



**GENERAL MEETING Joint Special Populations Advisory Committee (JSPAC) MINUTES Zoom  
September 18, 2020 11:00pm – 1:30pm**

**PARTICIPANTS PRESENT:**

**K-12-Adult Representatives:** Leslie Aaronson, Don Isbell, Pam Knapp, Nichole Robinson, Adam Runyan, Karling Skoglund,  
**Community College Representatives:** Rosie Antonecchia, Kim Beaton, Ashley Phillips, Sheryl Plumley, Freddy Saucedo, Maura Delvin Clancy, Brian Boomer

**Public/Private Representatives:** Lisa Wilson

**Staff:** Tonette Salter

**Supporting Members:** Rubie Acosta Macarae, Jacqueline Miller, Ajene' Wilcoxson, Alexander Berry,

**State Representative:** Charlene Cowan, Abby Medina Lewis

**Absent:** Zenda Mitchell Abbott, Kristen Boroski, Allison Burdett, Marie Ganister, Susan Wheeler, Christine Boynton, Jeff Ochs, Elodia Ortega-Lampkin, Wendy Martinez, Christina Mulchahy, Carla Yorke, Lavonne Slayton, CCCCCO representative

TOPIC	PRESENTER	DISCUSSION / ACTION
<b>Call to Order/Member Welcome</b>	Tonette Salter	The meeting was called to order at 11:10am by Tonette Salter. A quorum was not established. Tonette facilitated Updates and Introductions.
<b>Update/Introductions:</b>  <b>Virtual and Racial Equity challenges or silver linings</b>	All  Freddy Saucedo (Com. College/ Los Angeles Orange Consortium)	<b>Silver Lining:</b> Professional Development opportunity on the impact that technology has on teaching remotely and discussion so tools to assist in adapting to the new demands.  Adopted a diversity component into course outlines in General Ed and CE. Goal to be more inclusive and highlight biases.

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	<p>Kim Beaton (Supporting Member/Feather River College)</p>	<p><b>Silver Lining:</b> Creating an equity pledge for the campus and training sessions.</p> <p><b>Challenge:</b> WiFi, Laptops, tech resources.</p>
	<p>Don Wilcoxson (Supporting Member/Riverside Community College)</p>	<p><b>Silver lining:</b> Business Equity SLO (student Learning Outcome) Will hold professor accountable for the outcome</p> <p><b>Challenge:</b> Need more hands on deck to do the work with students and professionals to make real change.</p>
	<p>Sheryl Plumley (Com, College/ Inland Empire)</p>	<p><b>Silver Lining:</b> Strong Workforce project proposal Development of a professional learning series for the practices of working with students of color. Connecting it with the Black Voice Foundation and the Footsteps to Freedom Program.</p>
	<p>Adam Runyan (Com. College/ Northern Inland Consortium)</p>	<p><b>Challenge:</b> Operation on a reactive status rather than proactive, which highlights areas that need to be altered.</p> <p><b>Silver Lining:</b> Teamed up with local business and libraries to have access in the parking lots to WIFI.</p>
	<p>Ashley Phillips (Com College/ East Bay Consortium)</p>	<p><b>Silver Lining:</b> Food drive every week that has served 1,700 families.</p> <p>Series of Workshops on racial justice and trainings.</p>
	<p>Leslie Aaronson</p>	<p><b>Silver Lining:</b> WBL virtual, mock interviews, able to match companies to schools in terms of CTE programs. Anti-racist lessons and goals.</p>

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	<p>(K-12/ Adult Education Region 11)</p> <p>Rosie Antonecchia (Com. College/ San Diego &amp; Imperial Valley Consortium)</p> <p>Maura Delvin-Clancy</p> <p>Kristan Boroski (K-12/ Adult Education Region 7)</p> <p>Alex Berry (Supporting Member/ San Diego Continuing Education)</p> <p>Lisa Wilson</p>	<p><b>Silver Lining:</b> Pledge for equity, issued laptops, and gift cards issued to students. Enrollment decline, Palomar College built a website put together to address equity and diversity and inclusion.</p> <p><a href="https://www2.palomar.edu/pages/edi/">https://www2.palomar.edu/pages/edi/</a></p> <p><b>Silver Lining:</b> Push for faculty and counselors to come up creative solutions: Sent physical kits to students for all hands-on-learning experiences.</p> <p><b>Silver Lining:</b> Served 2 million meals in the last 6 months. Used buses with WIFI to allow students access at parks and libraries.</p> <p><b>Silver Lining:</b> Learning to become more intentional <b>Challenge:</b> Rebuild fall enrollment process from in person to virtual, logistics</p> <p><b>Silver lining:</b> Radical empathy CARE Coalition on Anti-Racism Education <a href="https://www.antiracismed.org/">https://www.antiracismed.org/</a></p>

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	<p>(Public/Private. Consulting Education)</p> <p>Karling Skoglund (K-12/Adult Ed. Region 1)</p> <p>Pam Knapp K-12/ Adult Ed. Region 6)</p> <p>Tonette Salter</p>	<p><b>Silver Lining:</b> Equity Summit with topical sessions every other month. Humboldt Equity Alliance. 70% Distance Learning 10% in class 20% Hybrid across the district.</p> <p><b>Silver Lining:</b> County Office of Education in San Joaquin’s Continuous Improvement and Support Division is working to provide workshops for K-12 educators on how to provide distance learning thought the county 300 people each day of the workshops</p> <p>Social and Emotional learning for students’ workshop with maximum capacity.</p> <p>Working with Migrant coordinator to promote Career Technical Education for his sector of students to provide apprenticeship programs. High School I.T. apprentice now working as such.</p> <p><b>Silver Lining:</b> JSPAC Student Equity, Professional development, equity focuses conference from cal. Comm. Colleges Dec 7-8-9<sup>th</sup> Humanity approach. Humanizing Virtual Learning, Cross Systems guidebook of what virtual learning is. Sept. 30<sup>th</sup></p> <p>Humanizing Virtual Learning JSPAC and Alex Berry will present on addressing special populations and CT remote learning on September 30, 2020.</p> <p>JSPAC is a member of the National Alliance Partnership Equity and will present at their conference in April 2021.</p> <p>Pathway and Equity Conference.</p> <p>JSPAC is finally being asked to participate in Equity minded development.</p>

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<p><b>“Roles”Breakout Sessions Report Out/Next Steps</b></p>	<p>Group 1 Rosie Antonecchia</p> <p>Group 2 Freddy Saucedo</p>	<p>How is JSPAC going to make humanity a priority in education. In lieu of conference there will be deliberation sessions focused on humanity.</p> <p>My current responsibilities at my school, institution, region, county, organization is:</p> <p>Manage data and has found that CTE creates more opportunities for a living wage. Want to create equal opportunity for students who do not have access to a four-year path.</p> <p>My understanding of JSPAC mission is:</p> <p>Understanding of JSPAC varies according to whether one works for K-12, nonprofit, or even by colleges. The responsibilities vary depending on job title.</p>
<p><b>State Updates</b></p>	<p>Abby Medina (State Representative)</p>	<p><b>Recent developments on how the CDE’s Adult Education Office and our adult schools are responding to challenges due to the coronavirus pandemic.</b></p> <p>The CDE Adult Education has granted an extension to spend 2019-20 WIOA grant funds. WIOA, Title II Adult Education Programs may elect to spend 2019–2020 funds through September 30, 2020. These funds may be used to continue services for students, support teachers in professional development and planning, and purchase supplies including chrome books for distance learning and remote testing as well as Personal Protective Equipment (PPE) as needed.</p> <p>Also, with many agencies working online due to COVID, many adult education agencies are quickly adapting to implementing distance learning options. The CDE has created COVID-19 field support resources and an FAQ page that addresses issues for distance learning such as instructional hours and pre/post-testing</p> <p>It was challenging for many agencies in the last quarter of the 2019–20 year to complete post-tests for students. While we understand that it is challenging to pre/post-test students, however, this requirement has not been waived by the feds. The USDOE Office of Career, Technical, and Adult Education provided clear</p>

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		<p>guidance related to testing in their recent Program Memo 20-5. While testing is still a requirement by the feds, they have given some flexibility to the states. For example:</p> <ol style="list-style-type: none"> <li>1. Programs can enroll new students in distance education programs without the student taking a pre-test during the COVID-19 pandemic. <ol style="list-style-type: none"> <li>a. Agencies must still determine that the individual is eligible for WIOA, Title II services.</li> <li>b. The student is considered a participant once they have 12 contact hours. These contact hours must be reported in CASAS TOPSpro Enterprises, even if a pre-test was not administered.</li> <li>c. Agencies should administer the pre-test as soon as feasibly possible.</li> </ol> </li> <li>2. During the COVID-19 pandemic, agencies may use other assessment methods to provisionally assign an Education Functioning Level (EFL) when an approved test cannot be administered.</li> <li>3. In order to achieve an EFL gain, a student must have had a pre and post-test or exited the adult education program and transitioned to postsecondary education.</li> <li>4. A student can achieve a Measurable Skill Gain (MSG) by attaining a high school diploma or equivalent (GED or HiSET).</li> <li>5. Adults in correctional institutions may use, if able and allowable, the same distance learning methods for instruction as are used by all other agencies in California.</li> </ol> <p><b>Remote testing</b> The CDE has also recently implemented remote testing as an option for adult education agencies. Agencies that choose this must have procedures to ensure:</p> <ul style="list-style-type: none"> <li>• The student testing can be properly identified</li> <li>• Any approved test that is administered to students is properly secured</li> <li>• The remote proctor can properly administer the test</li> </ul> <p>Furthermore, all agencies that initiate remote testing must complete the CASAS Remote Testing Agreement, and update this agreement each Program Year.</p>

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		<p>Finally, with the schools reopening, the CDE Adult Education oOffice has released two surveys to assist us in responding to the ongoing needs of the field and adult education students.</p> <p style="text-align: center;"><b>1. Student Technology Intake Survey</b></p> <p>The Student Technology Intake survey is based on technology accessibility The survey will remain open throughout the year, but agencies are asked to have current students complete the survey prior to September 21st.</p> <p style="text-align: center;"><b>2. Fall Adult Ed Opening Plans Survey</b></p> <p>We are asking agencies to complete this survey to let the State know how adult education agencies are re-opening their program. The Fall Adult Ed Opening Plan Survey will close September 21st.</p> <p>All CDE-AEO COVID-19 Guidance and FAQ Webpage is available at the following URL  <a href="https://otan.us/resources/covid-19-field-support/">https://otan.us/resources/covid-19-field-support/</a></p> <p><b>California Adult Education Program (CAEP)</b></p> <p>CAEP Total funding for 2020–21: \$538,564,000. As you all know this state fund provides the bulk of funding for adult education in 71 regional consortia.</p> <p>K–Adult programs received about 2/3rds of the funding</p> <p><b>WIOA Grant Update</b></p> <p style="text-align: center;">1. WIOA RFA results</p> <ul style="list-style-type: none"> <li>• Total for 2020–21: Just over \$103,000,000</li> <li>• The Intent to Award list is now posted and linked to the WIOA, Title II: AEFLA Grant Information 20–21 web page at:  <a href="https://www.cde.ca.gov/sp/ae/fg/wioa20.asp">https://www.cde.ca.gov/sp/ae/fg/wioa20.asp</a>.</li> <li>• This listing provides the preliminary intent to award for Program Years 2020–23 WIOA, Title II: AEFLA funding. A second listing that includes a detailed program breakdown and award amounts will be posted soon.</li> </ul>

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	Charlene Cowan (Leadership Team)	<p style="text-align: center;">3. Federal Program Monitoring (FPM)</p> <p>FPM 2020-21 Cycle has started. All reviews are being conducted by CDE remotely/online through January 31, 2021. If there are significant positive changes in health and safety conditions statewide, then CDE reserves the right to resume in-person reviews starting in February 2021. If conditions do not sufficiently improve statewide, then all February–June 2021 reviews will also be conducted remotely.</p> <p><b>Announcements</b></p> <p>CDE Adult Education will hold an orientation for new WIOA-AEFLA grantees as well as for administrators who are new. This orientation is scheduled September 21–24, 2020, from 9:00 a.m. – 1:30 p.m</p> <p>There is also a CAEP new admin training on 9/25 and also the directors meeting on 10/5. Both are virtual platform.</p> <p>CAEP Summit 2020 – Virtual Summit Theme is: Supporting Adult Learners Through Unprecedented Change October 26–29, 2020 The cost to attend is FREE! Everyone must register. For more info go to <a href="http://www.caladulted.org">www.caladulted.org</a>.</p> <p><b>Perkins Application:</b> Gary Paige has retired, and his regions have been split between three people. They are in the process of reviewing and approving applications. Have sent out a delayed assurance form to allow more time to complete local needs assessments for grant applications.</p> <p><b>Feedback from Federal Government:</b> Delayed assurances needs to be put on file to all applicants even if they do need the additional time</p>

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	Tonette Salter	<p>Section 4 of application did not sufficiently address stipulations of the federal act. An application addendum sent out to answer additional questions in section 4.</p> <p><b>Subcommittee for Group Report Out</b> (need one more committee member)  Don Ajene' Wilcoxson  Freddy Saucedo</p>
<b>Adjourned</b>		The meeting was adjourned at 1:30p.m. Next Meeting, November 13 (11am – 1:30pm)