

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

### Mendocino College

1000 Hensley Creek Rd.

Ukiah CA 95482

Zoom meeting <https://cccconfer.zoom.us/j/7372469362>

May 14, 2021 10-1pm

**Attendees:** Euline Olinger, Christy Smith, Anali Caraballo, Joe Del Prete, Amanda Xu, Beth Hampson, Candy De os Santos (CareerPoint/MPIC), Dave Gengoux, Jackeline Orozco, Jeff Ritchley, Jeff Sturr, Kathy Kiely, Maggie Von Vogt, Meredith Noyer (Department of Probation—Lake County), Noor Dawood, Pam Jensen, John Horton, Adrineh Terantonians (EQUUS), Monica Whipple, Noel Woodhouse, Beth Lehrer (CPS/PAIRIN), Allison Grenney (PAIRIN)

### MINUTES

1. **Call to Order** Start time: 10:04am (Action)
2. **Roll Call of Voting Members** (Action)  
Christy Smith (UUSD), Anali Caraballo (FBUSD), Joe Del Prete (KUSD), Amanda Xu (MC), Beth Hampson (LCOE), Jeff Ritchley (WUSD), Jeff Sturr (ULUSD), Noor Dawood (AVUSD) ABSENT – Tami Mee (MCOE), Round Valley
3. **Changes/ Modifications to the Agenda** (Discussion/Action)  
Euline asked to move guest speaker up to the top of the agenda. Item #6 Director's Update will now be item #8. Item #7 ML ACE Operational Principals Draft Document will now be item #9. Item #8 ML ACE Annual Plan Summary Outline will now be item #10. Item #9 Beth Lehrer CPS and Equus (Career Point) Update will now be item #6. Item #10 Noel Woodhouse update on Non-Credit Construction Trade Certificate and other SCT programs will now be item #7. Motion to approve these changes to agenda made by Beth Hampson/Second Jeff Sturr – Approved (8,0,0,2)
4. **Consent** (Action)  
a. *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 April 9<sup>th</sup>, 2021 Minutes – Motion to approve April 9<sup>th</sup>, 2021 minutes with the changes of deleting Christy Smith attendee (name printed twice), note the changes that were made on the April 9<sup>th</sup>, 2021 agenda (#7-#9, #8-#7, #9-#8), add in the updates that Anderson Valley will be offering summer classes. Motion made by Joe Del Prete/Second Noor Dawood – Approved (8,0,0,2)
5. **Overview of next 6 months** Please see Attached Appendix A (Discussion)  
Reviewed deadlines and upcoming events for the next 6 months.
6. **Director's Update Beth Lehrer CPS and Equus (Career Point) Update** (Discussion)  
a. Beth and team shared updates on CPS implementation and the resources available under the new parent company, PAIRIN.  
b. Adrineh and team introduced Equus and operational services of Career Point in Lake and Mendocino
7. **ML ACE Operational Principles Draft Document Noel Woodhouse update on Non-Credit Construction Trade Certificate and other SCT programs** (Discussion/Action)  
a. Noel updated our group on offerings in the fall and the activities of SCT  
He shared the construction non-credit certificate classes that will be running this Fall 2021. All students are encouraged to enroll, he is working with high school students as well with dual enrollment.
8. **ML ACE Annual Plan Summary Outline for 20/21 Director's Update** (Discussion)

- a. Euline shared the consortium's TE Data Integrity Report.  
The Data Integrity Report (DIR) is looking good with more populated barriers and outcomes from agencies.
- b. Euline shared CAEP updates: CAEP Priorities Webinar. Euline showed slides of the Superintendent's Initiatives, the California Community College Vision Goals, the Adult Education shared goals and CAEP Priorities. (Please see attachment B,C,D, E, F) Christy would like to remind the group to keep these Adult Education goals in mind when reviewing one-time funds in the future.
- c. Other additional pertinent information to members and partners:  
Euline also shared pertinent findings and summary from the article, "The Cost of Being Californian" published in May 2021 about Californians struggle to make ends meet during the pandemic crisis ( see article in <https://insightcced.org/cost-of-being-californian/>)
9. **Beth Lehrer CPS and Equus (Career Point) Update ML ACE Operational Principles Draft Document (See Attached document) (Discussion/Action)**
  - a. Euline presented the draft of the ML ACE operational principles jointly created by the group from previous meetings. Motion to approve ML ACE Operational Principles including #2 made by Christy Smith/Joe Del Prete – Approved (8,0,0,2)
10. **Noel Woodhouse update on Non-Credit Construction Trade Certificate and other SCT programs ML ACE Annual Plan Summary Outline for 20/21 (Discussion)**
  - a. Euline shared summary draft.
  - b. Euline asked each agency to prepare summary narratives for 2020/2021 and how they implemented changes to their programs due to the pandemic.
11. **Member Updates—summary, updates and concerns (Discussion)**  
**\*Due to time running longer than expected consortium agreed to skip the member updates this month\*.**
  - a. Anderson Valley
  - b. Fort Bragg Unified
  - c. Kelseyville Unified
  - d. Lake County of Education
  - e. Mendocino County of Education
  - f. Mendocino College (Centers, HSE/HEP)
  - g. Round Valley
  - h. Ukiah Unified
  - i. Upper Lake Unified
  - j. Willits Unified
12. **Public Comments/ Correspondents --via Zoom (Discussion)**  
*MLACE welcomes public input. This agenda item is limited to matters that are under the jurisdiction of the ML ACE 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.*  
 No public comments received.
13. **Adjournment** Motion to adjourn meeting at 12:58 made by Christy Smith/Beth Hampson – Approved (8,0,0,2)
  - a. **Reminders**
    - A. **Meeting Date and Time: June 11, 2021 at 10 am**

## Appendix A

<p><b>May 2021</b></p> <p><b>May 14<sup>th</sup></b>—ML ACE Meeting</p> <p><b>May 2<sup>nd</sup></b> CFADs for 2021-2022 Due in NOVA Annual Plan Summary Draft</p>	<p><b>June 2021</b></p> <p><b>June 11<sup>th</sup></b>—ML ACE Meeting</p> <p><b>Jun 1:</b> 19/20 and 20/21 Member Expense Report due in NOVA (Q3)</p> <p><b>Jun 30:</b> 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q3) <b>Jun 30:</b> End of Q4</p>	<p><b>July 2021</b></p> <p><b>July 12<sup>th</sup>*</b>—ML ACE Meeting</p> <ul style="list-style-type: none"> <li>• One time Proposal</li> <li>• Annual Plan Approval</li> <li>• Budget and Work Plan Draft</li> </ul> <p><b>*July 12<sup>th</sup>—Monday</b></p>
<p><b>August 2021</b></p> <p><b>20<sup>th</sup>*</b>—ML ACE Meeting</p> <ul style="list-style-type: none"> <li>• 21/22 CAEP MC/ML ACE Program Year Budget and Work Plan approval</li> </ul> <p><b>Aug 1</b>— Student Data in TE due (Q4)</p> <p><b>Aug 15</b>—Annual Plan 2021-22 due in NOVA</p> <p><b>*August 20<sup>th</sup>—3<sup>rd</sup> Friday</b></p>	<p><b>September 2021</b></p> <p><b>September 10<sup>th</sup></b>—ML ACE Meeting</p> <p><b>Sep 1:</b> 19/20 and 20/21 Member Expense Report due in NOVA (Q4)</p> <p><b>Sep 1:</b> July 1, 2020 to June 30, 2021 expenses by program area due (estimates only) in NOVA</p> <p><b>Sep 1:</b> 19/20 and 20/21 Member Expense Report due in NOVA (Q4) End of Q1 (30<sup>th</sup>)</p> <p><b>Sep 30:</b> 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q4)</p> <p><b>Sep 30:</b> 21/22 Member Program Year Budget and Work Plan due in NOVA</p>	<p><b>October 2021</b></p> <p><b>October 8</b>— ML ACE Meeting</p> <ul style="list-style-type: none"> <li>• One-time Proposal</li> <li>• Start Program Review</li> <li>• DIR Workgroup</li> </ul> <p><b>Oct 30:</b> 21/22 Member Program Year Budget and Work Plan certified by Consortia in NOVA</p> <p><b>Oct 31:</b> Student data due in TOPSPro (Q1)</p>



## Superintendent's Initiatives

- Closing the Digital Divide
- Statewide Literacy
- Reducing Chronic Absenteeism
- Closing the Achievement Gap
- Jobs for Tomorrow



## Adult Education Shared Goals

- Increase credential and high school diploma/high school equivalency obtainment.
- Increase transfer to community college credit coursework.
- Decrease unit obtainment and help students achieve the 12 hours of instruction milestone.
- Increase employment for CTE students (and all CAEP students).
- Reduce regional gaps in the 71 CAEP regional consortia.



## State Priority Areas

- Equity
- Leadership
- Learner Transition
- Marketing
- Program Development/Curriculum/Classroom
- Program Evaluation
- Technology and Distance Learning



## Vision Goals

- Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.



## Vision Goals (cont.)

- Over five years, increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

Attachment E:



## State Priority Areas

- Equity
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## CAEP State Priorities Defined

**Equity** - Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantage populations.

**Leadership** – Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 Adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.

**Learner Transition** – Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, pre-apprenticeship, bridges and boot camps, and mirrored courses.

**Marketing** - Marketing programs and learner recruitment are ongoing responsibilities for consortium members. It is also vital that local communities understand and support regional consortia. Programs aligned to this area should share successful marketing strategies and practices, such as employing social media in marketing, budgeting for marketing, using data to target marketing efforts, or strategies for keeping marketing current and effective.

**Program Development/Curriculum/Classroom** - Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.

**Program Evaluation** – Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs aligned to this area could focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, or engaging stakeholders in the evaluation process.





**Technology and Distance Learning** – This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.





# Mendocino-Lake Adult and Career Education Consortium Guiding Principles

Approved May 14, 2021

(8,0,0,2)

**1. We commit to maintaining open lines of communication and transparency among consortium members and across institutions/agencies. In order to live out this principle**

- we support the approval of interagency projects,
- access shared historical documents via Basecamp,
- Actively use the Brown Act procedures and all agencies participate using Community Pro Suite as our internal and external referral/tracking system.
- We will not engage in parking lot discussion that would undermine the group's policies & procedures.

***As a result of living out this principle, more students are able to access adult education in their home communities.***

**2. We will work collaboratively to support our regional mission while representing our home institutions. In order to live out this principle,**

We will meet our regional goals through our different programs by:

- Expanding offerings
- Improving enrollment
- Providing seamless transition
- Analyzing data
- Mitigating gaps in services

- We will not stop with the “status quo” in our programs
- We commit to attending all MLACE monthly meetings with at least one voting member from each agency present as much as possible.

**As a result of living out this principle, more students will access and complete adult education in our region.**

**3. We value innovation and creativity, creating a supportive environment that allows for diverse and critical viewpoints. In order to live out this principle:**

- We actively solicit critical feedback.
- We adequately plan and provide time for discussions, allowing for processing of information.
- We show that we value innovation and creativity when we listen to each other respectfully and when transition moments are allowed to process information.
- We reinforce diverse and critical viewpoint by welcoming and allowing viewpoints, by verbalizing, “Please speak up”, “we want to hear from you” and by reaching out and asking people what they think when they are not speaking up.

***As a result of living out this principle, the quality of our adult education programs is consistently improved.***

**4. We will approach our work with a growth mindset. In order to live out this principle:**

- We are open to new and creative ways of doing things.
- We will not stop looking at new and innovative ways to meet the educational needs of our students.

**As a result of living out this principle, through our annual program review process, agencies will provide evidence in the presentation of how they are meeting the needs of their students, using a growth mindset.**

**5. We will come to our meetings prepared and ready to work. In order to live out this principle:**

- We will review packets prior to meetings and will provide feedback on agenda order if needed.
- We will compile Information that needs to be reported prior to the meeting.
- We will complete assigned tasks.
- We, the participants will attend the meetings for the duration of the entire meetings when possible.
- We will refrain from surfing the web, using ones’ cell phones during the meeting when possible.
- We will refrain from side conversations during the meetings when possible.

***As a result of living out this principle, meetings are completed in a timely manner, agendas allow for efficient and effective meetings, collaborative work are robust and rich when moved at an earlier time on agenda and members share pertinent information with the group.***

**6. We will include non-voting members’ input as a resource to decision-making and/or problem solving. In order to live out this principle:**

- We will seek input from experts who are non-voting members when making decisions.
- We will Invite non-voting members to consortium meetings to share information and engage in collaborative conversation
- We will study best practices in the field when decision-making and problem solving, looking beyond the experience and expertise of voting members.
- We will not structure our meetings in such a way that guests do not have time to share information and engage in collaborative conversation.
- We will not hold meetings at which only voting members are invited.
- As appropriate, we will not make decisions without a broader study of best practices that is inclusive of voting members and non-voting members (larger studies of best practices can shed light on great ideas from beyond).

**As result of living out this principle, non-members are consistently present at consortium meetings and are active and engaged participants i.e. they provide information, engage in collaborative conversation, and share best practices, constructive feedback, and more.**

**AND**

**Experts who are non-voting members are consulted when major decisions need to be made, providing information and feedback.**

**7. We will seek to understand others' perspectives, and assume they have the best intentions in working towards/ honoring our mission. In order to live out this principle:**

- We will directly and calmly express disagreement when it arises, using respectful and compassionate language.
- We will give all members the opportunity to give input on each topic.
- We will try to have all participants to be actively engaged by encouraging or allowing for adequate time to consider and reflect.
- We will try to ask questions to understand each other's' perspectives.
- We will not dismiss valid and relevant ideas for discussion.

**As a result of living out this principle, meeting participants are able to fully grasp what's being communicated and shared.**

**8. We will work together to represent MLACE in our individual agencies, organizations and the community. In order to live out this principle:**

- We will share resources and knowledge between agencies within the consortium, in the spirit that we all serve the same desired outcome: to meet the career and educational needs of adults in our region.
- We will use resources efficiently and share them with each other when possible, even when this requires extra time or effort.
- We will share with other consortium members' needs in mind not just one's own school community in mind when we encounter opportunities for expanding knowledge/expertise that might benefit other members or students of the consortium.

**As a result of living out this principle, adults in all parts of our region will have access to the same resources.**