ employers will be there)
 - ETCN: Will host first East corridor consortium career and education fair April 29; Path to Palomar event February 27 was a success
 - ERAE: college, career and apprenticeship fair March 18, 6 – 8 pm; Health Occupations Advisory board meeting March 11
 - Strong Workforce Workgroup 1B
 - Met for goal revision and alignment of goals with Strong Workforce's workgroup 1; Mollie Smith stressed that group would need goals and 2019-20 planned actions toward goals before any budget could be released; workgroup agreed to move forward (also in alignment with workgroup 1 – see below -- whenever beneficial to adult ed/non-credit students); goals for this year (the few months left):
 - Evaluate existing survey tools and provide feedback to the Strong Workforce consortium. (How do students receive information? How well-informed are counselors about programs?)
 - Preview mapping tools and start mapping project.
 - Define career pathways (action: collect data for pathways that currently exist at adult schools and in non-credit programs)
 - Include workforce development board in regional meetings (already on-going)
 - Ensure participation of adult ed/noncredit in workgroup 1 activities (through our co-chairs Suzanne Sebring and Kim Bellaart)

- Workgroup will get together as needed, for any tasks to be completed, right before the super region roundtable meetings
- Meeting/Conference Reports and Updates
 - Spring Transition/Support Services Summit Planned – date to come soon
 - CCAE April 22 – 25, 2020

3. CAEP updates – due dates

- March 31: Close out of 17/18 Member Funds due in NOVA
- Mar 31: Close out of 17/18 funds in NOVA certified by Consortia in NOVA
- Mar 31: End of Q3
- Apr 30: Student Data due in TOPSPro (Q3)
- May 2: CFADs for 2020-21 due in NOVA
- Due Dates

1:45 – 2:15 PM

4. Discussion Item I: Carry over – Carry forward – Carry onward

Conversation led by Kathleen Porter

Kathleen presented a “carry-over proposal” (aka carry-over with a purpose) out forward by CCAE and CAAEA. The two organization share a lobbyist, presenting four priorities to the legislature:

1. Timing of funding
2. Addressing carry-over
3. Ed code clean up
4. Ask for additional 110 Million

The proposal addresses point 2. The proposal advocates for consortium- and regional solutions and encourages highly functioning governance structures. (See copy of the draft attached to the minutes.)

Point 4 was the result of an analysis that identified the following needs and gaps:

- Eliminate CTE fees (\$50 M)
- Recommendations toward/Incentives for agencies that serve the hardest-to-serve populations (\$30 M)
- Address workload increases (budget items that COLA doesn’t address) (\$30 M)

5. Discussion Item II: Update on Convener and Steering Committee

- Convener partner agency

Kathleen reached out to SDCoE – County is open to it. Conversation to be continued. Convener would help us with making it easier for partners to work with us as a system of adult ed. Convener would be the facilitator.

6. Other Item:

Kim Bellaart inquired about other K-12 adult schools’ experience/insight with CTE credentialing process and policies. Might be a conversation with the county we would want to revive.

7. Next meetings and locations

- April 14, 2020 @ East Region/Grossmont Adult Ed
- May 12, 2020 @ Vista Adult School
- June 9, 2020 dark (?)



**Career Pathways WORKGROUP 1
2019-20 Goals, Actions and Progress**

Goal Area	2019-20 Planned Actions Toward Goal	Progress Made
<p>1. Regularly collaborate with K-12, community college, adult education/noncredit, and other local workforce development representatives to update and monitor progress toward regional goals and action plans.</p>	<p><i>Establish a meeting calendar for the year and ensure all stakeholders are invited to and participate in regular workgroup meetings.</i></p> <p><i>Include goals and action review on WG1 agendas at least quarterly.</i></p> <p><i>Include regular labor market updates at WG1 meetings to ensure alignment of pathways with industry demand.</i></p> <p><i>Review student outcome and identified metrics of quality career pathways. Evaluate the document that outlines the metrics that are being collected.</i></p> <p><i>Identify which districts are not yet participating in CalPASS-Plus and develop a plan to ensure their participation for 2019-20.</i></p>	

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CAREER EDUCATION

**Career Pathways WORKGROUP 1
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<p>2. Continuously promote the regional career pathways system with a comprehensive communications plan for all stakeholders.</p>	<p><i>Outline the essential elements of an annual report; publish at the end of the program year; and disseminate to key stakeholders.</i></p> <p><i>Regularly update www.careered.org and www.myworkforceconnection.org and develop collateral materials to define and promote the regional career pathways system (including targeted industry sectors, career development continuum, best practices, mapping tool and outcomes).</i></p> <p><i>Disseminate relevant labor market information.</i></p>	
<p>3. Develop, regularly update, and promote the use of the career mapping pathways tool and labor market information in order to consistently and effectively identify the gaps and needs in the regional career pathways system.</p>	<p><i>Continue mapping existing pathways from regional high schools, adult education/noncredit basic skills programs into community colleges or adult education/noncredit certificate or credit programs in targeted industry sectors.</i></p> <p><i>Develop mapping tool to represent the system of career pathways in San Diego and Imperial counties.</i></p> <p><i>Develop a plan to address the need to host and regularly update the mapping tool.</i></p>	

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<p>4. Fill the gaps and needs of the regional career pathways system to ensure programs are aligned from K-12 and adult education/noncredit to the community colleges with the regional labor market.</p>	<p><i>Identify possible program gaps between existing regional pathways and regional labor market. Develop strategies to create new or modify existing programs that lead students into in-demand labor markets.</i></p> <p><i>Convene K-12, adult education/noncredit, and community college faculty to facilitate development of aligned career pathway curriculum and course sequences, among middle schools, high schools, adult schools, noncredit programs, and community colleges.</i></p> <p><i>Identify at least one priority sector, starting with where we have the greatest need or the greatest number of offerings.</i></p>	
<p>5. Support the work of regional middle and high schools and adult education/noncredit programs to create meaningful career development and work-based learning experiences/programs for students.</p>	<p><i>Include regular updates from MS and HS Engagement Sub-Committee and Adult Education Super Region at WG1 meetings.</i></p> <p><i>Develop awareness campaign and implementation plan for the career development continuum created in 2018-19. Solicit feedback on its practicality and use at each level (middle school, high school, adult education/noncredit).</i></p>	

Background:

The California Adult Education Program (CAEP) is an on-going funding source; i.e., CAEP has an allocation in the state budget each year, and is considered as “apportionment” for Districts.

There are 71 regional consortia in the State of California, comprised of K-12 school districts, community college districts and other partner organizations. Each consortium receives CAEP dollars based on the demographics of their region. These consortia are charged with creating both three-year and annual regional plans to address the educational and skills gaps and needs of adults in the region.

The intent of the funding is to provide adult education and related services to adult students, many of whom are the families of our K12 students, in each region in the state of California. In every region, there are large populations who are in need of adult education programs and services who are not receiving services and many programs have wait lists.

Current state guidance gives a three-year spending window for each year of funding and funded agencies must certify fiscal year close out six months prior to the end of the three-year spending window. (This results in reducing the spending window to 2 ½ years.)

Annual carry-over is defined as the amount of total unspent CAEP funds from prior years as a percentage of the following year’s CAEP allocation.

Annual carry-over may be planned for upcoming expenditures.

Although funding statewide has been expended in the three-year spending cycle, in some areas of the state, there are large amounts of carry-over year to year – without a consortium-approved plan for expenditure. Currently \$120M of the \$550M allocation was unspent in the 2018-19 program year as of September 1, 2019.

Funding delays at the state level may have contributed to carry-over in some areas. Rather than receiving allocations in July, many agencies have not received funding until January or later due to delays at the state level with the inter-agency agreement between the Chancellor’s Office and CDE and the impact of transitioning to a new state accounting system. The delay in funding has had a significant negative impact to district finance and program continuity, particularly to K-12 districts, where adult education programs make up 89% of statewide CAEP funding.

This carry-over plan is contingent upon resolution of the funding delays that many agencies have experienced – to be addressed by moving K-12 portion of CAEP funding directly to the K-12 education budget.

Proposal:

Carry-over and individual Consortia Members

Each year, consortium members must certify their expenditures for the previous school year by September 1 (currently in place).

Beginning in 2020-21, no more than 15% of a member’s annual allocation may be carried over into the following year by any member of a consortium without a written plan for expenditure aligned with the

local plan and approved by the consortium members by October 31 in alignment with the consortium's governance process.

All plans to exceed 15% carryover must be submitted by September 30 annually.

Each year, members with carryover exceeding 15% without an approved plan will be deemed ineffective and their allocations will be reduced in the subsequent year by the amount equal to the amount over 15% for reallocation to other members within the consortium for one-time expenditures. (Reference: Ed Code 84914.)

Carry-over and Consortia

Each year, consortia must certify their expenditures for the previous school year by October 31.

Beginning in 2021-22, no more than 15% may be carried over by a consortium in any given year.

Any consortium carrying over more than 15% of its annual allocation will have their allocation reduced by the amount exceeding 15% carry-over in the following year (beginning in 2022-23). At the state level, any unspent consortium dollars will be made available for one-time expenses in other regions and/or technical assistance. Technical Assistance will be provided to any consortium with excess carry over in order to ensure that the needs of the region are addressed in future years.



Career Pathways WORKGROUP 1
2019-20 Goals, Actions and Progress

6. Expand early college credit opportunities for students throughout the region.	<i>Examine barriers to early college credit implementation and expansion.</i>	
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