☒ Subject to the Brown Act
1.1   Call to Order/Roll Call 2:00 PM
1.2   Introductions
Members Present:
Laurie Cozzolino, Flex/Professional Development Coordinator, Chair
Jessica Luedtke, Dean, Planning, Research & Institutional Effectiveness
Maureen Rubalcaba, Dean, Student Equity
Jan Jarrell, ESL Dean, Instructional Services
Diana Vera-Alba, Faculty & DE Committee
Veleka Iwuaba, Faculty & FELI Lead
Linda Osborn, Diversity, Equity & Inclusion Chair/Faculty
Roma Weaver, Passport to Success Lead
John Bromma, Faculty & AS President
Denise Munoz, Faculty
Lisa Carulli, Faculty
Kelly Henwood, Special Projects Manager, Office of Instructional Services
Members not Present/ Vacant:
Jackie Sabanos, Vice President, Administrative Service
Patty Lopez, Classified Member
Associated Student (1): Vacant
Classified Supervisor: Vacant
Classified Member: Vacant
Instructional Assistant: Vacant
Recorder: Laurie Cozzolino

Action Items:
2.1   Approval of Agenda
2.2   Approval of Nov. 8, 2021 Minutes
2.5   Presentation Overview: CAEP (California Adult Education Program) w/ Kelly Henwood, SDCCE CAEP
        Lead/San Diego CAEP Consortium Lead & Diana Vera-Alba, SDCCE CAEP Coordinator/Faculty, provided
        a general overview of SDCCE CAEP Consortium including goals, role and purpose and critical facts
        related to resource (funding) allocation. Many of us at SDCCE are not fully aware of the financial
        impact and program-related importance of CAEP at SDCCE. Kelly and Diana will be sharing this
        information/presentation with other SDCCE constituencies as well. Key information includes:
        • CAEP is part CA State legislation; it is an educational collaboration/partnership with SDCCE and
          San Diego Unified School District, (SDUSD) and in its 8th year of existence. It is one of many such
          partnerships in California
        • CAEP funds are not intended for supplementing general operating costs; also are not just for
          SDCCE; and are only for items tied to student outcomes and to support the SDAERC Annual and
          Strategic Plan
        • CAEP supports students in approved instructional programs that include ABE/ASE/HSD/ESL/VESL/
          Citizenship/DSPS (Adults with Disabilities), IET and CTE areas, which represent a wide segment of
          current programs at SDCCE
        • CAEP encourages funding efforts that support enrollment for transitioning young adult learners to
          SDUSD as well as students from our community partners (JCCS, CBOs); support for transitioning
          learners from ASE/ESL/DSPS to CTE and access and retention supports directly for students; new
          course work and curriculum and instructional collaborations across department and divisions
        • CAEP encourages budget requests that support accelerated learning, building back in times of
          Covid, collaborative efforts to improve system barriers, make system improvements and address
          gaps, collect, review, share and analyze data regarding project effectiveness and increase efficient
          usage of technology for students in the whole student's journey

- CAEP funds, to date, have not been able to fund Emeritus programs, but Kelly shared this might change in the future, based on demographics that show people working longer by choice and/or necessity, as well as living longer. This may become a population that could benefit from workforce preparation/support, and something to consider in the future. Kelly also shared an example of a summer 'career bridge pathway' that's going to be launched as an exploratory pathway and is a short term certificate
- Professional Development that supports CAEP can include areas related to the Covid Digital Equity Gap; adequate PD resources for all personnel to improve the continuum of instructional services and student journey; support for 'case management' training model and 'transitional navigator' best practices and leveraging other fund and efforts for Professional Development
- SDCCE has made efforts to include SDUSD partners in Professional Development, for example our past practice of inviting SDUSD partners to our FELI sessions and other PD related events that address our shared goals such as guest speaker events, attending relevant Conferences and internal collaborations with SDUSD and SDCCE faculty and staff
- Institutional Conferences: CAEP has been one of the funding sources for these activities over the past several years, with funds directed specifically to Classified and Administrative staff (faculty have access to Academic Senate funding for Conference costs). In general, fewer people across the board have been attending Conferences since the Covid pandemic; most events have been fully virtual and many have been cost-free,and the set-aside resources have not been accessed as they have in the past. There has been a good amount of funding allocated from CAEP for these Conferences, but it may not be a good return on investment for the CAEP funds. There is more value when we send organized teams of people to conferences with the expectation that people will bring back knowledge to share and use to inform better practices that also speak to CAEP-related goals. At the same time, some Conferences build specific skills that people are looking for, as well as supporting networking and giving SDCCE a presence throughout the State. But it is also important that there is a purpose and outcomes that supports CAEP/ SDCCE plans.
- It was also suggested that we could plan some events that are local/internal that could bring people together from SDCCE and SDUSD for Professional Development that is relevant and meaningful to employees in both institutions. One good example of this is sharing the FELI/~~CCC~~ CCR Course with SDUSD partners, with Veleka Iwuaba as lead, which we have done in the past and may be able to do again in the future.
- SDCCE as well as CAEP are working on Strategic Planning and program review. There may be areas where different SDCCE strategic plans can align with CAEP Strategic plans as well. Kelly emphasized that there is also a need to engage with Unified in the strategic planning process.
- Kelly made a request that the SDCCE PD Committee provide input and feedback on the CAEP strategic planning process as we go forward
- Kelly also shared that at her meeting with North Orange County District, which is a large non-credit like SDCCE, is that their CAEP request leveraged funding, so all of their funding requests support their CAEP areas, and are being leveraged. In thinking about professional development, activities that support improvement of digital literacy issues, for example, supports both CAEP and all other students as well. Another emerging topic is integrating a 'case management' model (in quotations because some people don't like the terminology) and training model. This also includes wraparound services for students, such as our Gateway and Apprenticeship programs.
- Attached is a link to the SDAERC Plan and the PowerPoint from today:
  [SDAERC CAEP Road Show short version (RR focus).pptx (sharepoint.com)](#)
  [SDAERC Annual Plan PY 21.22.pdf (sdcce.edu)](#)

2.6   Spring Flex Days Reminder: Jan. 31 & Feb. 1,2022, with Institutional Day, Program
        Meetings and Flex sessions focused on SLOs, digital literacy, online course design, OER,
        Work-based Learning and more
2.7   Member Updates: FELI: Veleka Iwuaba shared that she is still hoping to be able to organize a
        Spring 2022 FELI – no time for other updates
2.8   Informational Item: February and March Meetings, PD Committee Meetings we will be
        reviewing the Professional Development Requests (i.e. Institutional Conferences; Program
        level requests) to provide review and recommendations for funding
2.9   Membership Review: No time to review
3.0   Adjournment

Upcoming Meetings: 2- 3 PM
- Monday Jan. 10, 2022 Via Zoom
- Monday Feb. 14, 2022 Via Zoom
- Monday March 14, 2022 Via Zoom
- Monday April 11, 2022 Via Zoom
- Monday May 9, 2021 Via Zoom

Committee Purpose:

- Assess and identify institution-wide professional development needs
- Provide recommendations and direction for enrichment opportunities in the identified areas
  of need for all employees
- Foster a cohesive, effective and proactive organization
- Support a range of strategic professional development opportunities to better prepare all
  employees to respond to student needs
- Monitor and evaluate progress toward, and completion of, the committee's strategic goals

http://www.sdce.edu/organization/governance/professional-development-committee