



Mendocino/Lake Consortium Adult and Career Education (ML ACE) Meeting

Mendocino College Rm #6610

1000 Hensley Creek Rd
Ukiah CA 95482

Friday Oct. 20, 2017 9:00 AM to 12:00 PM

Minutes

Attendees: Tanja Ramming, Eric Crawford, Joe DelPrete, Emily Ellickson-Brown, Pam Jenson, Noor Dawood, Maggie Von Vogt, Christy Pedroncelli-Smith, Penny Lauseng, Jeff Ritchley, Debra Polak, Joe Atherton, Monica Whipple, Judy Harwood

1. **Call to Order 9:08am** **(Action)**
2. **Roll Call of Voting Members** **(Action)**

Tammy Serpa, Tami Mee, Joe DelPrete, Emily Ellickson-Brown, Noor Dawood, Jeff Ritchley, Penny Lauseng, Debra Polak
3. **Changes/ Modifications to the Agenda** **(Action)**

Motion to approve agenda by Joe DelPrete/ Tammy Serpa - Approved
4. **Public Comments/ Correspondents** **(Discussion)**

The MLACE welcomes public input. This agenda item is limited to matters that are under the jurisdiction of the MLCAE and are not listed elsewhere on this agenda. Comments are limited to three minutes per person, and 10 minutes per topic. Action on these matters is not allowed.
5. **Consent** **(Action)**

All consent items are acted upon by a single vote with no discussion, unless pulled from Consent and placed on the agenda as a regular item

Approval of Sept. 8, 2017 Minutes by Joe DelPrete/ Noor Dawood - Approved

Tanja Ramming added Sanhedrin High School is now an Alternative School.
6. **Check-in**

Maggie Von Vogt is now with Anderson Valley Unified School District as the new co-coordinator with Noor Dawood. Jeff Ritchley is now a voting member from Sanhedrin Alternative School from Willits Unified School District. Tanja Ramming shared stories about the recent fires.
7. **After Action Review from Summit**

Broke into small groups to discuss amongst each other.

 - a. What happened?
 - i. Summit on Oct. 6th from 8:30 to 3pm
 - ii. There was over 100 participants



- iii. Workforce Connection part of the day and then asset mapping, gaps identification and prioritization.
- b. What are we learning?**
- i. Construction and Trade pathway is now more than ever in extreme demand due to all of the recent fires in our region.
 - ii. Eric Crawford shared that while he was in the construction and trade group during the summit he learned Sonoma County has a program called the North Coast Construction Core that is put on by the North Coast Builders Exchange, which is a five-month program that has the local contractors teaching high school seniors hands on construction trades.
 - iii. The Ukiah High School is in the process of duplicating this program and have it operating in the coming year.
 - iv. If there is space for adults we would like to be able to offer this to our adult students as well
 - v. Jen Riddell from the college Sustainable Tech program was part of this group and volunteered to be part of the “Core”
 - vi. Emily shared that she learned how important it is to keep connection between service providers open as well as industry and educators.
 - vii. The need for Soft Skills training was the main takeaway from each industry sector.
 - viii. Christy reinforced that the common theme was that entry level employees need soft skills, and employers can then grow employees from within.
- c. What will we do differently based on our learning?**
- i. The group would like to hear back regarding the information that was collected from the Career Ladders Project before we know what we are going to do differently
- d. How do we keep these industry folks involved each of these sectors?**
- Possibly have a work group for each sector where we would invite these employers, possibly have employers come to specific meetings.
 - Send out draft pathway maps to the people that were interested from each sector and have them add /change information.
 - Emily also suggested that we can get in contact with the communication specialist at each employer’s industry to make sure that all the information we need to communicate is being distributed out to the right people.
 - Noor and Tami would like to see different agencies present information about their programs at our meetings.
 - Judy mentioned the possibly involving certain agencies to come to our ML ACE meeting.



- Judy also asked if we could add some key services providers to our group like Kristen Lawson from RCS

8. Updates from the AEBG Data & Accountability & Directors Conference (Action/Discussion)

Annual AEBG Summit will now be in Hollywood Jan. 22-23. Please send Judy an email if you are interested in going. Judy may be presenting along with Christy and Debra on leveraging college apportionment funds in order to expand programs consortium wide.

Directors Conference

a. Three year plans (CLASP Report) **See Appendix A** (Action/Discussion)

Judy went over the Executive Summary of the CLASP report. “CLASP, Center for Law and Social Policy, set out to foster greater understanding of the implementation of California’s AEBG governance and direct service activities, analyze current and potential impacts of the AEBG initiative for partners and participants, and **offer recommendations for potential policy and implantation changes in future rounds of AEBG funding.**” This workgroup and the paper that they wrote is going to influence policy around AEBG that is why it is important that we are well aware of what their recommendations are.

Recommendations

- Clarify AEBG’s mission and vision
- Use AEBG to drive a comprehensive pathways systems
- Tie AEBG accountability to impact through the establishment of a cross-system accountability structure

This is going to be housed using Launch board where data would be pulled from our different systems to see trends for our students. CLASP is also looking at a 6% increase in funding for the next round that will be tied to performance and targeting the population of need. Noor also added that Neil Kelley stated undocumented individuals would not be captured in launch board because it will be based on social security numbers. This will have to be self-reported.

Christy also added that through our personal student data system we could self-report these outcomes.

- Provide comprehensive technical assistance and professional development

Data and Accountability – Judy presented a PowerPoint

- Reporting periods will always start at July 1
- High School Diplomas Programs do not **have** to do assessment test but in order to get an outcome you will still take assessments or they could move from ASE LOW to ASE HIGH



- All college non-credit courses must be reported
Noor added that all ASE, ABE, CTE, ESL programs should be reported regardless of funding.
- College non-credit students can use CB21 cross-walk in lieu of assessment (guidance for doing this will occur in the spring)
- Potentially switch to single ML ACE agency in TE and have each members SIS export to one agency ID with multiple sites (experiment with this now)
- Future Funding will be based on student outcomes – **need to do a good job of reporting these.**

Noor included that distance learning hours should be included as instruction hours. All counseling hours are counted as instructional hours.

b. Budgets – See Appendix B (Action/Discussion)

Judy went over the guidance sent down from the state regarding the budgets going forward. An excel sheet will be sent to all individual agencies to populate. Joe Atherton will make time to go out to each agency site to assist fiscal personnel if needed.

Budget and Program Report Review for Next Meeting - See Appendix C (Action/Discussion)

The November Meeting will go over each agencies programs. Each agency can create a PPT for each program and show the program performance data (for on-going programs only) which should be found on TE for the last program year. Judy made a sheet that will be sent out to each agency (**see-attached Appendix D**). Christy had a question as to where we would input the information if a student received a job that already graduated from our program? Judy asked if we should hold a closed session with voting members only to vote at the meeting to assign PATs to programs if necessary? By show of hands, it was agreed that voting to place programs under a PAT would be done in a closed session.

- Should each agency get a vote or should the agency abstain. Three votes (Penny Lauseng, Debra Polak, and Emily Ellickson-Brown) to allow agencies to keep their vote, two votes that agency should abstain (Tammy Serpa and Noor Dawood).

MOE Policy Clarification

“Previously MOE funded programs can be assigned a PAT based on performance and funds can be re-allocated (based on current funding level of program).”

“However, overall funding to an individual agency cannot fall below original MOE amounts based on program management re-allocation.”

- Motion to approve policy clarification Noor Dawood/Joe DelPrete – Approved
- Motion to clarify ML ACE director would break all ties Penny Lauseng/Debra Polak – Approved



Over view of November meeting:

- Vote on budget cert process
- Review of PAT programs using ppt and xls metrics
- Closed Session – vote to assign PATs if needed or to reassign funds that already had a PAT

The consortium asked if breakfast or snacks could be provided to this meeting, as we know it is going to be a longer meeting than others are and to possibly have meeting in another location.

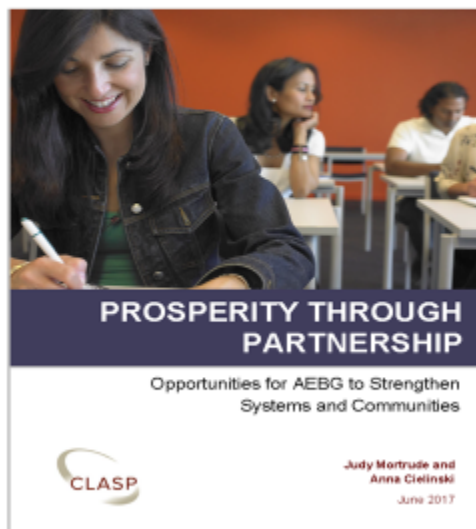
Over view of December meeting:

- Bring member level budgets already certified at the “local level” with 1xxx-7xxx detail
- Approve consortium budgets using the process approved in November meeting
- Review internal policies - Internal Policies will be sent out prior to Dec 8 meeting

- 9. One Time Funding Request Proposals:** **(Action/Discussion)**
- a. UUSD HiSET Material for Jail- \$636.88** **(Action/Discussion)**
Motion to approve UUSD HiSET Materials for Jail by Joe DelPrete/ Debra Polak - Approved
- b. AVUSD Basic Computer Skills - \$3,663** **(Action/Discussion)**
Motion to approve AVUSD Basic Computer Skills Class by Joe DelPrete/ Penny Lauseng - Approved
- c. Soft Skills Pilot Program- \$11,929.95** **(Action/Discussion)**
Motion to approve this new Soft Skills Pilot Program but to cap at \$11,929.95 with more students and less indirect cost by Debra Polak/Noor Dawood - Approved
- Judy will negotiate with Redwood Community Services (RCS) about having more students with two instructors and lowering the 10% indirect.
- 10. Next Meeting Date and Time** **(Action/Discussion)**
- a. Nov. 17, 2017 from 9-2pm**
- 11. Adjourn 11:50am** **(Action)**

Appendix A

Goal of Report: to offer recommendations for potential policy and implementation changes in future rounds of AEBG funding and other coordinated funding streams, for consideration by the California Community College Chancellor's Office (CCCCO), the California Department of Education (CDE), and other policymakers.



Clarify AEBG's mission and vision so that leaders, practitioners, and community members can clearly identify and articulate the major differences between the legacy, pre-2014 adult education system and the AEBG structure envisioned by California law.

Use AEBG to drive a comprehensive pathways system by re-imagining adult education as a strategic partner in strengthening individual economic mobility and regional economic competitiveness through community-wide skill development.

Tie AEBG accountability to impact through the establishment of a cross-system accountability structure.

Provide comprehensive technical assistance and professional development. The AEBG professional development technical assistance provider can greatly enhance capacity for comprehensive capacity building.

Appendix B

Guidance Re Budgets:

- Each member will have to log into a portal and enter their budgets
- 1xxxx – 7xxxx
- Budget will be combined 2017-18 and 18-19
- You can use your own indirect rate. It has to be less than the locally negotiated rate (varies by site). We internally agreed to no more than 6% but potentially less based on locally negotiated rate
- Budgets must be certified locally and then certified at the consortium level via a locally created process/ policy
 - Budget committee is meeting to created a recommended certification process for next meeting
- Due to the state (via member upload) in Mid December



Appendix C

Nov Meeting: Budget and Program Report Review

1) Second Review our Programs that were assigned a PAT from last year

- KVUSD HiSET Prep
- KVUSD Citizenship
- AVUSD Spanish Lit

Program Management will consist of the following elements:

- **Current State:** Create a snapshot of the current program based on data presented at the annual review
- **Diagnosis:** Research why the program is not performing
- **Program Revitalization Plan:** If appropriate, create a set of recommended strategies to improve program performance. Recommendations would be presented no later than July 1 including any suggested funding proposals for improvement. *See appendix A for Program Revitalization Plan Factors.*
- **Program Improvement:** Allow agency to implement recommendations in fall semester
- **Second Review:** The program will undergo a second review by the MLCAE at the December meeting where it will be determined if the program will be discontinued, will remain in program management or will be taken out of program management. *See Appendix B for Criteria for Assigning Discontinuance.*
- An agency will have the option to discontinue the program voluntarily at any point during the review process
- If a program is discontinued, re-allocation of program funds will be at the discretion of the MLCAE.

Appendix D

Name of Program:			
Agency:			
Agency Rep:			
Program Cost (16-17):			
Budgeted Cost (17-18):			
Type of Funds (MOU or Non)			
Enrollment Last Fiscal Year:			
Enrollment This Fiscal Year:			
Program Performance:	Measure:	Result:	Comments/ Additional Metrics:
(A) Improved literacy skills (ABE/ASE/ESL)	Number of NRS literacy gains		
(B) Completion of high school diplomas or their recognized equivalents (ABE/ASE)	Number of High school diplomas issued or equivalent		
(C) Completion of postsecondary certificates, degrees, or training programs (CTE/AWD)	Number of completion of postsecondary certificates degrees or gains		
(D) Placement into jobs (CTE/AWD)	Number of proven placement into jobs		
(E) Improved wages (CTE/AWD)	Number of proven improved wages		
(F) Transition into postsecondary (ABE/ASE/ESL/CTE)	Number of transitions into postsecondary		