



CAEP 2020 Directors' Event

Chat

CAEP TAP: Please use the following Google Folder link to access all slides for today's meeting.

CAEP TAP:

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Student Technology Intake Survey

Q: Were students asked if they had internet connection?

A: Yes they were.

Q: Will the County Offices know that the PPE is earmarked for Adult Ed?

A: Yes. That was very specific. It is earmarked for adult schools and CTE programs.

Q: Is the goal to eventually get to pay for performance or not?

A: Not at this time. No discussion on this topic. I think we want to avoid it.

Frank Gerdeman: I hope we continue to provide meaningful outcomes for students and that will justify not moving to a system like Title II funding as I believe it limits our flexibility.

annabelle rodriguez: Just confirming that the PPE is earmarked for adult schools in the county not just adult ed programs delivered under the COE.

Although it's early, how much is your enrollment down since you opened this fall? (Conducted via poll)

Kelly Henwood (San Diego Continuing Education): we are closer to 15%

Frank Gerdeman: How many programs operate year-round? As one of those that does, we have seen steady increases since the shutdown began...

Carolyn Zachry: Frank, that is good to know that you are seeing steady increases.

Penny Pearson (OTAN): 6% at increased or the no downturn is wonderful!

John Werner: between 7/1 to 9/1, our ESL programs were down 80% compared to last year, same time period

Giuliana Brahim-Milpitas Adult School: 15%

Nancy Miller: It depends upon the program. In some areas we are down 50% and others have increased.



If students are staying away – why?

Laura Dutch: They are overwhelmed

Todd Livingstone WASCAE Pajaro Valley USD: Digital divide

Matt Linton (La Costa Adult School): Being parents and working

M'Liss Patterson: Struggle with online learning format

Tanya Praest-Twin Rivers Adult School: Technology issues

Rachelle Modena: Pressure of taking care of school age children at home, K-12 distance learning

Darrell Pechtl: 1: Connectivity issues

wendymiller: too much to juggle family, work and trying to do school online consistently

Denise Rivera-Pantoja: Helping their children with distance learning

dhoshiwara@pausd.org: Many teachers are not doing the online classes

Sam Strube: At home taking care of kids

Burr Guthrie: I don't think it's one single reason. Digital divide, tech skills, dealing with kids,

Maggie Von Vogt, Anderson Valley Adult School, Boonville: It's too much for parents who have kids being schooled at home. And technology is too much for them.

Amy Campbell: Lack of technology, Beginning ESL levels, computer literacy skills

Usha Narayanan: Technology, parenting,

Heidi McFadden: Technology issues, moved out of area, childcare

Carrie Casto: Remote learning

Vilma Reynoso: many of them do not have internet services or digital devices

Darrell Pechtl: 2: Students in class online taking time

Pam Garramone: Too busy at home.

G. Vittoria Abbate: Many are busy supporting their children's remote learning...

Kelly Henwood (San Diego Continuing Education): overwhelmed working,

Carolyn Vang-Walker: They are at home with their children participating in distance learning.

Euline Olinger: school children at home, parents are helping them; work,

Wayne Diulio: Sharing technology



YRodriguez: No device or kids in school

Serina Eichelberger: The aren't interested in online learning, too many responsibilities as their own children are doing distance learning are our top two reasons.

Andrew Stager: Technology

Pao Ling Guo: COVID 19 related

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Needing to work as much as possible

Erika DeLaCruz: enrollment process is really slow due to social distancing requirements

annabelle rodriguez: Technology, parenting

Usha Narayanan: Remote learning is not for some

Wayne Diulio: Lack of tech skills

Lorilee Niesen: Parenting

JoDee Slyter: Digital literacy

Dana Galloway: Other responsibilities, children in online school, etc. No wanting to take online classes.

Shannon Lane: kids at home and understanding technology

John Werner: connectivity

Guillermo Mendoza: Wi-fi issues!

Cindy: Helping their children with school work, no access to computers, having to work, sick or caring for someone who is sick

Grace Sauser: technology access, and for ESL, not coming into town due to colleges going online

Tony Munguia: online courses and taking care of their children

Angela Taylor: Difficulty connecting with new students

Adele McClain: Loss of of incocme& digital divide

Nancy Miller: competing with children's educational needs

Emma Diaz: Tech divide

Maria De Leon: technology, parenting

Frank Gerdeman: Not staying away - but their needs shifted beginning in late March and we shifted to be able to meet more immediate needs which in turn, allowed us to stay connected to them for service and instruction purposes.

Pedro Mendez (MJC): Digital Divide, Home multiple responsibilities, loss of employment.



Ana Gonzalez: juggling multiple priorities/ children

Chrissy Gascon: Lack of computers, wifi, low digital literacy skills, homeschooling their children, want to be in the classroom

Tara Biancamano: Limited online capacity, parents, economic issues, COVID concerns, overwhelmed

Ryan Whetstone: Students may be staying away because they have not been directly contacted by a school staff member.

Crystal Robinson: lack of asynchronous options

Todd Haag: Economic issues, family issues, children at home (especially elementary age children and their own educational issues etc.), technology challenges

John Werner: loss of access to a traditional classroom

Thoibi Rublaitus: Being overwhelmed especially lower digitally literate students

Steve Radford: Taking care of their families becomes a greater priority than their own education.

Alejandro Clark: Rural area economy and loss of jobs have taken our students

Lori Riehl: Digital literacy issues

Lisa Voss: We are BUSY! No decrease here!

Gloria Adame: hard to focus at home

Pedro Mendez (MJC): Challenges in education via online mode

Leticia Villa: Lack of technology and internet service

Pam Garramone: Zoom overload

Steven Casperite: Lacking the digital skills to access online learning. Lack of knowledge about new opportunities. Trauma of current events which has disabled people from seeing the possibilities of moving forward

Pao Ling Guo: COVID 19 related family illness

Martha Mendez: limited online capacity, challenges with low level ESL and an online matriculation process, digital divide, family demands

In your program, which CAEP program is most effected by the current pandemic? (Conducted via poll)

Nancy Miller: Positively effected or negatively effected?

Cindy: CTE-haven't been able to run some programs and ESL-technical challenges

Michelle Grimes-Hillman: All of the above. Hard to pick one. We are down 38%



Karima Feldhus: We are losing some of our adults with disabilities; however, we are seeing new students in the program.

Chrissy Gascon: Hands down - ESL. Especially difficult to teach lower levels online

Todd Haag: Surprisingly, not all, but any CTE that can be reasonably be offered via distance learning is still very popular. Lower level ESL is a challenge

Laura Dutch: ESL parents are totally overwhelmed with the Covid crisis. Illness, trying to help children online with schoolwork, work...

Karima Feldhus: This is probably because ESL is the largest program.

Karen Malkiewicz: Jail programs are also greatly impacted due to lack of internet access for students.

Frank Gerdeman: We have had pretty good success with some online programs like Burlington English combined with supportive synchronous labs and more recently, Voxy, which provides real-time in-person instruction.

What keeps you up at night in regard to funding?

Frank Gerdeman: The overall health of the State budget and economy.

Lanzi Asturias: Reductions in the overall grant.

Sam Strube: pending budget cuts

Usha Narayanan: State revenue and how will that impact us in the future

Chrissy Gascon: Cuts that will not allow us to continue to serve our students at full-capacity

Karima Feldhus: I'm worried about future years if this pandemic continues.

Lisa Voss: Having to share with other agencies who don't need it as much and being under funded....continually.

Sherri Watkins: Will there be a reduction next year?

Tanya Praest-Twin Rivers Adult School: Economy and future budget cuts

mbeshirs: The cuts that are likely coming in a year.

Eric Pomeroy: State legislators

Crystal Robinson: Cuts coming due to current economy

Heidi McFadden: I have concerns about next year, the year after, etc. because of the unstable economy.

Ana Gonzalez: pending cuts

annabelle rodriguez: CAEP statewide budget reductions



Wayne Diulio: As a result of lower enrollment, CAEP funding will be reduced

Laura Dutch: Trying to test students

Amy Campbell: The concern that it could be impacted next year

Steve Radford: Will there be massive cuts?

Sofia Ramirez Gelpi: Looming recession that could impact CAEP allocations

YRodriguez: Future of Adult Ed funding

Ilse Pollet: Uncertain future

Todd Livingstone WASCAE Pajaro Valley USD: When the other shoe drops, rainy day funds are being depleted.

Dana Galloway: State finances are unsure.

Lori Parris: state budget concerns

Usha Narayanan: How do we serve who need us the most and are not able to access us

Euline Olinger: can we use our funds to help buy chromebooks and wifi internet for rural areas?

Guillermo Mendoza: What will be next years funding? Will it stay the same?

Eric Vereyken: mid year or next year cuts

Erika DeLaCruz: The need for a data specialist

Pam Garramone: Possible State cuts to come because of Covid and fires

dhoshiwara@pausd.org: great reduction in student attendance

M'Liss Patterson: Future reductions due to lower enrollment...how can we sustain our program?

Pedro Mendez (MJC): Future cuts, lower ROI given drop in student attendance

JoDee Slyter: potential state budget cuts

Angela Taylor: unknown impact of pandemic on our overall future state budget

Vilma Reynoso: Risks of budget cuts

Ryan Burke: Effectiveness of district-level oversight

Michelle Grimes-Hillman: ROI

Jessica Moran: Reduction in student attendance

Usha Narayanan: Reductions due to lower enrollments



Andrew Stager: The possibility of cuts

Kelly Henwood (San Diego Continuing Education): future economy and expenditure rates

Thoibi Rublaitus: The uncertainty of the economy and how things will look next year.

Todd Haag: Future cuts based on the economy and as impacted to the uncertainty of WIOA outcomes

wendymiller: I'm afraid of performance-based funding, since language acquisition is not something that is linear — and scared of reductions because of budget problems

Lori Parris: and data requirements

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Students losing jobs and California being increasingly difficult for working people to be in (for students and teachers), and future funding of adult ed.

Sofia Ramirez Gelpi: Unable to use the funding to help students: housing, food, childcare

John Werner: Carryover throughout the state

Tara Biancamano: Long term effects of lower enrollment, limited ability to serve students in person due to social distancing.

Carol Hirota: future state funding based on current attendance/enrollment, ROI

Grace Sauser: fear that if we see enrollment drop in the short term, funding will be cut in future years when we need it most (economic downturns), and if we aren't able to show measurable skills gains due to difficulties with remote testing

Pao Ling Guo: not enough..... as we spent over 50% in CTE. We need weighted funding for CTE

Todd Livingstone WASCAE Pajaro Valley USD: Wanting to do the best we can for students and learning outcomes- return on investment...

Cindy: not knowing whether reductions are on the horizon, no knowing how other things like CLWK/WIOA will be impacted

Corlei N. Prieto: Budget and accurately collecting data to articulate need

Matt Linton (La Costa Adult School): lack of financial supports to provide direct need to our students (i.e. waiving registration fees, basic living needs, test vouchers for HSE)

G. Vittoria Abbate: Getting good outcomes with the funding we are spending...

Pedro Mendez (MJC): Resources to support needed infrastructure for online education the longer we are in current state.

Eric Saavedra: Pending cuts due to lower enrollments



Nancy Miller: Need to hire a counselor and more outreach specialists to work with students in a virtual world. College doesn't understand NC and will move to eliminate the program

Usha Narayanan: Stress levels for teachers in this new format

Thomas Ray: Restrictions on how to spend

MaryAnn's iPhone: the continued layoffs and jobs available when students are ready to work

John Werner: The original needs based spreadsheet is still MIA

Rebecca Soto: reduction in student services

Ryan Whetstone: What keeps me up - Concern that legislators state effectively informed regarding adult education service and impact.

Cindy: need for additional funding to develop online programs

Dr. KaRyn Holder-Jackson: Our consortia just developing CTE programming...concerned about funding based on performance.

Pedro Mendez (MJC): Pressures in districts given challenges with future of fiscal situation

Karen Malkiewicz: Spending restrictions.

Dana Galloway: Agree with Ryan. The figures are all over the place.

Todd.Haag: Enrollment fluctuations as caused by the uncertainty and continuing to manage programs based on those changes

John Werner: late money

Adele McClain: Carryover makes it look like we are not spending but funds are incumbered.

Maria De Leon: need for additional funding to develop online programs

Kathleen Porter: Timing of receiving funds, and worry about next year's funding cuts (as a result of COVID-19 and economic downturn)

alan: geographic isolation

Kathy: Not receiving CAEP funds in timely manner.

Serina Eichelberger: Increases cost associated with needs in a pandemic, challenges in casas spending, and inequitable practices that does not allow for those with the most need have access to the most resources

Ilse Pollet: our data doesn't tell the full story of how we are serving students

Ryan Whetstone: What keeps me up - Concern that state legislators are effectively informed regarding adult education service and impact.



G. Vittoria Abbate: Spending-down timely given district constraints and ordering back-logs...

Ute Maschke: (lack of) acknowledging role student services play

What are the most critical support services?

Serina Eichelberger: Where does tech support fall?

Grace Sauser: supportive services

Serina Eichelberger: Supportive services?

Lisa Voss: Yeah, actually access to technology would be number 1!

Euline Olinger: Definition of some of these, Neil?

Neil: Supportive Services are food, childcare, housing, etc. Referrals are working with the county Social Services, mental health, workforce, etc. Student Orientation, Counseling Services, Transition Services and Immigration Services are all internally.

Serina Eichelberger: Thanks!

MaryAnn's iPhone: supp services- technology

Carol Hirota: Counseling services include student support, referrals etc.

Euline Olinger: YES! access to technology!

Cindy: I am considering supportive services to include access to technology.

Frank Gerdeman: For me, counseling services cover a wide-range of supports, including supportive services, transition, even onboarding and goal setting.

Steven Casperite: Lack of collaboration between partners such as WIB's, EDD, ETC.. and the programmatic barriers created by unaligned systems of meeting need.

Veronica Parker, CAEP TAP: Close to 70% response rate.

G. Vittoria Abbate: Childcare is critical to getting ESL students back into the pipeline...

Lori Riehl: Agreed... I assumed "Student Orientation" included access to tech

Usha Narayanan: orientation because that service allows us to give students an overview of services we provide

John Werner: referral did rank high, but with testing problems from covid, student orientation is hard right now

Michelle Grimes-Hillman: Hard to check one.

wendymiller: I lumped tech access with supportive services



Kathleen Porter: Counseling services may encompass many of the other choices (referrals, support services, transitions, etc ...). It's "barrier busting" on all fronts.

Serina Eichelberger: Can we see the poll?

Usha Narayanan: Now it is diffic

Sofia Ramirez Gelpi: It's hard to just select one. For us, support services and counseling are key to keeping students engaged, in classes, and completing programs.

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Supportive services - people's basic needs need to be ensured before they can go to school (Maslow's Hierarchy of Needs_

Ryan Whetstone: Orientation process, ongoing Counseling and Transition support.

Ute Maschke: @Kathleen - I was thinking that when checking orientation - front leading will make a difference

Chrissy Gascon: I think connectivity also falls under supportive services and is a big one

Sofia Ramirez Gelpi: No worries @Neil: The zoom poll is limited.

Usha Narayanan: With no orientation, we cannot provide students with an overview of all the services we provide

How are we telling our story thought he data?

Greg Hill Jr.: Retention

Sofia Ramirez Gelpi: retention and completion

Laura Dutch: Completions

Frank Gerdeman: Outcomes

Frank Gerdeman: Impact

Matt Linton (La Costa Adult School): Highlight positives

wendymiller: retention, course success,

Thoibi Rublaitus: Support services

Lynell Wiggins: Through short-term CTE completion leading to higher wages

Beth Cutter: people getting jobs after CTE programs

annabelle rodriguez: completion and transition

Michelle Grimes-Hillman: completions

Andrew Stager: Retention



Dana Galloway: Transition rates.

M'Liss Patterson: Student success

Amy Campbell: Outcomes

mbeshirs: Completions

Emma Diaz: persistence

Steven Casperite: Equitable access

Eric Vereyken: Increased participation as we transition to new reality

Usha Narayanan: Outcomes,

Ilse Pollet: outcomes, ideally showing correlation with barriers

Tanya Praest-Twin Rivers Adult School: completion

Pam Garramone: Fact Sheet (combined CAEP)

John Werner: retention and outcomes

Karima Feldhus: Employment

Cindy: This is what I need to learn to do a better job of.

Karen Malkiewicz: persistence

Rhonda: outcomes

Maria De Leon: Outcomes

Beth Cutter: pictures from graduation parties!

Lori Parris: completion

Ute Maschke: Transition to post-sec and employment

Grace Sauser: anecdotal stories are super important when the data isn't really available yet - early in the year

Angela Taylor: Attendance and persistence

Rachelle Modena: enrollment

Sofia Ramirez Gelpi: increased certification numbers (aka completions)

JoDee Slyter: survey results

Wayne Diulio: Outcomes



Thoibi Rublaitus: workforce placement

Heidi McFadden: certificate completion

Carolyn Vang-Walker: Outcomes and highlighting successes

YRodriguez: Students and teachers using LMS Schoology

Eric Vereyken: Retention/persistence

Lanzi Asturias: Persistence and outcomes

Ryan Whetstone: Service numbers and outcomes

Carol Hirota: persistence, learning gains, transitions, employment etc.

How do we tell the stories that the data can't tell?

Shannon Eller - Adult Education Pathways: We started a newsletter and our partners can't get enough of it. Our student spotlights are really amazing and our students are proud of themselves!

Emma Diaz: testimonials

Lori Riehl: Student testimonials

Serina Eichelberger: Enrollment. We can tell our stories if there were more investment in data comparisons to see enrollment/retention or follow up surveys about why we are not seeing some of our regulars.

Frank Gerdeman: Testimonials

Ute Maschke: Student interviews/videos

Pao Ling Guo: annual Factsheet

John Werner: student success stories

Sofia Ramirez Gelpi: student surveys, student focus groups, testimonials

mbeshirs: anecdotal

Cindy: Need to figure out economic impact of programs and services and make them compelling to others.

G. Vittoria Abbate: We should be seeing an uptick in enrollments and then persistence in this new virtual/remote format as we get better at it...Outcomes will be critical to help us determine if we really are helping students i.e. if they are making progress or not...

wendymiller: Non data: student success stories

Laura Dutch: Facebook page highlighting student stories



Wayne Diulio: 50% decrease in enrollment

Tanya Praest-Twin Rivers Adult School: student surveys

Heidi McFadden: social media highlights of student successes

Lori Parris: success stories

Maria De Leon: success stories

Gloria Adame: social media

Ilse Pollet: student success stories

annabelle rodriguez: focus groups, surveys, testimonials

Grace Sauser: survey

M'Liss Patterson: Personal stories from students

Todd Livingstone WASCAE Pajaro Valley USD: Student stories of grit- Fires, pandemic, go fund me for students

YRodriguez: Counselor exit meeting

Carol Hirota: student feedback

Carolyn Vang-Walker: Social media

Karima Feldhus: Promotional videos

Cindy: We are asking students to share their stories with us.

Andrew Stager: Referrals from successful students

Usha Narayanan: Student stories

Eric Vereyken: Success stories

Matt Linton (La Costa Adult School): talking with students personally, and asking teachers to share out with admin

Adele McClain: Success stories on social media and student spotlights shares with our AJCC partners.

Dana Galloway: Informing and involving the community.

Amy Campbell: We are putting together videos of student testimonials and surveying through our West-Ed survey (Entrance and Exit)

Shannon Eller - Adult Education Pathways: Student accomplishment surveys every quarter

Pedro Mendez (MJC): Testimonials, presentations, social media, public announcements, participation in community groups



Ryan Whetstone: Social media highlighting student success stories

Steven Casperite: Stories of collaborative wins

Nancy Miller: Facebook, personal stories from students, CBO partnership stories

Thoibi Rublaitus: connection with local partners to place students

Cindy: We just found out one of our students almost quit college because he wasn't certain how to submit assignments on CANVAS. There is more to do with supporting transitions.

Adele McClain: Having legislators speak at graduation and having local board members attend adult ed regional events.

Eric Saavedra: Sharing with School District/school board

Frank Gerdeman: Might be worth creating a CAEP social media space - similar to what the California Apprenticeship Initiative has done to allow state-wide sharing of good news and info

What PD or TA is working well?

Karima Feldhus: OTAN

Adele McClain: Jay

Usha Narayanan: OTAN

Kelly Henwood (San Diego Continuing Education): Distance Education Mentorship models

Karima Feldhus: TAP

Grace Sauser: OTAN

Laura Dutch: OTAN

G. Vittoria Abbate: OTAN

Beth Cutter: The webinars are great.

Adele McClain: yes

Dana Galloway: Webinars are keeping us up to date.

Carolyn Vang-Walker: Using online resources whenever we are able to do so.

Rhonda: OTAN and Jay

Emma Diaz: local PD

Eric Vereyken: OTAN and District

Euline Olinger: TAP, OTAN Veronica and Neil Kelly--CAEP office hours



Burr Guthrie: TAP, OTAN, CASAS, CalPro, CDE, all working hard

Serina Eichelberger: Extensive PD on the shift to online learning, focusing on a few platforms and explicit teaching of digital literacy, investing in teachers who know tech

Thoibi Rublaitus: basic computer skills OTAN

Pam Garramone: CALPRO

Sofia Ramirez Gelpi: OTAN

Andrew Stager: OTAN

alan: virtual learning

Cindy: LA just had a great PD day.

YRodriguez: Technology support - District and OTAN

M'Liss Patterson: OTAN and site collaboration

wendymiller: I'm zoomed out, so really limited in how many webinars I can stand

Kathleen Porter: All the leadership projects have stepped it up. Thanks!

Sofia Ramirez Gelpi: CALPRO

Thomas Ray: Internal

John Werner: CALPRO

Ute Maschke: Tailored to our regional needs PD

Ilse Pollet: resources shared in newsletter

Matt Linton (La Costa Adult School): CTA supported trainings - teachers like these!

Lori Riehl: Local PD / teacher collaboration

Frank Gerdeman: LINC'S and internal focus on PD plans for each staff member tailored to their needs

Chrissy Gascon: local PD

Angela Taylor: our in-house Tech boot camps

Usha Narayanan: Local PD, teachers supporting each other

Grace Sauser: consortium Director's Networking - what are others doing?

Kelly Henwood (San Diego Continuing Education): Student centered journey

Maria De Leon: OTAN, CASAS,



Melanie Petago - Beaumont Adult School: Anything Google related

Ana Gonzalez: local PD

Carol Hirota: OTAN, CASAS (Jay!), CALPRO, AGENCY PLC/data teams

Lisa Voss: OTAN and technology needs being supported by a teacher

Sofia Ramirez Gelpi: online teaching, online course design

Chrissy Gascon: Online teaching certification

Thoibi Rublaitus: social emotional training from staff and teachers

What are your continuing PD or TA Needs?

G. Vittoria Abbate: Online teaching training

Michelle Grimes-Hillman: Equity in online teaching

alan: virtual learning

Burr Guthrie: virtual student engagement help

Lisa Voss: Online engagement tools, not just teaching

mbeshirs: tech training for students

Chrissy Gascon: More resources for online course design

Steve Radford: Remote testing

Ute Maschke: PD tailored to the region - data research-based

Pao Ling Guo: Funding for the regional PD

Serina Eichelberger: We need funding to pay staff for the extra time to learn new tech systems

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Connection/communication with similar schools to talk about what's working

Lori Riehl: Online course design—particularly math

Ilse Pollet: connection with other consortia in the region

Sofia Ramirez Gelpi: culturally responsive curriculum design

Karima Feldhus: Best practices

Martha Mendez: online teaching cert

Kelly Henwood (San Diego Continuing Education): How to encourage student centered design in the bureaucracy - including with non-instructional staff



Grace Sauser: asynchronous nuts and bolts (short, sweet) for online best practices. 1 hour or less mini workshops

Lanzi Asturias: Equity and Online Course design

Steven Casperite: A state aligned and industry recognized platform for student digital literacy

Angela Taylor: Evidence based instruction strategies while teaching online

Ryan Burke: devices

Ilse Pollet: co-enrollment strategies

Usha Narayanan: Social emotional for teachers and staff

Eric Saavedra: online curriculum; best practices tech

Matt Linton (La Costa Adult School): Troubleshooting tech. Alignment between OTAN, CASAS, CAEP Office - so many email offerings for support and training

Serina Eichelberger: Video models of actual teaching strategies online

Eric Vereyken: Online course development, LMS training

Dr. KaRyn Holder-Jackson: Onboard training for new adult school directors and transition staff (adult school navigators and college coordinators)

Laura Dutch: SEL and practical tips for engaging students online

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Better internet in rural areas

Dana Galloway: Student self-care. How to survive and thrive.

M'Liss Patterson: Updated technology and ongoing tech support

Carol Hirota: online course design such as Canvas (cost-state purchase for local agency)

Lynell Wiggins: Adult School to CC Transition Workshops (Hi level Administrators)

Cindy: Time to develop our stories and sharing the value of the work we do. Outreach time to students and staff support.

YRodriguez: Online model instruction

Ryan Whetstone: student engagement training

Sofia Ramirez Gelpi: cultural responsive curriculum design

Euline Olinger: ALL of those written already--remote testing,

Adele McClain: Adult Education credential training.

Maria De Leon: social emotional for faculty and staff, tech support



Crystal Robinson: best practices on finding out why students leave programs

Serina Eichelberger: Persistence for educators training

Lori Riehl: Digital literacy curriculum for ESL students

Euline Olinger: Universal Design for Learning

Eric Pomeroy: CANVAS Training; Online support services

Cindy: Teams developing online curriculum. Including people from throughout the state working on same course.

Amy Campbell: Consortium wide PD days and online videos and tutorials we are sharing

Are you ready to start working on a new 3-year plan?

Dr Sofia Ramirez Gelpi (AHC): YESSSSSS

Kelly Henwood (San Diego Continuing Education): No

MaryAnn's iPhone: no

Serina Eichelberger: No

Lori Parris: no

Ana Gonzalez: yes

Emma Diaz: We just did that last year :)

Angela Taylor: no

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Sounds so hard to even know what to expect this year!

Lynell Wiggins: Not quite

Ilse Pollet: no

Cindy Prentice: Yes

Amy Campbell: Yes

Eric Vereyken: No

Beth Cutter: It feels REALLY early to start....

Serina Eichelberger: We are still needing time to adjust to the current needs and to focus on adjusting to all new distance learning systems.

Vilma Reynoso: no



Carol Hirota: DSAEA- consortium...yes

Dr Sofia Ramirez Gelpi (AHC): I am ready to start but it's hard to predict/project given the state of our economy (state and national)

MaryAnn's iPhone: the Wioa I 4-year plan due this year and it's a bear! we are required to be involved

Dr Sofia Ramirez Gelpi (AHC): Use the poll to ask

YRodriguez: Not quite, difficult due to pandemic issues

Steven Casperite: With some reservations.

Kathy Johnson West Kern AEP: No, not until we know what COVID does

Burr Guthrie: any planning may involve a couple of different scenarios re: social distancing

G. Vittoria Abbate: Some may be Consortium members but not Consortium leads so not sure if they can/should raise their hand!

Adele McClain: yes

Crystal Robinson: I'd like to see 21-22 budget before planning again

If we ask consortia & members to set goals and targets for the next 3-year plan, where do you foresee some stumbling blocks?

Ryan Whetstone: Stumbling block to planning - unclear about the actual effects of COVID on long term recovery for schools and programs.

annabelle rodriguez: will be difficult to plan for 3 years in the future not knowing covid reality

JoDee Slyter: Without knowing how the pandemic situation may evolve, difficult to plan.

Devon Smith: yes

Pao Ling Guo: yes, we need to confirm the 21-22 budget first.

Grace Sauser: are we planning for continued remote or business as usual?

alan: We're barely into the first year of the current plan, and our future is uncertain

Dr. KaRyn Holder-Jackson: Our Consortia has two new directors; the present economy and unknowns make it difficult to plan.

Lori Riehl: Stumbling blocks: unknown budget; unknown in-person or remote

Grace Sauser: what does the future hold?

Rebecca Soto: unclear about funding, COVID impact, student needs, program capacity, etc etc etc etc



Beth Cutter: The stumbling blocks would be that we just don't know what things will look like two years from now in our current scenario....

Michelle Grimes-Hillman: Guaranteed funding

Shannon Lane: Uncertainty with COVID and how to approach long term.

Serina Eichelberger: Agencies are still working on innovation to meet current needs, we would all be pulled too thin to do a 3-year plan well.

Laura Dutch: I feel like we are in the middle of chaos and people are overwhelmed. Hopefully, things will settle and we will be ready by then.

Dana Galloway: Depending on how things go with the pandemic and the economy, maybe we should have an extra year for the Plan???

Pedro Mendez (MJC): Unknown future, how much is COVID versus Post COVID environment and/or pivoting

Euline Olinger: Yes! roll out guidelines spring!

Ute Maschke: A new version of the self-assessment toolkit could be good

Carolyn Vang-Walker: Uncertainty regarding whether we will be hybrid, DL or some combo.

Serina Eichelberger: How about delaying the 3-year plan by a year? That would feel very supportive.

Alisa Ramirez: Guaranteed funding

Rachelle Modena: I agree....planning right now would just be for pretend. This are just too wild right now.

Shannon Eller - Adult Education Pathways: I think we will have to put contingencies into our 3-year plans

Dr Sofia Ramirez Gelpi (AHC): Agreed! We need the template soon so we can start to work on it while handling all else COVID related.

Ryan Burke: June '22 sounds appropriate....allows time to dialogue about which parts of our Covid adaptations we will be keeping and integrating

Matt Linton (La Costa Adult School): too difficult to tell, but I'm sure it will be student-related (i.e. learning readiness/ preparedness)

Beth Cutter: Spring of 2021 to start might be reasonable, but would it be at all possible to do something different, rather than an entirely new three-year plan. Could we do an addendum to the current plan with any updates or changes to give us one more year on the current three-year plan?

G. Vittoria Abbate: Due to current flux and anticipated flux in after-effects of COVID-19 whenever we "come out of it," forward planning will have to include planning for continued changes...



wendymiller: there's a lot of unknowns to be able to effectively plan!

Wayne Diulio: Funding remains constant, I do not see any large issues

Serina Eichelberger: How about a "pandemic amendment"?

annabelle rodriguez: I live the idea of a 'pandemic amendment'

Lanzi Asturias: The current circumstance makes it difficult to plan for the future. Too much uncertainty.

Frank Gerdeman: Again, we are always fine-tuning the plan and looking three-years in terms of what we should be able to provide to our community. Specific targets wait until annual plans as that allows us to maintain our vision without getting bogged down in the weeds until we have a clearer picture of any given year. Basic on-going planning 101...

Ilse Pollet: stumbling blocks: agreement on goals and targets. Capacity of our data systems and our own processes to capture data points/outcomes that may be out of the box

wendymiller: I second the idea of an amendment to our existing plans

Beth Cutter: Yes, an amendment / addendum to update and extend the existing three-year plan by one more year...

Eric Saavedra: Hard to plan with given the uncertainty of COVID and perhaps budget

Dr Sofia Ramirez Gelpi (AHC): template on spring 2021; submission by spring/summer 2022; ready to rock and roll fall 2022.

G. Vittoria Abbate: Exactly...we are always re-calibrating our plans, aren't we?

Amy Campbell: Yes maybe we should give an overlay or update for this year and what areas we will be adjusting

Rebecca Soto: also, exhaustion of partners

Michelle Grimes-Hillman: Targets will depend if students are able to come back to F2F

Pedro Mendez (MJC): 3-year plan update should consider varied potential scenarios given the economic reality in communities and where we are at in the pandemic.

John Makevich: @Pedro: I completely agree. Run several scenarios.

Ana Gonzalez: I think setting targets will be the most challenging to do right now

Pedro Mendez (MJC): @John: Yes, approach in strategies to meet goals will vary based on the reality of the situation communities are in

How many people are using the following innovative practices: Integrated Education and Training, Guided Pathways, Contextualized Instruction, Pre-Apprenticeships, Dual Enrollment, Transition Specialists, Immigrant Integration? (Conducted via poll)



Dr Sofia Ramirez Gelpi (AHC): Some are MOs for us because we are in development, not implemented yet.

Dr Sofia Ramirez Gelpi (AHC): NOs, not MOs

wendymiller: I like MOs

Dr Sofia Ramirez Gelpi (AHC): LOL

Veronica Parker, CAEP TAP: This poll contains 7 practices. Please scroll down to respond to all.

Veronica Parker, CAEP TAP: The poll will be open for another minute.

Usha Narayanan: I am not able to submit for some reason. We are doing almost all of them except Guided Pathways

Euline Olinger: a lot not implemented yet

JoDee Slyter: No able to submit because across region varies and I'm consortium lead.

Veronica Parker, CAEP TAP: Sorry. :)

Frank Gerdeman: We are also running full apprenticeship (as are others, I suspect)...

Q: are there incentives for pre-apprenticeship programs?

A: There are really no pre-apprenticeship incentives right now. Seed funding is provided for grants. Leverage funding to sustain it. The incentive is the outcome.

Frank Gerdeman: Make sure you are keeping tabs on the California Apprenticeship Initiative (CAI) through the Chancellor's Office.

Q: what is seed funding?

A: Seed funding is funding to get it started.

Greg Hill Jr.: https://www.rethinkadulthood.com/?utm_source=validators&utm_medium=email-outreach&utm_campaign=launch

Angela Taylor: The Rethink Adult Ed challenge is a \$750,000 completion to advance pre-apprenticeships. The US Dept of Education invites adult ed providers to design programs that better learners for apprenticeships and beyond

Greg Hill Jr.: A \$750,000 U.S. Department of Education challenge to advance pre-apprenticeships. Open to AEFLA-funded agencies.



Adele McClain: The small LEAs in my consortia felt like the pre apprenticeship and IELCE were too difficult to establish given limited resources. The college is incorporating both strategies as there are more resources available to support these programs.

Frank Gerdeman: For example, we received \$500,000 grant three years ago to start our pre and apprenticeship program

Q: How can an agency apply for the seed funding? is it only for CC or K-12 can also apply for the seed funding?

Q: when can we apply for the seed funding?

A: an RFA will go out and K-12 adult education would be eligible. LEA's and districts can apply. The RFA will go out hopefully in November. A memo will be sent out, it will be posted on the website and also advertised in the Newsletter.

Greg Hill Jr.: c.f., the link

Kelly Henwood (San Diego Continuing Education): There was a really good webinar last week that I recommend "critical Considerations for Developing Apprenticeship & Pre-Apprenticeship Programs Grow Apprenticeship California"

Pedro Mendez (MJC): We have partnered with our local WIB to implement a pre-apprenticeship in Manufacturing. We have implemented for three years. However, it has proven labor intensive and post metric fold into apprentice, entry level jobs and/or college.

Greg Hill Jr.: Yep

Serina Eichelberger: Part of the way we are able to focus on students first is by determining the most important deliverables for our staff as it pertains to student achievement. In order to shift systems and be successful, we are being very intentional about all deliverables and cutting many to make sure all have sustained capacity. Are there any deliverables at the state or federal level that will be delayed/postponed or cancelled to ensure we all have the sustained capacity to meet the current needs?

Greg Hill Jr.: Yeah

alan: Is there pre-apprenticeship certification for students

Frank Gerdeman: Depends on the program but there does have to be an MOU with a registered apprenticeship program.

Kelly Henwood (San Diego Continuing Education): <https://caihub.foundationccc.org/>

Dr Sofia Ramirez Gelpi (AHC):

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjr54Hm8p3sAhUOrJ4KHRxbDSAQFjAAegQIBhAC&url=https%3A%2F%2Fcaihub.foundationccc.org%2FPortals%2F0%2FDocuments%2FCAICaseStudies%2Fcai-pre-apprenticeship-programs.pdf&usq=AOvVaw3fpljtKwWHhltELvC1g9GL>



Dr Sofia Ramirez Gelpi (AHC): Access to Opportunity: Using Preapprenticeship Programs to ...
caihub.foundationccc.org

Pedro Mendez (MJC): Thanks Neil....good segment

Dr Sofia Ramirez Gelpi (AHC): White Paper Apprenticeship as a Critical Component of an ...
www.dir.ca.gov › DAS › reports › WhitePaperApprenti..

John Makevich: Thanks Neil!

Ilse Pollet: Agreed. Thanks, Neil

Dr Sofia Ramirez Gelpi (AHC): Thanks @Neil!

Neda Anasseri: Good morning!

Angela Taylor: Thank you Neil

Veronica Parker, CAEP TAP: The first break will take place at 10:15 a.m.

Veronica Parker, CAEP TAP: The complete agenda is included in the Resources Folder.

Veronica Parker, CAEP TAP: OTAN's PPT will be available right after her session. Thanks! Hold tight...it's coming. :)

Euline Olinger: can't hear--because maybe the audio is not shared

Mitch Rosin: PowerPoints should be distributed BEFORE we sit in an 8 hour zoom meeting, so we can better prepare to participate.

Veronica Parker, CAEP TAP: My apologies everyone: The break is at 10:45 a.m. - not 10:15 a.m. as previously stated.

G. Vittoria Abbate: Paige Endo is our Vice Principal overseeing ESL/Family Literacy, AWD and Parent Ed funded by MDUSD LCFF...

Veronica Parker, CAEP TAP: Thank you, Mitch. We appreciate your comment and will do better next time.

G. Vittoria Abbate: The work our ESL staff and other departments have done working with our Senior Instructional Assistants (SIAs) to help support students and instructors online by using Zoom break-out rooms, etc. has been very critical to ensuring student inclusion and engagement...

Cindy: Lots of great successes. Thank you!

G. Vittoria Abbate: Thank you, Paige!

Neda Anasseri: Thank you, Paige and Mt Diablo team!

Paige Endo: Definitely a team effort!



Neda Anasseri: DLAC = Digital Leadership Academy

afuller: Very cool visuals

Cindy: Great job, Thoibi.

Paige Endo: It's great that you have photos to document your agency's journey!

Lori Parris: Awesome Thoibi!

Kathleen Porter: Love this, Thoibi. Thank you!

Dana Galloway: YAY Thoibi! Great ideas.

Branka Marceta: Thank you for sharing, Page, Thoibi and JoDee. Very useful information!

wendymiller: love the leveraging of CARES funds!

Cindy: Awesome JoDee.

Paige Endo: It's great that your region continued to work together during a difficult time!

Pedro Mendez (MJC): That is a fantastic model!!!

Neda Anasseri: Thank you Thoibi, JoDee, and Corona-Norco Adult School

Kathleen Porter: Wow! That's wonderful, JoDee!

Euline Olinger: how many devices and hotspots?

Paige Endo: That's wonderful!

wendymiller: City College of San

Todd.Haag: Great Work

Shannon Eller - Adult Education Pathways: I apologize if I missed this... the devices are loaners?

wendymiller: Francisco used braided categorical funds to purchase 5000 chromebooks and wifi hotspots for students in need

YRodriguez: Wonderful for you all!

Paige Endo: That's great, Francisco!

wendymiller: San Francisco — im typing challenged!

Maggie Von Vogt, Anderson Valley Adult School, Boonville: On a related note, what have you seen on a district level for who pays the monthly data fee for the hotspots- students, districts, other?

Carolyn Vang-Walker: Great job! We were also able to tap into CARES Act funding for the purchase of devices on a smaller scale.



wendymiller: we're using AEP funds

wendymiller: for hotspots and data plans

Angela Taylor: We asked students for a \$20 refundable deposit for laptops. If they can't afford it we ask for anything they can give. If they are unable to give, we still provide the laptop.

Gloria Adame: We purchased refurbished Chromebooks from a non-profit organization at \$50 a piece. This is for our lending program

Neda Anasseri: Breakout room question:

Neda Anasseri: Assign a facilitator, recorder and reporter

Share one successful outcome you, your team or agency employed. How do you plan to build upon that success for the future?

Veronica Parker, CAEP TAP: Use "Yes" or "No" in the participant list.

Emma Diaz: yes

Branka Marceta: yes to report-out

Lynell Wiggins: Yes, can we hear the question first :)

Maria De Leon: yes

Frank Gerdeman: Ask those who are reporting out to type it into the Chat

Euline Olinger: go to the next question

Neda Anasseri: Question: What innovative solutions did you employ at your agencies that resulted in a successful solution/resolution?

Frank Gerdeman: Have groups report out in chat

Holly Clark, CAEP TAP: Please remember to mute yourself upon re-entry

Neda Anasseri: Question: What innovative solutions did you employ at your agencies that resulted in a successful solution/resolution?

Frank Gerdeman: Can we all just type our share out in the chat? Saves time and we'll have them all...

Neda Anasseri: Great idea Frank!

nkelly: Bueller? Bueller?

Todd Livingstone Watsonville/Aptos/Santa Cruz AE: Group 1- We discussed opportunities we all had to obtain devices to help our students in the digital divide.

Penny Pearson (OTAN): Please type in your summary please!



Ute Maschke: Group 2 - Worked with Language Line Solutions to facilitate interpretation for all student services (prepare translations, videos, etc.); created short instructional videos to help students with creating accounts, zoom, LMS, etc.

M'Liss Patterson: Group 17: Some notes: Twin Rivers Adult School: online registration and orientation. Students able to start classes at least a month sooner than in person orientation. Feather Rivers uses Rachel so students use all online resources, DIR reports don't show a large drop off of students, #'s close to 100%. Sonoma working online. Saw a small dip in attendance, but now have increased numbers. Closed last week due to fire. Co-teaching may be smoother...removes some in-person barriers.

Branka Marceta: Group 6: (1) Exploring more flexibility for learners to attend, considering Sunday classes b/c parents more available.....(2) Consortium-level class [one teacher, individual members enroll, claim outcomes and attendance]

Martha Mendez: Group 24: Victor Valley College offered matriculation workshops to assist ESL students with all step of enrolling. We allowed 10 students to sign-up and attend in order to apply, assess, and enroll. Next round we will add a lesson on student email, Canvas, WebAdvisor, and Zoom basics.

Carolyn Vang-Walker: We dismantled many of our off-campus computer labs and distributed the laptops to our students for DL. We also added some WAPs to allow students who didn't have wireless access an opportunity to get on the internet from our parking lot.

Dana Galloway: Tahoe held a graduation in which the graduates rode to the top of a ski area on the lift to receive their diplomas. Other schools held drive-thru ESL open house or drive-thru hiring fair for security and healthcare grads.

JoDee Slyter: Group 20: innovation through drive through testing, connecting with students using support staff, surveying students using Google Forms.

Neda Anasseri: We will not be able to get everyone via voice and video - Note takers, please share via chat :)

Barbara Martinez: Group 1. Expansion of Social Media Publicity. Targeted demographics. Networking with Job-alikes throughout the state easier meeting through zoom instead of f2f. Increased HSD graduations

Emma Diaz: Group 5: 1) Moving teachers online, "educating the educator" and teaching teachers how to use zoom to deliver their programs, including yoga... 2) Still need data and in the exploratory phase, but did a pilot over the summer with a small group to be able to adjust for the fall 3) using "bite size" PD for teachers and saving them on a youtube channel so teachers and staff can return to watch as needed and videos included how to do a signature on pdf, using screen castify.

Crystal Robinson: Group 11: Utilizing classified staff to assist with 1x1 tech support for students

Laura Dutch: Sorry that I missed the breakouts. The food bank delivered and I was unloading the truck and passing out eggs and broccoli and more!



Frank Gerdeman: Thought I would share just one photo from our ski resort graduation

Laura Dutch: frank- Awesome!

Frank Gerdeman: OK. maybe two...

Neda Anasseri: Great photos! Thank you for sharing.

Burr Guthrie: awesome, Frank!

Nancy Miller: Group 12: Innovation using Facebook Live to conduct Zoom training and inform students about how the programs are continuing

Veronica Parker, CAEP TAP: Penny's compiled notes will be included in the Resources Google Folder: <https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Dana Galloway: Frank, loved the pictures!

Veronica Parker, CAEP TAP: For those who you who may be just now joining us, you can access all of the other materials here, now.

Nancy Miller: Are any of you being required to develop and implement safety plans for in person assessment or instruction? If yes, do you mind sharing?

wendymiller: at CCSF we were shocked to learn how many of our faculty were lacking in technology at home!

Nancy Miller: Love the idea of the Digital Literacy Advisory Committee. What is the make up of the committee?

Serina Eichelberger: @Nancy - Here is a registration protocol (including CASAS pre-tests) that we planned for, but due to the high numbers of Covid cases in our county, we were not able to implement. We now have drive in testing. Perhaps this helps.

<https://docs.google.com/document/d/15KSqXDvIPiMI68csAIFmxW3kvzXMdXWDJFH4TOFqwww/edit?usp=sharing>

Serina Eichelberger: @Nancy - Here is the drive in system https://docs.google.com/document/d/1s4q3BmV_p4pNe3CYJSHuZzZvyS-TMgCYEPYvMPgIP3Y/edit?usp=sharing

Pam Garramone: We found it surprising that very few students and teachers who do have computers, do not have printers at home. For ESL students we purchased a new version of the textbook/workbook that allows them to interactively use them on our CANVAS site without have to download and print PDFs for example.

G. Vittoria Abbate: Thank you, Paige!

Euline Olinger: This is great, Pam. Can you share what textbook/workbook you are using?



Pam Garramone: We use "Futures"

Penny Pearson (OTAN): Love that idea!

Veronica Parker, CAEP TAP: From Kim Haglund: College of the Canyons did a student survey to better understand their needs, struggles, and successes. They also had a laptop lending program for students in need.

Laura Dutch: Thoibi, what did you include in the care packages? Sounds great!

Kim Haglund: College of the Canyons did a student survey to better understand their needs, struggles, and successes. They also had a laptop lending program for students in need.

Nancy Miller: Thank you Serina

Paige Endo: Thoibi, great, comprehensive support and responses to your challenges!

Barbara Martinez: Very cool

Serina Eichelberger: Would you please share that padlet?

Javier Romero, CCCCCO: Impressive Serina!

Beth Cutter: So cool!!!

wendymiller: Because CARES Act funds for student aid were limited to credit students, CCSF obtained private funding from Koret, Genentech, and private donations to provide direct student aid, food cards, transportation vouchers for non-credit students

Carolyn Zachry: That is so cool! I shared the calming room at a national meeting!

Chrissy Gascon: We have been able to give CARES Act funding to our noncredit students.

Paige Endo: So good, Thoibi! Thank you!

Euline Olinger: Way cool,@wendymiller!

Serina Eichelberger: We are revamping our website to do the same. A student page for resources that reduce barriers to enrollment/success and a consolidated page for teachers to access information about all of our remote systems/resources. Love the central hubs!

G. Vittoria Abbate: What a great idea for a Consortium Office Hours, JoDee!

G. Vittoria Abbate: Another reason we need to have more of us on our Workforce Development Boards or WIBs, JoDee!

G. Vittoria Abbate: Very fast turnaround for the CARES Act!

Neda Anasseri: Paige, Thoibi, and JoDee thank you for sharing your successes and challenges with us today. Applause for our presenters and all of you in the audience doing the amazing work you do for our adult educators and learners



Paige Endo: It's so good to hear what others are doing!

Branka Marceta: 5 minutes is too short.

Branka Marceta: Better

Thoibi Rublaitus: 8 is good. look forward

Emma Diaz: The problem will be different based on your role

Neda Anasseri: Question: Identify your primary challenge for the fall. Discuss possible solutions.

Veronica Parker, CAEP TAP: Please mute yourselves. Thanks!

Grace Sauser: group 7: group 7: challenges - budget (CC), lack of staff enthusiasm for online teaching, Fire evacuations on top of pandemic (multiple crises at once) - impacts on wireless access and continuity, connecting with students in rural, spread out areas with limited WiFi,

Paige Endo: Thank you, group 9!

John Werner: Group 7, maintain contact.

Nancy Miller: Thank you Grace. You are awesome.

Kim Haglund: Group 5: Technology, internet, support services - access and equity

Darrell PechtI: Group 4... connectivity and tech comfort levels... questions on how to test, and how to plan/implement for long term needs

Nancy_Bilicich: Group 7. . . Enrollment

Branka Marceta: Group 11: (1) Low enrollment and/or attendance, how to reach students (2) CTE - how to do in person (3) so many priorities by the district, slow hiring (4) no tech for adult learners just k-12 (5) North Far North - poor internet connections

Dana Galloway: Group 8: Maintaining or even increasing enrollment; accurate assessment and how do we know that our students are really learning; constant change and the need to always adapt; staff and student morale.

Serina Eichelberger: Group ? - Challenges - How to teach digital literacy virtually to those who have never used a computer, retention, access to technology. Solutions - work with industry partners to help with access to technology, focus on students who are enrolled already through tech support, personal phone calls and give resources to help with other barriers, office hours with teachers

Paige Endo: Group 9: concern about staff fatigue, transition support folks' fatigue...hard to plan when news and situations are in so much flux...hard to reach and really understand what our Ss are going through...be realistic about what a work day and a class looks like now - no cookie cutter approach. Go ahead and push the boundaries. Okay to try!



G. Vittoria Abbate: Group 8: JoDee S. , Wayne D., Dana C., Judy M. & me...Main challenges (in no particular order!), stabilizing enrollment, ensuring student outcomes are positive, managing constant change & the instability of this...managing this change that will result in major change to our organizations that will also then need to be managed...Group 8? Anything else?

wendymiller: audio?

wendymiller: Group 7 proposed solution: look at building practices in high fire risk areas to minimize risks of multiple learning disruptions

Emma Diaz: Group 10: Need a BOY letter for the community colleges

John Makevich: Group 6: Access to technology, CASAS testing, learning experience of teaching online, identifying strategies for coming back to sites, enrollment.

Steve Radford: Group 10: Keeping HSE students motivated with no access to a testing center for GED or HiSET testing.

Carolyn Vang-Walker: Group 14: Liability issues regarding sending students out to internships that are needed for completion of their CTE pathways.

Adele McClain: Please mention that the WIOA GAN is out and that its submission is different this time so that LEA's can follow the path to who may have the notification.

Rhonda: Group 1: low enrollments, how to bring back students, remote testing, students who cannot use technology, difficult processes for enrollment

Veronica Parker, CAEP TAP: Yes - we can.

Neda Anasseri: Question 2: Do you feel fully prepared for the fall in terms of program development, staffing, reporting, or other administrative tasks?

Veronica Parker, CAEP TAP: Please mute yourselves. Thanks!

John Makevich: Group 6: Mostly feeling prepared, though some challenges with access to technology.

Kim Haglund: Group 5 - Leveraging resources and feeling somewhat prepared, but different counties have different guidelines, so it is a waiting game

Neda Anasseri: Please share your notes via chat

Emma Diaz: Group 10: Working on partnering more with Strong Work force to transition AE students into CTE pathways, but not funding is being shared directly

Grace Sauser: some are feeling ready - some are feeling overwhelmed. challenge of working from home and being a parent with kids at home, adjusting to new ways of doing things (l.e testing)



Dana Galloway: Group 8: Meeting PD needs is an issue. Teachers are everywhere along the spectrum. Facilitating growth and change in a safe and nurturing environment while still holding people accountable.

Pam Garramone: Group 4 We are all pretty much ready

Branka Marceta: group 11: (1) not feeling prepared for the fall, too many unknowns (2) offering and planning some professional development (3) CTE is such an unknown (4) concerned about spending down CAEP money... not wanting to spend irresponsibly

G. Vittoria Abbate: Group 8: As prepared as possible! We agreed that we just need to go forward...learn from our mistakes & use what we learn to improve...We also agreed that we need to do outreach with our instructional staff about PD as sometimes (& maybe often...) staff may be shy to ask for help!

Darrell Pecht! : Group 4... pretty much ready, but at reduced numbers... slowed some expansion plans. concern about future funding but currently underwriting the cost of smaller classes out of carryover.

Tanya Praest-Twin Rivers Adult School: Group 12: Not feeling fully prepared; students and staff trying their best, but we're all living through this pandemic and it does take an emotional toll

Serina Eichelberger: Group 12 - Mixed feelings of preparedness. Everyone is proud of the collective efforts to be prepared, however, there are challenges with feeling "fully prepared" as a society to be prepared for equity during a pandemic, especially social emotional supports

Crystal Robinson: Group 14: Doing the best we can considering. Challenges with continued tech support for students, limitations from individual districts and other agencies (CalFire)

Dana Galloway: Vittoria I think we were both typing at the same time :)

Lori Parris: Lori Parris was also in Group 8 Vittoria?

Paige Endo: Group 9 - some in our group are back 100% - just differently. Some nearly fully there. Jail programs - cannot go there yet. Some still waiting to bring folks back safely.

wendymiller: group 7: people have been amazingly flexible and resilient during all the weirdness

Serina Eichelberger: More hybrid learning

G. Vittoria Abbate: That's great, Dana! Thank you for your help to report out!

Neda Anasseri: Think about this: COVID-19 is a world-wide disruption in all sectors of society. Given the impacts you have seen on education, what do you see as the future of education in 1 year, in 5 years?

Darrell Pecht! : Blended learning/teaching will be the future...

Crystal Robinson: Education at a distance is here to stay

Penny Pearson (OTAN): I agree Crystal!



Grace Sauser: the cat will not go back in the bag - flexibility is key

Frank Gerdeman: Personalization, personalization, personalization

Guillermo Mendoza: No catered lunch?

Paige Endo: More hybrid . Livestreaming of in-person and off-site synchronous and asynchronous learning...

Grace Sauser: @Frank - Yes!

Penny Pearson (OTAN): @Grace, Yes! :)

Serina Eichelberger: @Guillermo Hahaha!

Maggie Von Vogt, Anderson Valley Adult School, Boonville: Great morning session. Good facilitation. Thanks!

M'Liss Patterson: More online offerings...a flexible schedule for students with a hybrid model.

eileen.stear: Group 13: We are all as ready as we can get. this is a great group

Penny Pearson (OTAN): See you at 1!

wendymiller: lunch catered by House o' Leftovers!

Barbara Martinez: yes

Penny Pearson (OTAN): Yes Saw it...

JoDee Slyter: yes

Dana Galloway: Yes

Brenda Harris: Yes

Branka Marceta: I can see the slideshow

Penny Pearson (OTAN): Yes

Guillermo Mendoza: Yes.

Veronica Parker, CAEP TAP: https://www.dbresearch.com/PROD/RPS_EN-PROD/PROD000000000511664/America%27s_Racial_Gap_%26_Big_Tech%27s_Closing_Window.pdf?undefined&reaload=KqECMcz6AEvar44z9mJnIFmXskJIsFW10lXrQWL1OIKnlKv2Sf6NH9VIUiuXwgH/9Pe12clRrO5Zt0~M/Opw==

Veronica Parker, CAEP TAP: You can access the report Judy is referencing and her PowerPoint in the Google Folder. All links in the PowerPoint are accessible via 'Presenter' viwq.



Veronica Parker, CAEP TAP: Panelists - when it is your turn to speak, please unmute yourself. Thanks!

Veronica Parker, CAEP TAP:

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Todd.Haag: AAEDMS ? Arizona Adult Education Department Management System ???

Euline Olinger: Maybe to give us context: what are the differences between blended learning, hybrid model, distance learning, and correspondence courses?

G. Vittoria Abbate: Agreed...blended & hybrid are different...We would love to have access to the Rhode Island handbook of terms, etc. when ready, if possible...

Carolyn Zachry: I love that phrase: digital inclusion

Javier Romero, CCCCCO: Me too, future planning objective/principle?

Veronica Parker, CAEP TAP:

For those of you just joining us, you can access the report Judy referenced and this PowerPoint in the Google Folder. All links in the PowerPoint are accessible via 'Presenter' view.

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

afuller: Thank you

Ilse Pollet: San Jose Digital Inclusion Fund: www.sjdigitalinclusion.org

Ilse Pollet: Our consortium is looking to partner with community partners and public libraries (grantees of the San Jose Digital Inclusion Fund) to increase adult ed student access

Veronica Parker, CAEP TAP: Resources available in this PowerPoint are located in the Google folder. Please use 'Presenter' view to access all links.

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Javier Romero, CCCCCO: Ilse, please share as you go down that path.

Ilse Pollet: Will do!

Javier Romero, CCCCCO: Thanks!

Euline Olinger: CANVAS blitzing the whole state? Interesting idea!

Penny Pearson (OTAN): Yes! OER are flexible! Adaptable!

Kim Haglund: Fantastic OER resources in California

Frank Gerdeman: Instead of just moving our old approach into a new environment (virtual) how do we build systems and process, and structures that can personalize the learning for each student?



Ryan Whetstone: Can we get the link to the SkillBlox site?

Penny Pearson (OTAN): OTAN is working with Jeff as well, keep watching our social media for an opportunity for teachers to participate.

Ginette Chandler: <https://www.crowdedlearning.org/skillblox>

Penny Pearson (OTAN): Sharing is a good thing! :)

Neda Anasseri: We'll be adding all Crowded Learning resources to the OTAN website so your teachers can view and access regularly. Yay for OER's!!!

Penny Pearson (OTAN): Love that Students are at the center of what you are doing!

Usha Narayanan: @Neda: thank you!

Renee Collins: Please write your questions for Judy and our panelists in the chat and we'll address them as they come in!

Diana Satin: @Penny: Thank you!

Serina Eichelberger: @ Frank - What we do is ask ourselves why we are doing it. If the answer is, "because that's the way we've always done it" then that's not a good enough answer. If the answer is "because it's what is best for students" (backed with data, of course) then we know we're on the right track.

Ilse Pollet: Any resources out there that make a connection between a digital learning environment and digital workplace skills development?

Greg Hill Jr.: @Corina—agreed. Focus groups, surveys administered at different points throughout terms—these can provide excellent input for formative evaluation and improvement

Sherry Lehane: @Frank: Online learning and modular structures of learning content is a great way to personalize content and differentiate instruction.

Penny Pearson (OTAN): Their materials are very good!

annabelle rodriguez: Sherry could you share that link with us. I didn't catch the name.

Penny Pearson (OTAN): <https://edu.gcfglobal.org/en/>

Euline Olinger: career café in California?

Penny Pearson (OTAN): GCFGlobal: <https://edu.gcfglobal.org/en/>

alan: For CLASP - how do we approach cultural shift to virtual instruction and virtual learning

Diana Satin: <https://workforceedtech.org/>

Sherry Lehane: @Annabelle: It's listed above as EDU. GCFglobal.org



Corina Kasior: Here is a free app that has modules on soft skills <https://getyouredge.org/>

Penny Pearson (OTAN): WorkForce EdTech: <https://workforceedtech.org/>

Burr Guthrie: Mexico put their primary and secondary curriculum on TV to reach more students. <https://www.npr.org/2020/09/02/908685428/3-countries-differ-over-whether-in-person-classes-should-resume>

wendymiller: @Judy — yes I have seen the paternalistic sense that LEP students are somehow also digitally challenged.

Penny Pearson (OTAN): We love IDEAL! :)

Diana Satin: Yes, we certainly do!

Diana Satin: Practitioners really love the EdTech webinars.

Penny Pearson (OTAN): Transforming Distance Education; (It Rocks!) <https://edtech.worlded.org/transforming-distance-education/>

G. Vittoria Abbate: Thank you to the panel for sharing so much good information...

Penny Pearson (OTAN): free and self-paced! Plus, everyone earns a badge for completed modules! :)

Penny Pearson (OTAN): Thank you Judy!

Devon Smith: I missed that website in the last slide. Can you drop it in?

Diana Satin: Thank you!

Frank Gerdeman: Thank you Judy and panelists!

Penny Pearson (OTAN): Repeat: Transforming Distance Education; (It Rocks!) <https://edtech.worlded.org/transforming-distance-education/>

Sherry Lehane: My pleasure!

Devon Smith: Thanks!

Penny Pearson (OTAN): Thank you IDEAL Consortium panelists!

Ginette Chandler: Thank you everyone!

Euline Olinger: yes!

Kim Haglund: Our consortia has an MOU with the adult school to share data so that we can compile overall data and check outcomes more regularly.

Frank Gerdeman: New or additional outcomes could include "complete census" "register to vote" even "access government assistance" (like UI completion which might not have happened without CAEP help)



Shannon Eller - Adult Education Pathways: CBEST preparation.... we have been putting it in K12 success, but it seems like it could be workforce preparation

Kim Haglund: @Shannon, I have been putting that in workforce prep

Shannon Eller - Adult Education Pathways: Thanks, Kim!

Judy Mortrude: <https://nrsweb.org/sites/default/files/DistanceEdTipSheet-508.pdf>

Todd Livingstone Watsonville/Aptos/Santa Cruz AE: Thanks Judy!

Beth Cutter: Yes!

Renee Collins: Yes!!

Veronica Parker, CAEP TAP: All PowerPoint presentations and resources, including OTAN's two presentations and Jay's, have been added to the Google Folder:

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Frank Gerdeman: What about enter post-secondary education? We have many students who have a HS credential, are above basic skill level (so NRS 5 or 6) but still need additional support to actually enter college course work.

Veronica Parker, CAEP TAP: Please keep in mind - the links are live in 'Presenter View.'

Cindy: Agreed Frank. We are finding, they may need support for their first course/year as well. They are learning to navigate systems and supports within the college setting. Some are tempted to drop out before they complete their first course. Thinking there may be a way to incorporate AE alumni to help support each other as they know what they are having to navigate.

Grace Sauser: Jay - on those barriers, you said that Low Level of Literacy will automatically mark for ABE, correct? Is that only for students marked ABE but not ASE? Last year, we were told to mark Low Literacy for both ABE and ASE which I always thought was a little dubious.

Kathy Johnson West Kern AEP: Can we get a copy of this session and the power point presentation.

Grace Sauser: Thanks!

Veronica Parker, CAEP TAP: All PowerPoints are uploaded the following Google folder:

<https://drive.google.com/drive/folders/1cdTx5VhwErVXYO0WpPjuhce5opD6llpw?usp=sharing>

Carol Tsushima: Can we assume a digital badge will be seen as the same as a certificate?

Carol Tsushima: TY

nkelly: The badge would have to meet state standards

nkelly: If you wanted claim it as a certificate outcome

nkelly: ASE state rate from 17-18 to 18-19 is about 16%



nkelly: Postsecondary transition rate is about 9% (from 17-18 to 18-19)

nkelly: But that doesn't break out CTE and Post Secondary just yet

nkelly: Maybe next year

nkelly: Carol - you could use a digital badge for a passage of an exam to demonstrate occupational skills gain

nkelly: And you can report CTE skills gains even if your WIOA I partner reports them

nkelly: Although we don't track service hours - we do track services

nkelly: We might need to show the impact of services. So if you are seeing a correlation between services and persistence, progress, msgs, outcomes, etc. -please share.

nkelly: Let TAP and CASAS know...

nkelly: With only 22% are looking at SB2098 - we will continue to push on marketing this approach and model practices

nkelly: I-3 is the new state freeway - forget I-5

Serina Eichelberger: hahaha

nkelly: At least one person still laughs at my comments :)

Emma Diaz: Sorry, I was stuck in traffic.. LOL

Frank Gerdeman: I've been advocating for years that service hours actually have tremendous value and if we don't capture/report them we can't identify some potentially transformative practices. Even more important in the current environment when we are helping students deal with so much more than just instruction.

nkelly: Who Hoo - traffic on the I-3 - get on the new indicator reports.

Ryan Whetstone: Still not clear on what "Passed I3" actual means. Is that where a student has achieved in major of I3 identified areas?

Veronica Parker, CAEP TAP: CASAS will demonstrate use of the Wizard during the upcoming Data Submission Guidelines webinar on October 14th. Register here:

<https://register.caladulthood.org/index.cfm?fuseaction=detail&id=456>

nkelly: Ryan - yes - it means it completed a COAPP in one of the ten I3 areas (Immigrant Integration)

Ute Maschke: @Neil and Frank - yes, tracking those hours is of tremendous value - we are slowly but surely collecting data

Ryan Whetstone: Copy that Neil.



nkelly: Wizards and CAEPs - is this Comic Con?

Angela Taylor, San Mateo Adult School: now that's funny Neil! lol

Penny Pearson (OTAN): @Neil, are you getting a little Zoomy with all these comments?! :)

nkelly: Ute & Frank - tracking hours is a state system issue - will take a long time to fix.

Frank Gerdeman: Locally we have extensive data around services and service hours just no where to report them to the State...

nkelly: Penny - probably. I also have three people in my house in other zoom universes

nkelly: Frank & Ute - use the local service data for your 3 year planning targets and goal setting

wendymiller: I'm still hoping that the existing CCCCO MIS system can be used instead of CASAS, which is a double burden for the CCs that are also WIOA title II schools.

nkelly: Wendy - COMIS is still the tool for noncredit.

wendymiller: but we are still required to use CASAS because we have a WIOA Title II grant.

nkelly: We also check WIOA II grantee data from noncredit just to make sure we didn't miss anything

nkelly: Yes - CDE runs the WIOA II grant. Outside of CAEP's control

Carol Hirota: THANK YOU, JAY! Great information!

nkelly: Thanks Jay-man

nkelly: This chapter has been a horror story. When can we get to the romance part?

Karima Feldhus: This was very informative. Thank you, everyone.

wendymiller: the CCCCO has made Credit for Prior learning and equity our big goals, and I think those might be our next chapters.

Kelly Henwood (San Diego Continuing Education): thank you! so missing the face to face interactions and connections!!

Carolyn Zachry: Thank you to all of our presenters and for all of you for hanging in there today!

Guillermo Mendoza: Thank you to everyone!!!

Serina Eichelberger: Thanks All!

G. Vittoria Abbate: Jay...Do you have a snapshot or short digest of all you presented?! Just kidding...Thank you, Good info...really brought us up to date!

Penny Pearson (OTAN): Thank you all!

Carol Hirota: Thank you, Neil and team CAEP, OTAN, CASAS



Greg Hill Jr.: Thanks all!

Euline Olinger: we appreciate you, all!

annabelle rodriguez: THANK YOU CAEP FOLKS!

Ilse Pollet: Thank you CAEP!!

Todd Livingstone Watsonville/Aptos/Santa Cruz AE: Early cocktail could work, thanks!

MaryAnn's iPhone: thanks everyone!!

Adele McClain: thank you

Rebecca: Thank you, everyone!

Grace Sauser: Thank you! A packed and very useful day.

Emma Diaz: Thanks to all the CAEP crusaders

Devon Smith: Thank you!

eileen.stear: Thank you Everyone

Brenda Harris: Thank you!

CSmith: Thanks all

Dana Galloway: Thanks, nice to see everyone!!

Ute Maschke: Thank you CAEP team. Thank you Veronica for your patience and calm

Martha Mendez: Thank you everyone!

Rocky Bettar: Thanks

Nancy Miller: Thank you.

Lori Parris: Thank you!

JoDee Slyter: Thanks to all!

G. Vittoria Abbate: Thank you to all our presenters and participating! Hope to see you all soon...in person!

M'Liss Patterson: Thank you. Great information.

Cindy: Thank you. Appreciate the online format.

wendymiller: well done, thank you!

Sherri Watkins: Nice job, everyone! Thanks for the hard work in all of the preparation for this event.



Madelyn Arballo: thanks!

Dr. Nancy Bilicich: A long day, but great! Thank you!

Ana Gonzalez: Thank you!

nkelly: Reach your own Summit - contact CAEP!!!

Kathleen Porter: Thank you, everyone, especially our presenters!!!

Elena Toscano: thank you for all your work putting this together. Elena Toscano NVAEC

Jay Wright: And we'll all reach our Summit by ZOOMING

Barbara Martinez: Thank you Veronica and to everyone!

Todd.Haag: Thank you everyone

Euline Olinger: Veronica: is the schedule for CAEP summit out yet? What are the topics for each day?

nkelly: Climbing together - we can reach YOUR virtual Summit

Veronica Parker, CAEP TAP: <https://caepsummit2020.vfairs.com/en/registration>

Vilma Reynoso: TAP you guys have done a great job! Good information and well organized. Thanks

nkelly: Fly High - CAEP Summit Oct 19-26

Ryan Whetstone: Thank you all!!

Peggy Raun-Linde: thanks everyone

nkelly: Plant your Flag soon! CAEP Summit

Tim Combs: Thank you!

Dana Galloway: Summit is 26 to 29, no??

Maria De Leon: Thank you

nkelly: Oops

Eric Saavedra: Thanks once again.

nkelly: The climb takes an extra week

Holly Clark, CAEP TAP: Yes, October 26-29th

Euline Olinger: Neil: you don't need any cocktail-today!

Penny Pearson (OTAN): <https://caepsummit2020.vfairs.com/en/registration>

Dana Galloway: Hang in, Neil :)



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nkelly: 'Zoomy Zoom Zoom

Penny Pearson (OTAN): applause!!