

- **College and Career Readiness** (provide equitable access, opportunities, and a continuum of programs and services regardless of disability, socioeconomic status, etc.; technical assistance, data analysis, and support for the Curriculum Council, Career Technical Education [CTE], workforce development, foster/homeless youth services, English Learners Council; afterschool program development; improved learning outcomes for all students, etc.)

SCOE's strategic priorities are the foundation for our LCAP, and the Board receives an update at every Board meeting along with the Single Plan for Student Achievement each spring. All focus on alignment, and they build on each other so that everything we do is about student success, and our curriculum fits the needs of employers.

VI. LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Victor Romualdi, Assistant Superintendent of Student Programs, shared a PowerPoint outlining California's new accountability system model including state priorities, state and local indicators, and evaluation rubrics.

He reviewed the California School Dashboard accountability model developed by the State Board of Education (SBE) that indicates how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures such as graduation rates, etc. The Every Student Succeeds Act (ESSA) replaces No Child Left Behind (NCLB).

Dr. Romualdi discussed the purpose of the LCFF evaluation rubric, which assists states in determining whether local educational agencies (LEA) are eligible for intensive intervention by measuring the performance of county offices of education (COE) through 10 indicators (6 state and 4 local); 8 indicators for school districts. The state indicators do not apply to court and community school programs. There is still no model for alternative programs.

Among the priorities are:

#1: Basic Services— teachers, facilities, materials sufficiency (essentially, what is in the *Williams* report)

#2: Implementation of state standards – observation logs

#3: Parental engagement -- parent input into decision-making and participation in programs

#9: Expelled youth and #10: Foster youth – COEs are responsible for expelled, foster, and homeless youth, although we do not provide direct services unless they are our own students, but we coordinate a network of the districts.

Trustee Coleman said she would like to have an infographic that shows our resource funding (e.g., What is being used on which program? Where are the resources/funding coming from? How much of the resources is going into each priority? Superintendent Estrella-Henderson said such a document is required for the LCAP, and it is on SCOE's website. She will provide a copy for each Board Member. Once the stakeholder engagement process is completed and input received, staff will include in the monthly Board report a deeper look into each LCAP goal and the specific actions being taken. The stakeholders and state assessments tell us where there were gaps.

Several Members said the information presented, along with the easy to understand charts, gave them a more solid grasp of the matter and the context to talk knowledgeably with constituents in the community.

Dr. Romualdi continued by saying that each dashboard will include recommendations for improvement, which come from a branch of the SBE and a library of best practices collected from throughout the state.

In the cycle of accountability (i.e., educational annual measurable outcomes [EAMO]), COEs provide the first level of support for schools, while the third level is intensive intervention by the State Superintendent of Public Instruction.

VII. RECESS AND RECONVENE

The Board took a brief recess at 2:35 PM, and reconvened the meeting at 2:50 PM.

VIII. GOVERNOR'S BUDGET PROPOSAL

Tommy Welch, Associate Superintendent of Administrative Services and Operations, distributed copies of a Pocket Budget summarizing Governor Brown's 2017-18 budget proposal along with information about the Board's role regarding SCOE's budget.

He highlighted some areas of interest, such as LCFF entitlements for districts and charter schools, gap funding, the return of cash deferrals, cost-of-living adjustments (COLA), a predicted decline in average daily attendance (ADA), and mandates and deferrals. There is no additional money for COEs to apply toward the oversight of the LCAP or other mandates. He believes the districts will experience more of an impact from the Governor's budget than it will have on SCOE.

Mr. Welch distributed information on the different roles of the Superintendent and Board in the SCOE budget process, which was followed by discussion on how the board's role varies by county.

IX. CAREER READINESS/PATHWAYS

Gillie Miller, Manager of College and Career Readiness, presented a PowerPoint and reviewed SCOE's role in promoting college and career readiness and developing partnerships with local businesses.

She distributed copies of the California Career Pathways Trust Grant newsletter. SCOE is part of a consortium with six other COEs sharing the \$15 million grant. SCOE's portion is to support 17 career pathways in 9 high schools while building strong connections with industry partners. This occurs in several ways including dual enrollment, articulation, project-based learning, work-based learning (e.g., internships, job shadowing, etc.), teacher externships, and developing college & career hubs, which provide workshops on career exploration, such as the expanding INSPIRE program in FSUSD for 8th graders.

The group is currently mapping the courses students need to take in high school to be in a college pathway, engaging school counselors to help students become aware of the career pathways, and bringing in industry speakers talk about what type of education kids need to be employed in those industries.

Last summer, 36 students attended a SunPower solar energy academy, and more will be sent next summer. Solano Community College (SCC) also holds summer boot camps where students spend 10 days learning about careers in various areas. High Tech High School is another project-based training option.

The federal Perkins grant provides funding for CTE teachers to obtain professional development and provides fieldtrips for students. Members of the federal government are planning a trip to our county to visit sites in Vacaville and SCC to learn more about the great programs we have here.

Groundhog Job Shadow Day is for community school students to learn about and work in careers such as mortuaries, the Head Start program, fire science, cosmetology, and food manufacturing.

Partners of the Work-Ready Certification Program interview participating students to ensure they are prepared to receive their certificate and enter the workforce. Financial literacy and social media are important components of the modern work world.

Superintendent Estrella-Henderson stated that SCOE receives no additional funding for these efforts. The Pathways Grant ends next year, but we would like to keep this good work going. It is a challenge to determine where SCOE's limited resources should be invested.

X. GRANTS/WORKFORCE DEVELOPMENT

Susan Labrecque, Program Manager of Workforce Development, reviewed SCOE's role in promoting college and career readiness among students with disabilities through state and federal grants and shared a handout of the Workforce Development programs.

The Transition Partnership Program (TPP) is a cooperative program between SCOE and the State Department of Rehabilitation. It has existed 22 years and is the oldest and one of the most successful of its kind in California. Other states look to us as a model. Physical and mental disabilities can be a barrier to employment, and our success rate is based on job placements for 90 days in the student's goal job, rather than just any job.

The Workability I program is funded by the California Department of Education (CDE). Students in this program must have an Individualized Education Program (IEP), unlike TPP students. A middle school program is also available. SCOE manages this program in conjunction with the County.

Ms. Labrecque spoke about the five-year CaPROMISE federal research program, which is a partnership of the departments of education, labor, health and human services, and rehabilitation for the purpose of promoting the readiness of minors who receive Supplemental Security Income (SSI). Five states were chosen by the Social Security Administration to conduct research by providing information to families with eligible children. Entire families are served in this program, as opposed to students only. Ours was the first program to meet its recruitment goals, in large part due to our great staff and their excellent case management skills. There is a year-and-a-half remaining in this program.

Due to our success in the CaPROMISE program, SCOE was selected to participate in another five-year program called California Career Innovations aimed at increasing the economic self-sufficiency of youth with disabilities by enrolling in career pathways that lead to employment or further education. More information will be forthcoming.

Superintendent Estrella-Henderson added that it is critical for the Board Members to advocate for these programs because they are having a positive impact on students across the county.

XI. RECESS AND RECONVENE

The Board took a brief recess at 4:25 PM, and reconvened the meeting at 4:30 PM.

XII. BOARD MEMBER CHAMPIONS IN PUBLIC EDUCATION

Tracy Robinson, Assistant Superintendent of Human Resources and Educator Effectiveness, facilitated a discussion on the role of Board Members as an important link to SCOE's programs. She provided a handout of the schools in each Member's trustee area.

The Board requested to look at the roles Members can play in the community as advocates. Trustee Bates said the goal is to get out in the community and share what COEs do because not many people know. Members need to find opportunities at any event to share our connection to the districts and how we are helping children. She encouraged each Board Member to commit to visit a SCOE program once a year, participate in a job shadow event or attend a graduation. People appreciate our attendance at events. The members brainstormed opportunities to communicate what the board does, spread good news about SCOE, visit more programs, build community relations, report on program visits during board meetings, provide information to others about SCOE programs and activities, and network at events.

Superintendent Estrella-Henderson said the district superintendents would prefer that you work through the district offices to schedule visits, and Laryn Bishop, Chief Assistant to the County Superintendent, will help coordinate.

The Board requested that staff produce the Fingertip Facts document again since it contained statistical data that would be helpful when talking with community members.

XIII. WRAP-UP/EVALUATION +/-▲

The Board discussed aspects of the study session that went well and those that can be improved to make next year's session better.

+	▲
<ul style="list-style-type: none">• Best Study Session ever attended since joining the Board (<i>Trustee Ford</i>)• The presenters were all well informed (<i>Trustee Cohen-Thompson</i>)• Appreciated the array of topics (<i>Trustee Cheek</i>)• Liked the discussion on advocating for SCOE (<i>Trustee Bates</i>)	<ul style="list-style-type: none">• Would like written material (e.g., handouts, PowerPoints, etc.) in advance to promote a more effective study (<i>Trustees Dean and Cheek</i>)• Prefer more than snacks; could bring potluck or chip in to purchase a meal (<i>Trustee Cheek</i>)

XIV. CLOSING COMMENTS

Superintendent Estrella-Henderson thanked the Board Members for attending and participating in the worthwhile discussion.

XV. ADJOURNMENT

There being no further business, the meeting was adjourned at 5:06 PM.

Signature on File

Lisette Estrella-Henderson
Secretary to the Solano County Board of Education