

**YOSEMITE / STANISLAUS MOTHER LODE CONSORTIUM
MEETING**

Monday, August 17th, 2020

2:00 PM – 4:00 PM

Meeting happening via Zoom
<https://cccconfer.zoom.us/j/96157795421>

MEETING MINUTES

Consortium Voting Members

X	Linda Alaniz – Turlock USD	X	Tonya Bibbins – Waterford USD
X	Anthony Little – Ceres USD	X	Jared Hungerford – Calaveras COE
X	Eric Anderson – Modesto CS	X	Rick Gonzalez – Newman Crowslanding USD
	Pedro Mendez (Director) - Modesto JC	X	Roy Morlan – Sonora UHS
X	Cathy Parker (Chair) – Tuolumne CSOS	X	Dallas Plaa (Co-Chair) – Stanislaus COE
X	Stephen Sweitzer – Summerville UHSD	X	Colleen Whitlock – Big Oak Flat Groveland USD
X	Araceli Zamora – Riverbank USD	X	Michelle Walker, Columbia College
X	Jeff Rowe – Patterson USD		

Additional Attendees: [Parul Parikh \(MJC\)](#), [Kayla DiMaggio \(MJC\)](#), [Diane Baumhover](#)

1. **CALL TO ORDER**
Pledge of Allegiance [Attachment A](#)
2. **APPROVAL OF MINUTES**
 - i. **Pending: January 27, 2020 and February 24, 2020** (Postponed due to COVID-19)
 - j. **Action: June 15, 2020**
Moved: [Eric Andersen](#) Second: [Jared Hungerford](#)
Roll Call Vote: Yes: 11 No: 0 Abstain: 3
3. **PUBLIC COMMENTS** - Public comments will be allowed at this time on the agenda. The Consortium Chairperson will recognize any member of the audience wishing to speak on a matter, which is not on the agenda but is directly related to AB104 Adult Education Block Grant. The Chairperson may allot time for those wishing to speak, but the Consortium will take no action on matters presented (Ed. Code Section 35145.5). Presentations will be limited to 5 minutes. If appropriate, a matter may be referred to the Consortium Chairperson for placement on a future agenda. The public may ask questions relevant to agenda items at the time those

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items are under consideration.

4. ACTION ITEMS

5. DISCUSSION ITEMS

- a. 2020/21 Annual Plan ([Attachment B:](#)) All
Annual Plan was presented with an opportunity to provide feedback. The primary difference is that it was broken up into strategies which aligns with the three-year plan. No feedback was presented.
- b. Impact of COVID-19 on Programs All
Discussion was made on how different members conduct testing during COVID-19. Members presented ideas of having Wi-Fi that reaches to parking lots and conducting testing in the parking lots, having teachers zoom in from their classrooms. Members are reporting lower than average enrollment with enrollment hovering around 50% of what it was for the 2019-2020 fiscal year. Ceres will be going with Burlington online ESL program with the possibility of a discount if any other members of the consortium want to move towards an online ESL program. To contact Burlington, email support@burlingtonenglish.us.

6. REPORTS AND INFORMATION ITEMS

- a. Upcoming Deadlines ([Attachment C:](#)) All
- b. Program Year 19/20 Expense Report P. Parikh
- c. Q4 Fiscal Reporting P. Parikh
Q4 expenditure reports are coming due, the reports need to be forwarded to P. Parikh, when submitting the report, members note that carry forward balances need to be tied to what member has as Q4 ending. The consortia has to certify by August 30th and the report is due by September 1st.
- d. Consortium TopsPro Data K. DiMaggio
We served 6,136 students for the 2019-2020 year. The most predominant age range served was 30-34. The gender ratio of the students breaks down as 67% identify as female, 32% identify as male and 1% of students identify as non-binary or other. 66% of the students served self-identify as Hispanic or Latino, and 52% of students served identify Spanish as their first language. The highest program served was ESL with 54% of students participating in the program.

7. ANNOUNCEMENTS/ADJOURNMENT

Next regular meeting will be held on Monday, September 21, 2020 at 2:00pm.



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Pursuant to California Government Code section 5454957.5, when a writing that is a "public record" as defined by law is distributed to Yosemite / Stanislaus Mother Lode Consortium members less than 72 hours before a regularly scheduled Consortium meeting, copies of these writings shall be available for public inspection during normal business hours at Modesto Junior College, West Campus, Sierra Hall, Room 255, 2201 Blue Gum Avenue, Modesto, CA.



ATTACHMENT A



**ATTACHMENT B**

69 Yosemite (Stanislaus Mother Lode) Consortium

Plans & Goals - Draft

Executive Summary

CAEP Stanislaus Mother Lode Regional Consortium continued improvements and integration of adult education services in Stanislaus, Calaveras, and Tuolumne Counties by expanding programs, reducing barriers and increase access and success for adult students, and offerings to include both day and evening classes at additional locations throughout the three-county area. The Adult School increased technology and classified support to these programs in the form of updated software programs, distance-learning sites, and clerical and paraprofessional support. The CAEP Stanislaus Mother Lode Regional Consortium (YCCD Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by continuing to focus on the following three priorities as identified by consortium voting members. [1] Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education. [2] Reduce barriers and increase access and success for adult students by providing childcare, career and college coaches/counselors, and increasing program offerings focusing on online education services due to the current COVID-19 pandemic and where-ever possible at adult education sites throughout the three county area.

Regional Planning Overview

During the 2020-21 school year, consortium members will continue to collaborate on a three-year plan that focuses on gaps and employment training that meets the needs of the three-county service area of the Stanislaus Mother Lode Consortium. Strategies will consider environmental scans, review of program progress in closing gaps, and strategic planning conversation around Adult Education in the region.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

At a glance, the Stanislaus Mother Lode Region has 478,000 residents. 93,005 of these residents do not have a high school diploma and 84,872 are limited English speaking. 171,230 are near poverty or less, 83,048 are adults with disabilities and 31,228 are veterans. The region has seen a recent influx of refugees. Demographically, the region's is 52% white, 32% Hispanic, followed by Asian at 6% and blacks at 2%. The CAEP Website Region Data Summaries identify employment needs concentrated in (1) electrical, industrial and engineering, (2) child development, (3) health, and (4) computer information. This varies some from the 2017-18 commissioned environmental scans via Hanover Research that examined occupational projections, common levels of education attain, local demographics, adult education courses and workforce demands for the three-county service area. The Hanover study highlighted top industry projected to grow by 2022. These industries included

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health care sector with a project of 10,450 new jobs (also confirmed through studies by Stanislaus County Workforce Development) and the Transportation sector projected 6,750 new jobs (i.e. logistics, warehousing, etc.). Also, mentioned were construction, manufacturing with and tourism. Hanover also identified entry-level positions with high growth and these included administrative assistants, bookkeeping, clerks, electricians, nursing assistants, medical assistants, etc. Finally, employer identified skills referenced Centers of Excellence Studies and identified topics such as customer services, professionalism, critical thinking, written and oral communication, and leadership as top needs. In closing, it is worth noting that the COVID-19 pandemic has created a significant market disruption. In June 2020, at the Stanislaus WIOA Advisory Board Meeting updates by staff noted unemployment levels at 17% and projected to grow to 24% in the County. Currently, county efforts are aimed at re-igniting local economies and supporting small businesses. In the 2020-21, the following area will be critical in the region: [1] Stanislaus County: High School Diploma or Equivalency Courses, [2] Stanislaus County: English as a Second Language Courses, [3] Stanislaus County: CTE Programs in business entrepreneurship, information technology, health, hospitality, logistics and automation, maintenance and repair [4] Calaveras and Tuolumne County: CTE Programs in health care, tourism and manufacturing, [5] Consortium: Stronger Pathways in High Demand Occupations (Workforce Re-Entry, CTE and Pre - Apprenticeship Training), [6] Consortium: Address Barriers to Services (i.e. transportation and childcare), and [7] Consortium: Strengthen Collaborative Initiatives.

How do you know? What resources did you use to identify these gaps?

Resources used in determining gaps include evaluation by the consortium of data sources inclusive of TopsPRO Enterprise and the CCCC Adult Education Launch Board and , review of local studies from local workforce investment boards, the Centers of Excellence as well as annual commissioned studies through Hanover Research. In addition, members of the consortium participate actively in various local planning groups and bring this input into monthly CAEP Stanislaus Mother Lode Consortium meetings (i.e. local WIA Advisory Boards, CTE Stanislaus Mother Lode Region Board of Directors, Stanislaus Cradle to Career, CTE Program Advisory Committees, etc.)

CAEP Stanislaus Mother Lode Consortium Annual Report evaluating regional demographics, regional adult education needs, adult education service provide capacity, progress in each of the strategies and metric evaluation of the five key indicators listed in the PY18/19 to PY21/22 Three Year Plan.

Gaps In Service

New Strategies

Strategy #1

COVID-19 Pandemic: Expand and transition information, services and programs available via online, remote learning or independent study.

Strategy #2

Regional Access: Expansion of programs and courses offerings in identified communities and satellite centers.

Strategy #3

Affordability: Lower career education program fees to minimal cost or “no cost” for adult education students.

Strategy #4

Awareness: Strengthen Consortium Website and publications to provide pertinent information regarding HSE, ESL,

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ABE, ASE, and CTE Short-term Programs.

Seamless Transitions

New Strategies

Strategy #1

Dual Enrollment: course articulation and alignment from Adult Schools to community college in order to facilitate transition to college credit course work.

Strategy #2

Transition to Employment: Collaborate with local businesses to design CTE course training based on immediate needs of employers.

Strategy #3

Education and Career Information: Expand opportunities to assure students have access to post-secondary academic and career pathways.

Strategy #4

College Courses: Expand adult education college non-credit offerings.

Student Acceleration

New Strategies

Strategy #1

Support services and strategies for ABE, ESL, ASE, HSE to accelerate individual academic success.

Strategy #2

Industry Relevant and Responsive: Collaborate with local businesses to design CTE course training based on immediate needs of employers. Evaluation and development of accelerated program models (i.e. boot camps, , contextualizing workplace “so skills” topics into curriculum, improved education and career counseling for CAEP students, self-paced online curriculum that allows for student acceleration).

Professional Development

New Strategies

Strategy #1

PD Plan: Develop a shared regional plan for teachers, staff, and administrators in the region that serve the adult education community.

Leveraging Resources

New Strategies

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Strategy #1

Employment Services: Partner and Leverage employment services with local AJCC Centers and Community Colleges (MJC and Columbia College), and other public agencies.

Strategy #2

Collaboration: Expand active partnerships and MOU agreement among consortium memberships, local public agencies and industry to leverage resources.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The Stanislaus Mother Lode AE Consortium drafts, discusses and reviews the annual plan for the region taking into consideration the three-year planning documentation and the evolving changes of the region and member programmatic goals in servicing needs. Members further review and assure that annual work and associated allocations are linked to these planning documents and are consistent with CAEP state guidelines. The Yosemite Consortium (Stanislaus Mother Lode Regional Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members. [1] Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education. [2] Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three-county area.

Additionally, we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support. [3] Implement high wage/high demand courses and opportunities that will lead to specific industry certifications. Presently this continues to be a focus of our consortium members for the upcoming 2019-20 to 2020-21 plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21. Carry-over funds will be implemented according to guidelines directed by CDE AB104. The AE Stanislaus Mother Lode Consortium will share during the first quarter of the 2019-20 academic year updated individual workplans from individual consortium members.



ATTACHMENT C

ATTACHMENT C: UPCOMING DUE DATES

August 2020

- Aug 1:** Student Data due in TOPSPro (Q4) Final
- Aug 15:** Annual Plan for 2020-21 due in NOVA

September 2020

- Sep 1:** 18/19 and 19/20 Member Expense Report due in NOVA (Q4)
- Sep 1:** July 1, 2019 to June 30, 2020 expenses by program area due (estimates only) in NOVA
- Sep 30:** 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q4)
- Sep 30:** 20/21 Member Program Year Budget and Work Plan due in NOVA
- Sep 30:** End of Q1

October 2020

- Oct 30:** 20/21 Member Program Year Budget and Work Plan certified by Consortia in NOVA
- Oct 31:** Student data due in TOPSPro (Q1)

December 2020

- Dec 1:** July 1, 2019 to June 30, 2020 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium
- Dec 1:** 18/19, 19/20, & 20/21 member expense report due in NOVA (Q1)
- Dec 31:** 18/19, 19/20 & 20/21 Member Expense Report certified by Consortia in NOVA (Q1)
- Dec 31:** End of Q2