Mendocino/Lake Adult and Career Education
(ML ACE) Meeting
Mendocino College
1000 Hensley Creek Rd.
Ukiah CA 95482
ML ACE Admin Office Rm 6650
Zoom meeting https://cccconfer.zoom.us/j/7372469362
<mark>December 10, 2021 10 a.m. - 1:00 p.m.</mark>

MINUTES

1. **Call to Order**   **Start time: 10:03 am**   **(Action)**
2. **Roll Call of Voting Members**   **(Action)**
   Willits: Marian Lohne (voting member); **Upper Lake**: Jeff Sturr (voting member); **Ukiah Unified School District (UUSD)**: Christy Smith (voting member); UUSD: Dave Gengoux; UUSD: Kathy Kiely; **Mendocino College (MC)**: Amanda Xu absent (voting member), Tascha Whetzel, MC Disability Learning Specialist, Jackie Orozco, MC HEP; **Mendocino County Office of Education (MCOE)**: Tami Mee (voting member); **Leggett Valley**: Jeff Ritchley absent (voting member), Melissa Ragsdale; **Lake County Office of Education**: Beth Hampson (voting member); **Kelseyville**: Joe DelPrete (voting member); **Fort Bragg**: Anali Caraballo (voting member), Coni Belli; **Anderson Valley**: Maggie Von Vogt (voting member); **Round Valley**: absentee (voting member); UUSD-Ukiah Valley Association for Habilitation: *Dorian Tanaka dtanaka@uvah.org Director of Ukiah Valley Association for Habilitation 707-272-1197*

   Absent Voting Members: Round Valley, Leggett, Mendocino College

   Guests/Community Partners:
   Brian Hooker, One Stop Operator, CareerPoint, BHooker@CareerPointNorthBay.org, (916) 639-7241
   Christy Gard, Project Director, CareerPoint, cgard@careerpointnorthbay.org
   Aimee Swearengin, Department of Rehabilitation, aimee.swearengin@dor.ca.gov
   Dr. Giovanni Annous, Ed.D, Superintendent, Upper Lake Unified School District, gannous@ulusd.org

3. **Changes/ Modifications to the Agenda**   **(Discussion/Action)**
   - None
   - Approval of Agenda
     - First: Christy/Second: Joe DelPrete ayes:8, nays:0, abstain:0, absent:3 (Round Valley, Leggett & Mendocino College)

4. **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 November 12, 2021 Minutes –
     - First: Christy/Second: Joe DelPrete ayes:8, nays:0, abstain:0, absent:3 (Round Valley, Leggett & Mendocino College)

5. **Overview of next 6 months**   **(Discussion)**
   - Euline reviewed the deadlines and upcoming events for the next 6 months. (see appendix A)
     - Dec, Jan & Feb meetings – focus on 3 year Strategic plan

▪ Invite your program directors and program heads

6. **Annual Program Review—summary, updates and concerns** **(Discussion/Action)**
   a. Fort Bragg Unified—Coni Belli, administrator for Costal Adult School - shared summary, reports and goals regarding their programs. (Appendix B)
   - <u>High School Diploma Program</u>: during the pandemic had to pivot going remote; continues remote using Aeries and switching to Edgenuity online learning programs; teacher Becca Rodseth is compassionate, caring and very flexible with students using text, email, phone calls to communicate with students; three (3) graduates last year, this year two (two) graduated already and expecting 2-3 more who are close to graduating; one graduate wrote a letter to say they appreciated what Becka has done for them during the pandemic;
   - <u>ESL Program</u>: is an all level program; the group meets remotely once a week for two (2) hours; teacher, Anne Thomas is going to eventually stop teaching ESL; looking for new teacher;
   - <u>Citizenship Program</u>: teacher Anne Thomas, has worked out a really good online system with the students; stays with the student through their interview; had 8 students get their citizenship in 2021; one student very ill, doing chemo didn't think she was going to make it through the program yet she made it through and passed; Ann connects the students with tutors.
     - ○ Christy: requested general overview report of how the ML-ACE funding used for these programs mentioned above;
       - ▪ Coni: most ML-ACE funding is used to pay salaries; also used to buy some curriculum
     - ○ Maggie: as changes are considered in teachers, consider into collaborating with the Mendocino College to offer ESL classes; offered to share what Anderson Valley is doing from a programing prospective to stretch the budget;
     - ○ Euline: the citizenship program is being offered in Fort Bragg, Anderson Valley and Ukiah
   - Anali Caraballo – represents Coni at our monthly meetings;
     - ○ Euline: thanked Anali for her work in expanding TE data from 35 in 2019/2020 to 70 in 2021;
   b. MCOE - Tami Mee - shared a program update
   - <u>Dental Assistant</u>: the program didn't get enough dental applicants
     - ○ the program is now starting March 15 and runs through July 14
     - ○ students can apply through the end of January
     - ○ applications available at the office or on MCOE's website

7. **3 Year Strategic Planning Workgroup Discussion** **(Discussion)**
   Session Facilitated by Kathy Kiely & Maggie Von Vogt
   LINK to documents used during this presentation:
   https://drive.google.com/drive/folders/1NywQRPuuJ4XZB9TZfPp9MauFu7kT69vS?usp=sharing
   - First face of our three part strategic planning process
     - ○ Lookback at our work from the past 3 years and our Mission using Jamboard (virtual whiteboard) to gather ideas and to place questions, comments and concerns. The Jamboard includes a "parking lot" for ideas or questions that come up to be addressed later. This Jamboard will be used throughout the planning process; the link will remain the same and participants are encouraged to come back and add notes while away from the meeting.
       - ▪ Jamboard LINK: https://jamboard.google.com/d/1LiS32tl2bIZALk8A7_3s7J8Y1L3NEV52-nRE4UOb27M/edit?usp=sharing

- Move using the arrows next to the page numbered screen up at the top of the Jamboard
- Add post-it using the left side menu (using the icon right below the pointer icon)
  - Add your introduction sticky note when you come in to the Jamboard to know who all was in the Jamboard
- Introduction Jamboard exercise used to introduce participants by adding a post-it to the Jamboard with name, agency/organization and amount of time being part of ML-ACE consortium
- Reminders:
  - Doing this to collaborate with member agencies and use data to inform goal settings and strategies we want to set as a group
  - Wear your "consortium hat "
  - Filter questions through bigger broader guiding questions asking "what are we doing well (as a consortium)" and "what could we be doing to improve" as ML-ACE
  - We want to set S.M.A.R.T. goals
    - Specific: who, what, how, when, where, why
    - Measurable: how will we know when it's accomplished
    - Attainable: keeping it realistic
    - Relevant: how does it fit into our goals and objectives
    - Time bound: when will we realistically achieve this goal
- California Adult Education Program (CAEP) has set guidelines:
- Jamboard activity in breakout sessions to ground and reconnect to ML-ACE's Mission
  - ML-ACE Mission: "Mendocino/Lake Consortium members are committed to collaborating and sharing resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational and career pathways and services with multiple opportunities for successful entry and exit."
  - Each group was assigned a color to post words which stand out in the Mission statement
- Retrospective walk through of 2018-2021; a review of what we said we were going to do in the last strategic plan; this is what we've been working on in the past 3 years; includes summaries of what was accomplished and how we measure it; looking at what the consortium has done to complete its objective; the bullets below each objective show what we did to reach the objective
  - Objective 1: Identify, develop and expand offerings of non-credit Mendocino College curriculum in the priority pathways.
    - ESL
    - ESL for HHA
    - HiSET prep
    - Basic Computer Skills
    - Construction
  - Objective 2: Improve enrollment in existing programs based on community needs data.
    - Steadily increased from 2017-2019
    - Lower numbers in 2020 (pandemic)
    - Still lower in 20/21 (pandemic)

- Objective 3: Create and implement strategies that improve the sustainability of our health care programs.
  - Health care programs consistently full
  - Short-term CTE certificates in:
    - Vocational nursing
    - Dental assistant
    - Phlebotomy
    - Certified nursing assistant
    - Medical assistant
    - Home health aide
- Objective 4: Improve the ease with which our students connect to outside support agency services.
  - Use of CareerPoint and CommunityPro Suite
- Objective 5: Complete pathway maps in the priority industry areas.
  - Medical Pathways completed in 2019/2020
  - Construction and Business Pathway maps are in progress
- Objective 6: Continue to collect, analyze and improve the accuracy of our student data.
  - CAEP Adult Ed Pipeline combines data from TopsPro Enterprise Program (TE), the database all adult ed agencies use to upload their student data into quarterly, and MIS, management system used by all California community colleges to gather data
  - Use to review data on:
    - Enrollment
    - Retention
    - Persistence
      - The data used for our next activity comes from these management systems TE and MIS
- Objective 7: Improve student retention rates from enrollment to completion of educational goals.
- Objective 8: Equitably fill program gaps throughout consortium.
  - Upper Lake new member
  - Outreach Specialist: Round Valley, Anderson Valley, Fort Bragg and Legget
- Takeaways
  - Some of the objectives were not really S.M.A.R.T. goals because they are not measurable
  - Make a list of the objectives
  - Find a balance to leave goals flexible enough for unexpected things to happen yet set goals which are measurable and specific
  - An objective being an overarching focus and then under objective create specific, measurable, obtainable, realistic, timely, goals; which was done three (3) years ago
  - CAEP has not set bars for us to meet certain level/percentages; they have given us data which shows how state levels are and expect us to reflect and look at how our consortium and each individual agency compared to how the stated did, they did not establish specific goals, they allowed us to

develop them and guide our own work; going forward we have to include these metrics as part of our objectives.

- Look at data/numbers related to work done in the past few years
  - looking specifically at the following four (4) metrics:
    - Participants
    - Completion rates
    - Barriers
    - Transitions
  - The data comes from the Cal-PASS Plus LaunchBoard, which is data gathered by different consortiums using different management systems (i.e. TE/MIS)
    - to get here look up CAEP LaunchBoard; OR
    - use this LINK: https://www.calpassplus.org/LaunchBoard/Home.aspx
      - Scroll down to Adult Education Pipeline and click to explore; it defaults to the State numbers
      - Use the dropdown boxes to search for our consortium and filter by the institution and academic year
      - Most of the data used today comes from "Student and Programs" and "progress"
      - View the Adult Education Pipeline (AEP) Score Card; snapshot summary of the numbers; the reason some data may not be showing is because of transitions (the State calculates the data point over a two year period/the data is captured at the end of the two year period); this overview screen provides a lot of information for a lot of the detail shown later
        - Drill down using the dropdown box
          - you can see the graphs by clicking the arrow on the left
          - the "time trend" will show several years of data they have
          - the data on the other drill downs show only one year
  - Enrollment data: notice and wonder (board 4 on the Jamboard); activity
    - From "Pipeline Info" document in https://drive.google.com/drive/folders/1NywQRPuuJ4XZB9TZfPp9MauFu7kT69vS?usp=sharing
    - Charts using data produced by the State counts and percentages, Kathy then added ML-ACE counts and percent data as reported by the State
    - The first chart is students that have 12 or more hours, that moves them from what the metrics are calling "reportable individuals" which are people that show up/people that are here, once they hit 12 or more hours they are considered participants (i.e. student came and was referred to a different program, student came and registered and never attended class)
    - Includes all services, anyone who came into one of our consortium agencies
    - Take a look at the numbers, use the Jamboard to post the things noticed and wondered about the enrollment data
  - Completion data: notice and wonder (board 5 on the Jamboard)

- o ASE participants who earns their HS diploma or HSE through one of our programs
  - ▪ These are participants, a person with 12 or more hours
  - ▪ Note: in 18/19 the consortium were getting proficient at our data entry processes in our different systems; 17/18 marketing outreach campaign; 18/19 to 19/20 assume the last quarter was the beginning of the pandemic, numbers dropped;
  - ▪ Marketing initiated with Pacific Sky in 17/18 gave data and feedback on the website and doing social media boost (didn't produce outcomes as they told us) marketing shifted to agency level vs consortium level;
  - ▪ Discrepancy between State and our numbers is due can have something to do with rural vs urban .
- Barriers (board 6 on the Jamboard):
  - o State mandated metrics for English learners and low-literacy
  - o Identified by the state two years ago; automatically populated for all students enrolled in English language classes and basic and secondary Ed classes
  - o Reportable individuals on this slide are any student who just enrolled in the classes, regardless of attendance
- Transitions (board 7 on the Jamboard) highlights the three main areas of transitions that the State is looking at; where are participants in Adult Ed going if not to career/employment
  - o ESL, ABE or ASE participants that transition to post-secondary (anything after high school level i.e. health care programs we offer)
  - o ESL, ABE or ASE participants that transition to CTE (i.e. those same health care programs or non-credit career technical ed classes offered at the college)
  - o ESL, ABE or ASE participants transition to credit college (students who transfer to credit classes at the college level)
    - ▪ Transitions meaning exiting our programs
- ▪ Parking lot will exist through the entire process through February and it will stay there, encouraged to go in and place a post-it on it planning process.
- ▪ January: data will be brought formulated and gathered from the post-it's; bringing regional data from the Census American Community Survey Source and looking at Labor Market data.

8. **Public Comments/ Correspondence --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.
   Public comments received from:
   - **Brian Hooker – One Stop Center** **(Discussion)**
     - o No updates; had a lot of fun with the Jamboard
   - **Dorian Tanaka - Director of Ukiah Valley Association for Habilitation**
     - o November Successes – in collaboration with Aimiee was served and hired with the Mendocino County Aids and Viral Hepatitis Network as an outreach navigator making $18/hr; another client with the same wage hired at the Ukiah Lumber Yard

- **Tascha Whetzel**
  - No updates

9. Adjournment   Time: 12:46 pm   (Action)
- **First motion/Seconded/Approved**
  - Christy/Joe DelPrete ayes:8, nays:0, abstain:0, absent:3 (Round Valley, Leggett and Mendocino College)

A. Reminders:
  - **a. Meeting Date and Time**: **January 21, 2021 at 10 am-1:00 pm**
    - i. 3-year Strategic Planning Workgroup: