



Minutes of the Executive Committee Meeting April 17, 2020

Date of approval:

Initials:

Call to order: Due to COVID-19, a virtual meeting of the Inland Adult Education Consortium Executive Committee was held via ZOOM: <https://cccconfer.zoom.us/j/96776965157> on Friday, April 17, 2020. The meeting convened at 8:01 a.m. Director Emma Diaz and Consultant Mitch Rosin conducted the meeting. Minutes recorded by Blanca Olguin.

Executive Committee Members in attendance

Mauricio Arellano	Superintendent, Redlands Unified School District
Cali Binks	Superintendent, Yucaipa-Calimesa Joint Unified School District
Kevin Horan	President, Crafton Hills College
Frank Miranda	Superintendent, Colton Joint Unified School District
Lorraine Perez	Assistant Superintendent, San Bernardino City Unified School District
Diana Rodríguez	President, San Bernardino Valley College
Carol Tsushima	Administrator, Alliance for Education & SBCROP, SBCSS

Members not in attendance

Cuauhtémoc Avila	Superintendent, Rialto Unified School District
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Designee (nonvoting)

Other(s) Present

Dana Carter	Principal, Yucaipa-Calimesa Joint Unified School District
Carol Growdon	Coordinator, Lassen Modoc Adult Education Consortium
Herberth Jaco	Transition Advisor, Inland Adult Education Consortium
Sandy Mortensen	Director of Student Services, Colton-Redlands-Yucaipa ROP
Raul Pedraza Jr.	Vice Principal, Inland Career Education Center, SBCUSD
Brian Pope	Principal, Colton Joint Unified School District
Cindy Prentice	ROP/CTE Program Manager, SBCSS
Jorge Saucedo-Daniel	Assistant, Inland Adult Education Center

IAEC Virtual Vote Record

Motion: Approval of February 21, 2020 Minutes			
Motion by: Kevin Horan			
Second by: Frank Miranda			
Discussion: None			
Member Name	AYE	NAY	Absent
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuahtémoc Avila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD			x
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Lorraine Perez, Asst. Supt., San Bernardino City USD	x		
Diana Rodriguez, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
The Minutes of the Inland Adult Education Consortium Executive Committee Meeting on February 21, 2020 were approved as presented, without changes.			

1. Public comment

1.1 None

2. Reports

2.1 CAEP Office Hour Webinar Series

Emma Diaz talked about the weekly CAEP Office Hour webinar series; there have been two so far; the state is trying to give some stability and direction. On average they have had between 120 to 130 people which has been a good result and as a result of that they've decided to break it into sub regions; Inland Empire will be on April 29.

2.2 Future COLA Requests

Emma Diaz said that she has received a COLA request from Redlands but would like all future requests be made via email. Requests will be discussed at a future meeting.

Mr. Rosin requested to include the thousand codes in the budget breakdown.

3. Discussion items

3.1 Review of Board Packet

Emma Diaz reviewed the memo that was received from the state; it outlines the \$12.3M COLA for fiscal year 2020-2021 and the spreadsheet outlines that the Inland Adult Education Consortium would receive \$245,710.00 in COLA funding. Both of these documents were sent out on February 26, 2020 before COVID-19. She also shared the CAEP Guidance Webinar PowerPoints: Fiscal, Data Reporting, and Proxy Hour Collection.

Mr. Rosin talked about the OCTAE Guidance Memo dated March 27, 2020 regarding Adult Education and Family Literacy Act and COVID-19. It outlines the requirements of WIOA funded agencies across the country. It gets into the details of why proxy online distance learning hours should be reported in TOPSpro for NRS. There is no specific guidance about remote testing yet, testing still needs to be done, waiting for CASAS to come out with some sort of solution to not being able to proctor test.

Mr. Arellano asked if we anticipate any reduction in the COLA due to the pandemic crisis.

Mr. Rosin responded yes, information coming from CAEP is that there probably will not be any COLA. Additionally, the Assembly Budget Chair Phil Ting's memo has been released; he's anticipating that they will not only be a May revise to the governor's budget but also a June and possibly August revise. Right now, we're not expecting to receive COLA and the advocate that is working on behalf of the Adult Education sector in California in Sacramento is in favor of maintaining our base funding of 500 million across the state rather than focusing on maintaining the COLA funding.

4. Old business

4.1 None

5. New business

5.1 Confirmation of Fiscal Agent Discussion

IAEC Virtual Vote Record

Motion: To approve San Bernardino Community College District as the Fiscal Agent.

Motion by: Mauricio Arellano

Second by: Diana Rodriguez

Discussion: None

Member Name	AYE	NAY	Absent
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Avila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Lorraine Perez, Asst. Supt., San Bernardino City USD	x		
Diana Rodriguez, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		

Motion carried unanimously by all present.

5.2 Consortium Fiscal Administration Declaration (CFAD)

IAEC Virtual Vote Record

Motion: To approve CFAD per Board Packet, Option 2 and to park the COLA with the Fiscal Agent.

Motion by: Cali Binks

Second by: Lorraine Perez

Discussion: None

Member Name	AYE	NAY	A
Mauricio Arellano, Superintendent, Redlands USD	x		
Cuauhtémoc Avila, Superintendent, Rialto USD			x
Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD	x		
Kevin Horan, President, Crafton Hills College	x		
Frank Miranda, Superintendent, Colton Joint USD	x		
Lorraine Perez, Asst. Supt., San Bernardino City USD	x		
Diana Rodriguez, President, San Bernardino Valley College	x		
Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		

Motion carried unanimously by all present.

6. Announcements

6.1 April 21, 2020 – Virtual Steering Committee Meeting

Emma Diaz announced the upcoming virtual IAEC Steering Committee meeting on April 21, 2020 from 12:00 p.m. to 3 p.m. via ZOOM.

6.2 Upcoming Conferences and Events

Emma Diaz shared that some of the upcoming conferences and events have been cancelled or have yet to be determined:

- CCAE on April 23-25, Sacramento - Cancelled
- CASAS Summer Institute on June 23-25, Anaheim - TBD
- GED Annual Conference on July 27-29, Atlanta, GA
- COABE August 16-18, Baltimore, MD

6.3 Executive Committee Meeting Dates

Emma Diaz reviewed the upcoming Executive Committee meeting dates:

- May 15, 2020 (virtual)
- June 3, 2020 (Annual Plan Retreat - working to make this virtual, review in July with a vote in August)

7. Closed Session

7.1 None Requested

8. Adjournment

Motioned by Cali Binks seconded by Mauricio Arellano, the meeting adjourned at 8:24 a.m.

The next regular meeting of the Inland Adult Education Consortium Executive Committee will be on Friday, May 15, 2020 at 8:00 a.m. via ZOOM, link TBD.

DRAFT



April 13, 2020

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program Office (CAEP)

Subject: Following the 2019-20 CAEP Annual Plan

This memo is to remind all CAEP funded consortia, member districts, and fiscal agents that CAEP related education code 84900-84920 and state issued guidance remains in effect during the 19-20 program year.

Consortia and their member districts must continue to follow their approved annual adult education plans. This would include paying all adult education related staff to follow the approved plan. CAEP Regional Consortia have the right under EC84914 to reduce a member district funding if an approved plan is not being followed (see citation below):

EC84914 (2) (b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

An approved adult education plan and its related budget can be modified with consortium approval and member certification in NOVA. The consortium must follow current public meeting requirements in order to agree upon annual plan and budget modifications. For additional details and to check on consortium approved adult education plans, please reference the [CAEP Program Guidance](#), [CAEP Fiscal Management Guide](#), and the [NOVA](#) system via the CAEP website.

If you have any questions regarding this information, please contact the CAEP Technical Assistance Project at tap@caladulthood.org.

Sincerely,

Carolyn Zachry, Ed.D.
California Department of Education
Adult Education Program Office

Javier Romero
California Community Colleges Chancellor's Office
Adult Education Program Office



COVID-19 CONSORTIUM SUMMARY ON ACTIVITY

Questions	COLTON	REDLANDS	RIALTO	SAN BERNARDINO (ICEC)	YUCAIPA	CRAFTON HILLS COLLEGE	SBVC	SBCSS COE
1. Are you providing classes via distance learning format?	Yes	Yes	Yes	Yes	Yes	Yes, all services have been moved to online format using phone calls or virtual meetings to assist our students.	We are providing remote counseling services along with a counseling student development course online.	Yes
2. What classes are you able to provide in a distance learning format?	ELA, GED, ABE, HSD, CIT, CIVICS	ABE, ASE (HSD, HSE), ESL	ESL, GED, diploma, CTE	ABE, ASE, ESL, Citizenship and CTE courses	ASE, ABE, ESL	I am able to guide students throughout the enrollment application for college, financial aid, registration, referrals to other student services at the college.	Student Development 102 @ICEC is being provided online. We are providing counseling services via Cranium Café, Zoom, and by telephone.	Manufacturing and Product Development and Cybersecurity.
3. What classes are you NOT able to provide?	CTE - CRY-ROP has closed			n/a	CTE	Transition programs that require field trips such campus visits and some training on basic computer literacy	N/A	EMT
4. Distance learning can mean many things. Please describe the distance learning strategies you are using. What are they? Please tell which program area you are using them in.	We are using Google Classroom as our platform for ALL classes. Assignments are disbursed and turned in via this platform. In regards to delivery of instruction, we are using a combination of WebEx and Google Meet.	Chromebooks checked out to students (like "textbooks"). ASE (Incl. HSD, HSE, ABE): Teachers hold online classtime to support, tutor, teach, and unlock tests. Students also work asynchronously, but must log in to classtime to take tests. ESL: Online Google Meet/Zoom meetings with interactive lessons, discussions, and activities.	Our students receive work from their teachers online and communicate with their teachers through email, zoom, and google classroom, and google meets	ABE, GED using Aztec and Google classroom formats. ESL using Zoom, email, text, edmodo and CTE using Zoom, Google classrooms	Online programs, learning packets, interactive online meeting/classes (Odysseyware, Aztec, Burlington English) Google meets, Zoom, Google classroom screencast, youtube	For me, distance learning translate in supporting students the same way I do in an in-person meeting. As mentioned above I use phonecalls (google voice) and virtual meetings (Zoom, Cranium Café, Skype) as means to support our students and maintain the interaction that is characterized for our program.	Strategies that we are using is speaking via telephone with students to walk them through the online counseling forum , and Extended counseling appointment time from 45 minutes to 1.5 hours plus.	Google Classroom - Manufacturing; Zoom - Cybersecurity
5. If you are using online formats, are all students able to access the online format? Who is not able to access? Why?	From our teachers surveying their students, it appears that all students have access to the curriculum. We had students that needed devices, however, we have provided them to any student that requested. Internet access was the other concern, however, we taught them how to use their hotspot (if they have unlimited data) or we have them resources to get free internet for the next 90 days.	With our chromebooks we have checked out to students, most can access. Some have unreliable WiFi/ISPs that are difficult. Some have been tough to track down due to changing contact info and the lack of "robocall" ability with ASAP or CASAS TE. Emails and one-by-one phone calls and website updates are our best outgoing communication (along with REMIND and Twitter) but some still aren't reached.	No not all students are able to complete online however the GED and diploma students are learning and actively engaged	Not all students are able to access the DL due to lack of technology.	Most are, those who can not it is because they state they do not have a device (phone/tablet/computer)	Most of the students have at least a smart phone which provides them basic access to online platforms, but not all of them have a laptop, desktop, chrome book, or any "computer" that will allow them to fully immerse in an online format. Computer literacy is really lacking for majority of our student population and even if they possess the hardware they do not know how to use it.	No, some students do not have access to computer and internet. We are providing our counseling services via telephone for those students.	No, some don't have internet access or struggle with technical issues
6. What online tools/resources have been most helpful?	TAP webinars have been helpful to our teachers, but the biggest resource has been our district IT department. We have been implementing Google Classroom all year, so this was not a huge transition.	Student chromebooks. Web-based Core curriculum	yes	Google classroom and google suite, zoom, Edmodo and Moodle. Supplemental HS program Aplus, district trainings, OTAN	Zoom, OW built-in communication with students, texting students, BE new release	Google voice and drive, Zoom, Cranium Café, and screencastify	Zoom for student appointments	Zoom for technical assistance with accessing curriculum
7. Are you still accepting new students?	No	No. And yes... No "first time" students, but ANY and ALL returning students are plugged in right away, even w/o CASAS assessments	no	No	yes, but only former students	Yes. I am currently working with Summer and Fall 2020 registrations.	Yes	No
8. Have you lost students? What programs? What percentage per program?	We have seen a very small decrease in student participation, according to current hours, roughly 15%	Yes... ESL especially. Don't know %ages yet. 15-20% is a VERY ROUGH guess	A few possibly ten percent however they are calling their teachers and requesting work.	Yes, majority of lost students were enrolled in Academics and ESL. 50% in ABE, GED, HS and ESL	technically no, but our attendance is down (they are still enrolled)	Yes. Some students who were in a basic computer class and even thought it was an option to move to an online format, for this class was impossible since students were supposed to learn the skills to use a computer.	Unknown	80% - not enrolling new students at this time in Cyber or EMT (CAEP funded); No access to incarcerated students (not CAEP funded)
9. What do you need assistance with because of COVID-19 impacts?	Currently, nothing.	Our LEA has been very supportive. We are still discovering needs... But info about future funding (esp. 2021-22 SY) is on our minds - with the understanding that no one really knows yet how that will look.	Training for teachers in using the online classroom tools and reporting attendance	Access to technology for students and internet accessibility too	still learning.	Resources on how to support all students including those who are not English speakers, those who have no access or knowledge on technology, and those who are struggling financially or emotionally.	None at this time.	Not sure
10. How are you approaching serving students in areas with little or no online educational options?	We do have packets available for pick up if needed, however, we have not need to use these up to this point.	Phone calls. Still, most students have devices.	By providing packets	Via email, texts and phone messages.	we have 2 designated packet pick up times	I refer them to trainings on online platforms, I also refer them to school services where they could loan a chrome book and internet access.	Via telephone and or Zoom meetings by guiding them through the college application process, financial aid, and course registration process.	For jail programs (not funded by CAEP) teachers call corrections staff with work-based learning assignments in culinary and maintenance courses
11. In your opinion, how have students responded to the online education options?	They are responding as well as they can. We have had zero complaints, rather the opposite. Students are happy that we have been able to continue with their education.	As well as can be expected. Our system is well suited for this... Which is NOT TO SAY IT HASN'T BEEN DIFFICULT!	They are eager to participate and continue their education	They are appreciative and they access materials outside of school hours in many cases.	they have been very receptive, some have even increased their work completion	It varies, for some who have the skills it has been beneficial, but most of them have been conflicted since they are not familiar with an online format or have no access or equipment at home. I think the change has been rocky for majority of our population.	Students are responding well. We are waiting to see what difficulties ESL students will have in the coming weeks.	Adults are doing the best they can. High school student participation is about 40-50%
12. Do you still have access to the data management tools you use to monitor your school? And, are you having difficulties in accessing data?	I have full access and have had zero issues.	Yes... The LEA VPN is a pain... Slow and unreliable... But we can eventually get to what we need.	yes and it depends on the time of day that I try to access	Yes	full access to data management, no difficulties (yet)	Yes, I still have access to data. No, I have no problem or difficulties accessing it.	Yes we are still able to manage our data tools, no we have not experienced any difficulties.	Yes, we can access data
13. Right now, what data points, if any, are you most concerned about?	post testing	Next year's funding stream / CASAS post-testing to complete data match / Inability to intake new students	Maintaining attendance and providing more technology to my teachers and students	How to post test	CASAS post testing	Number of contact with students.	Our concern is that although we are still enrolling new students we are concerned that not all are aware that we are available to provide support.	Attendance, completion rates. Competency achievement
14. Have you been able to work with your local workforce development board to understand regional economic impacts of COVID-19 and what changes may come to their regional plan? Has anyone from the local WIB contacted you directly?	We have a meeting on Monday, 4/20, to touch base	Yes and Yes. Three meetings in past week and a half. Many businesses are not open.	No	Yes, had zoom meeting to check in	Yes, technically. Our interaction with them has not changed as a result of COVID19, which was minimal. Yes, Angela Gardener reached out to me directly and we had a partner zoom meeting recently	The regional consortium keep me posted and also my home campus sends weekly notifications on what is going on and procedures that we have to follow.	N/A	No - there's a virtual meeting planned for next week
15. What steps have you taken to prepare for long-term service provision under COVID-19 restrictions? That is, are you prepared to operate your school indefinitely through distance learning, and what steps are you taking to prepare for that?	We are fully prepared to offer indefinite distance learning. Once testing is resolved, we will have little to no issues from our current perspective.	We are prepared to operate in this way for the foreseeable future. Staff working remotely. Preparations are ongoing - main questions re: intake of new students in the adjusted era	We are planning to train teachers, staff and students how to access online classrooms through google meets and zoom	We are still in the development stage and getting direction from our district. We are also providing trainings to our teachers on Google Classrooms	Training teachers on more effective ways to teach online.	I have set up an office space at home and have access to all the necessary software on my computer to better serve the students.	We are prepared to provide distance counseling and instructional services to students long term. Our remote access to specific counseling systems have been granted to us long term as many of our systems are already web based.	We are utilizing online platforms and exploring options for programs that include skills practice.
16. How are you providing supportive services/wrap-around services (e.g. food, shelter, medical health, behavioral health, financial, jobs, public assistance, census, residency, special education services, etc)? And how are you working with partners to refer those students in need?	We are utilizing Google Voice, which is allowing us to maintain our current phone number and contact information. Office staff are managing phone calls and check-in conversations from a counseling, career guidance stand-point. Individual Google Meet conversations have taken place with several students.	WE have 2 full-time counselors working to make these connections, as well as the consortium-provided college counselor tech who also helps connect students to higher ed	Food is distributed daily at my site to the community	Our counseling staff continues to work with students to provide them with academic, career, and social emotional services.	We are not, but we are working with our district who is providing many of these services	We have been using the same partnerships in terms of resources. The difference is the access to technology that it might be limited and will not be available for all students.	We have a list of resources for our students available that we distribute as a case by case basis.	SBCSS is continuing support with meals for students and referrals other resources for our students and their families
17. What technology lending program, if any, have you put in place to assist either teacher or students with the hardware needed for online instruction? (Did you hand out laptops?)	We have lent Laptops and Chromebook	We have checked out chromebooks to all ASE students and most ESL students. This has been very, very beneficial in reducing/limiting loss of access	No, not this year we will plan for next year because we are very limited in our technology	Laptops were provided to all teachers and a few chromebooks were distributed to Medical students through the district.	None, this is an area of need for YAS.	Both the adult school and college have a limited number of chrome books to loan our students.	Chrome books and hot spots are being provided by SBVC	Student services students are receiving assistance with devices. Some districts have provided Chrome Books for students who don't have devices.
18. What else do we need to know about your program?	At this point in time, I cannot think of anything pressing that needs to be clarified.	We are working to adapt and still seeing students making progress.	We are working through the COVID-19 pandemic and learning new procedures along the way	We are continuing to host PLC's by departments and provide support and training to our staff through our in house experts.		More support on how to prepare student in the transition to the online environment.	Working remotely, 100% counseling resources available for students.	Most staff members are working from home and we are committed to maintaining a high level of support for our region
What issues are students facing?	Having actual technology, and not knowing how to access the network	Parents working around the clock; juggling all family responsibilities, working from home, loss of job, not having resources, children at home and navigating what children are doing when they lack a diploma, struggling with balance and working. Still trying to hold on while other have lost their job. Digital literacy is the number one need. Multiple children are in school. The adult ed site is the space for them to have that place to get away to.	Not being tech savvy. Technology fears, lack of use, motivation, homeless population does not have access. Small groups in the summer to teach technology.	The priority students have is to pay the rent and have food for their family. Internet access. They are not putting themselves first. 90% of students have more than 2 barriers to employment. Low literacy, many families have doubled up the need for WiFi use. Counseling office is operating at full force to guide and offer social emotional support. Someone they can speak to or connect with. how do we get devices (laptops or chromebooks for students) and training for teachers.	The feedback from students is to focus on the learning especially for ESL students besides CASAS levels how else can a student receive so maybe a pass/fail or letter grades maybe an avenue for feedback. How to strengthen the piece of learning through distance learning. Focused on teaching, not giving grades, it is not a pass/fail but must be within a range. If students are willing to put the work, they will be placed on the HS Diploma program and start earning credits.			Access to technology, not used to working with that level of program. Instructors are also challenged.
Who is going to stay open in the summer?	Yes	No	No	Yes, High School will be done by June 30.	No			No