

Adult Education Changes

PAC Chair Meeting

May 6, 2016

2:30 – 4:00 PM

Foothills Room 4

Agenda

- Introductions
- Updates on Consortium Activities
 - Marketing
 - TS interviews
 - Room 2 and HOC
- Review all PAC-Event (April 8): The Good, the Bad, and the Pretty.
- Review of Educational Maps
- Brainstorming Session:
 - Program Areas and new PACs (?)
 - PAC membership (chair – members and member recruitment; from mixed sites), stipends, expectations, and activities
 - PAC communication channels and activities
 - PAC work with educational maps
 - PAC evaluation and measures of effectiveness
 - Professional development
 - Roles and Responsibilities of Steering Committee
- Discussion of and Agreement on next steps
 - Review of existing models for integrated plans and contextualized adult education
 - Creative presentation by PR agency
 - Conferences
- Next Meeting:

Minutes

- Present: Carol Otjens, Susan Taylor, Jennifer Moore, Sara Ferguson, Tim Lindley, Ute Maschke
- Updates on Consortium Activities

- Marketing: We are working with *Maximo Creative Communications*. A first meeting (presentation of possible designs for logo, taglines, and website) is scheduled for the end of May. The Fall catalog should reflect the new design.
- TS interviews: Narrowing in on four candidates for second interviews. 3-4 TH should be on board by the first of second week of June.
- Room 2: Re-modeling is going on as we speak. The consortium's offices should be ready by the end of May. (Space for a student lounge, offices for Grant Manager, Sr. Transition Coordinator, Director of Adult Ed, and work-stations for transition specialists and administrative assistant.
- HOC: Consortium will provide funding for WiFi at the site.
- Review all PAC-Event (April 8): The Good, the Bad, and the Pretty.
 - Event went well and received overwhelmingly positive feedback. It brought staff together and broke down some of the silo mentality. Maps were discussed by those who weren't involved in their development. That posed some challenges. It might have been helpful to provide brief presentations first. More such events should take place. Student involvement is incredibly beneficial and important.
- Review of Educational Maps: See above. We need to clarify purpose and audience.
- Brainstorming Session:
 - Program Areas and new PACs (?): As we move from planning to implementation and more planning, structure and work of the PACs need to be reconsidered. We might want to work with smaller PACs, as long as it is understood that PAC members communicate/mediate between (all) consortium stakeholders and the PACs. PAC members will receive stipends – tied to expectations spelled out below.
 - We will continue working with education maps. However, these maps should foremost allow an instructor or staff person to “keep the big picture in mind.” The maps should focus on specific areas (only) and should be simplified to facilitate a clear understanding of a specific program. At a next PAC chairs' meeting and/or all PAC event, we can

then work on connecting individual maps into one bigger map that visualizes all the consortium has to offer.

- Students will work on their own maps – these transition maps will be develop together with a transition specialist (who is informed of all possible options because of the existing education maps).
- PACs will work on their own map models (be they horizontal or vertical, linear or non-linear). The grant manager will later work on one model that works for all.
- It was agreed that the AWLD PAC would become a sub-committee of and housed by the ABE PAC. All PACs can invite other PACs to their meetings for input and feedback.
- The Grant Manager will revive the CTE (other than HOC) PAC and initiate the creation of a new PAC for manufacturing/apprenticeship.
- We did not (yet) discuss the following items:
 - Roles and Responsibilities of Steering Committee
 - Review of existing models for integrated plans and contextualized adult education
 - Conferences
- Next Meeting: September 2016

PAC Chairs Meeting September 16, 2016

Introductions

Attending: Carol Otjens, Jeffrey Wood, Kim Bellaart, Neda Shukur, Pamela Blyth, Sara Ferguson, Susan Roberts, Brad McCombs, Cheryl Alvarez, Mark Pressnall, Maripat Nevins, Ute Maschke, Jim Custeau.

Jim shared his recent findings re: the Catema System and asked if something like that could be used to provide linkages between the colleges and Adult Education. He also shared that he had recently learned of issues with articulation agreements because they “start the financial aid clock ticking.” He also shared that he had observed that students are sometimes afraid to start college. Carol pointed out that the Consortium is trying to help with transition from adult education to college.

Expectations and Hopes

Attendees shared their expectations and hopes for goals to be reached during Year 2 of the grant. Most comments centered around themes of:

- Clear pathways for students
- Creating and maintaining relationships between adult education and the colleges
- Clarity around exit and entrance points between adult education and college programs

Sara shared that the ESL PAC is looking at the creation of bridge classes to help ESL students with the transition between adult education and college.

Grant Updates

Ute shared grant updates. Highlights include:

- Met with Leadership Council at Grossmont resulting in support to leverage resources, etc.
- Met with management level at Cuyamaca, also resulting in support.
- Both colleges pledged to work more collaboratively across the colleges.
- Working on expanding the non-medical CTE PAC.
- Working with the Chamber of Commerce to determine needs.
- Plans to meet with Academic Senate at Grossmont on calibration, alignment, and articulation.
- Established a series of visits from college outreach teams to adult education, plus matriculation meetings to help students with pre-registration logistics.
- Planning a series of field trips for students to colleges.
- Working on handoff process, including procedures for a “warm” handoff.
- Orientation process for adult education is in place.

- Transition Services in place.
- Integrated professional development, including participation with colleges and participation in Flex Week.
- New offices are in place, with plans to make the Foothills reception area more student friendly. Also establishing kiosks to provide a more student centered environment.

Program Areas That Need More Exploration

Ute listed the following areas as ones that need further exploration and development:

- Adults who support school-age children. There is potential here, but more exploration is needed. A PAC may need to be established.
- Pre-apprenticeship programs.
- Programs for Adults with Disabilities. This needs to be expanded beyond learning disabilities, including exploration of assistive technologies.

Other

- Jim provided an anecdote illustrating the value of Microsoft Office training. Ute commented that perhaps Microsoft Office could be integrated into more of our programs.
- Mark shared that the Career Center in the Student Union Building is under transition, which might provide space for Consortium services.

PAC Achievements

Maps

The following current maps for were shared and clarified:

- ESL, College
- ESL, Adult Education
- HOC: Medical Admin Office (Nursing under development)
- Adult Basic Education

Mark asked about overlap with the Business Office Technology (BOT) program. Carol clarified that the HOC program was about 90% conceptual and 10% technology, while BOT was about 90% technology and 10% conceptual. A student could exit the HOC program with basic, entry-level skills. Continuing on to BOT could provide the student higher skills and a competitive advantage.

Ute pointed out that the above discussion highlights the need to work and communicate across PACs by asking, "How can PACs learn about each other? How does one feed into the other?"

Next Steps

- Need to get peer visits going.
- Keep relationships going, and deepen them.
- CTE develop new relationships, expanding beyond BOT. For example, including Automotive.

- Build relationships with adults with disabilities.
- In PACs, continue the calibration process.
- Reach out to faculty members who can support us.
- Learn more about the needs of the community. Ute pointed out that adult education has the ability to create and modify classes with great agility. The refugee community needs the kinds of short-term, intensive programs that adult education can provide.
- Work across PACs to put maps into the bigger picture.
- Think about alignment: Adult education exit and college/career entrance.
- PACs need to work closely with business.
- Strengthen professional development, including peer visits/mentoring.

Kim asked about PAC leadership and how information from the PACs gets disseminated to instructors and other stakeholders. Ute said that the college deans are kept informed. Sarah said that her PAC provides the department with meeting minutes. Ute said that a newsletter will soon be rolled out that can also help keep stakeholders informed.

Other

- Woody shared a little about the pilot ESL/Office class Foothills piloted this summer. The CTE PLC has been looking to see how to update our programs, including integrating areas such as ESL, adults with disabilities, and HSD/HSE.

Action Items

- PAC Chairs: Get peer visits going. Due: Completion by end of semester.
- PAC Chairs: Meet with other PAC chairs and faculty to explore articulation points, exit/entrance criteria, and overlaps. Due: In time to incorporate into Maps.
- PAC Chairs: Finish maps to a level of completeness usable by marketing agency. Due: December.
- Ute, designees, and marketing agency: Assemble maps into a coherent whole. Due to marketing agency: January.
- PAC chairs: Share information with PAC members. Recruit new members as needed. (Stipends are available for next semester.)

PAC Chairs Meeting June 6, 2017

Introductions

Attending: Carol Otjens, Jeffrey Wood, Pamela Blyth, Sara Ferguson, Beth Viersen, Ute Maschke

Attendees shared their initial thoughts on “what is evidence for our success as a consortium?”

- Leveraging structures within the region
- Better understanding of our students (‘target audience’)
- Providing the right services tailored to the individual student’s needs
- Alignment with college courses for sustainable pathways and measured by the level of engagement by all consortium members
- Better understanding of how we integrate “soft skills”
- Integrating courses that provide solid foundations for a variety of courses or employment opportunities
- Regular peer observations
- Regular, coordinated, sustainable professional development across members
- (Continuing) collaboration with college and industry partners
- smooth flow between programs (across partners)
- Knowing that we are not redundant/duplicating efforts
- Data reports and data analysis
- Actively participate in industry and advisory boards
- Work with all available community partners

Objectives

- Review PAC roles and responsibilities
- Review PAC participants’ stipend guidelines
- Discussion of year 3 activities
- Begin preparing for all-PAC event

ERAE grant updates

(Ute Maschke)

- New positions: data analysis specialist (hired); Transition Specialist with focus on Students with Disabilities (position ready for posting)
- Year 3 planning will include new VESL classes, revised ABE/ASE and CTE classes as well as more focused efforts on the needs of our refugee community and students with disabilities.
- Jeff Wood, Director CTE, and grant manager are meeting with all CTE program coordinators at Cuyamaca to start developing new CTE foundational class and alignment
- Budget revisions will help us serve program areas and students better
- Renovations at Foothills
- Still working on expanding the non-medical CTE PAC.
- New summer mailer and class schedule are out (schedule can be found [here](#))
- Consortium now has its own (extensive) website – adulthoodworks.org

PAC Roles and Responsibilities

- Restructure membership: more participation from colleges (for some PACs); focus on core members (perhaps limited to 4-6); all PAC meetings are public so others interested can always join
- For 2017-18, PACs will include TS specialists.
- Bring in more community partners and other stakeholders
- Continue peer observations and shadowing
- Review alignment efforts: Are we aligning to the right courses at the colleges?
- PAC members should report out (more) and motivate peers to participate
- Review how PACs can work more closely with PLCs and PD groups on campus
- Work more across PACs to put maps and efforts into the bigger picture.
- Strengthen professional development: PACs would design a minimum of two “Best Practices” workshops to be offered to all members of the consortium (all staff). One workshop would offer more insights and training on a topic of general interest and importance; the other workshop would be more PAC specific. These workshops could feature a guest facilitator. In addition, PACs could develop a PD resource archive (hosted on the consortium’s website) for the public, which would include summaries of PD events (conferences, workshops, in-person or otherwise) submitted

by instructors and staff. (The consortium currently pays for 10 hours of PD for each instructor and staff member at GAE.)

Recommended Topics/Assignments for “Best Practices” workshops:

- ASWD PAC
 1. Working and learning with students with disabilities
 2. Open topic*
- ESL PAC
 1. Working and learning with students whose first language is not English.
Cultural Competences/Cultural Humility
 2. *Open topic**
- HOC PAC
 1. Project-based learning OR Learning Activities: Fun and Games
 2. *Open topic**
- CTE PAC
 1. Project-based learning OR Syllabus development (If we can have a guest facilitator.)
 2. *Open topic**
- ABE/ASE PAC
 1. The Characteristics of Adult Learners? / What is Adult Education? (If we can have a guest facilitator.)
 2. *Open topic**

Open Topic - This includes the option to collaborate with the facilitator of an already existing workshop. A PAC member would contact the facilitator to inquire about possible ways to collaborate, disseminate information about the already existing workshop, and encourage co-workers to attend the workshop.*

Additional topic for all PACs: How to facilitate a workshop. Emotional Intelligence.

All workshops need to bring in representatives from all consortium members, be reviewed by a consortium director, and approved by the grant manager.

PAC Stipend Guidelines

There is consensus that guidelines should be revised to better assure that engagement and effort are shared fairly. Active participation in meetings would be a necessary but not sufficient responsibility for each member.

Recommendations for guidelines:

- Participate actively
- Contribute to the development and facilitation of two workshops
- Participate in at least one workshop organized by another PAC
- Actively recruit workshop participants
- Share responsibilities for note-taking (minutes) when necessary during PAC meetings
- Observe a class at one of the other institutions of the consortium or a class at a partner institution of adult education

All-PAC event

Tentatively scheduled for late September (09/29/2017) 9:30 – 12:00 noon

- Keynote address
- “State of the consortium” – updates and plans; hired positions; work of transition services; year 3 etc.
- Presentation of PAC work
- Presentation of program maps
- Presentation of PD calendar of events (by PACs – at this time, each PAC should have descriptions, times and place for two workshops)

Action Items

- Grant Manager: Prepare and disseminate new stipend guidelines
- Grant Manager: Continue soliciting contributions from colleges
- PAC Chairs: Disseminate and review new stipend guidelines.
- PAC Chairs: Begin creating outline for two workshops (“Best Practices.”)
- PAC Chairs: Share information with PAC members. Recruit new members as needed.