EAST REGION
ADULT EDUCATION

East Region Adult Education Annual Stakeholder Meeting

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Final Report

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ERAE Stakeholder Meeting October 2017

***Stakeholder**: a person or group that has an investment, share, or interest in something*

> ***Vision**: Education That Works!*
>
> ***Mission**: East Region Adult Education creates an extended learning system and a network of services and business partnerships that support students in reaching their goals now and in the future.*

AEBG Statewide Objectives (ERAE Activities)

A. Integrate existing Adult Education programs and create seamless transitions into post-secondary education and/or the workforce (6)
B. Accelerate students' progress toward their chosen academic or career goals (7)
C. Collaborate in ongoing professional development for faculty and staff (5)
D. Leverage existing regional structures (4)*

Year 3 Plan Discussion

Everyone agreed that there is already a great deal of good work happening around the AEBG objectives and the related planned activities for ERAE. The orientations are making a big difference in helping the adult education students select classes that are appropriate for their skill level and matched to their goals. The ERAE partners are working hard at finding the most effective ways to help all students – adult education and community college – gain the basic skills critical to success in the workplace and for furthering their education. There was also broad recognition of the success of integrating basic skills into career technical education courses whether via VESL classes or the implementation of the I-BEST model. These integrations are happening in automotive, medical, and CAD classes with plans to expand these offerings in the future.

Industry partners at the event reported about the success of the second language services being provided for their employees by ERAE. These services will likely expand this year with a growing need for technical reading and math as well as possibly blueprint reading.

Increased and improved communications were recognized at many different levels including having points of contact for Title I, housing, etc. Leveraging partnerships, with Viejas and other organizations, has been a great change since the inception of AEBG. Communications with the local communities were also boosted as evidenced by the Adult Education Week events held last spring and there's a lot of enthusiasm for the 2018 event.

Year 3 Plan activities document is in Appendix A.

Promising Practices

What's working around the state, in your classroom, and here at ERAE! What's working at other consortia? [1]

Best Kept Secrets Discussion

A lot has changed in the three years since the inception of AEBG. The improved communications across the Consortium mean greater opportunities for students as all of the partners are better informed about available resources. Furthermore, the new funding structure under AEBG is providing some stability for adult education in the region. Participants talked about how they are beginning to connect financial decisions to better align with the AEBG objectives thereby ensuring positive outcomes for all the students.

Many things are happening that have resulted in positive impacts on how participants work to help students be successful. Teachers reported that the presence of a transition specialist on campus is having a huge impact on the success of students with barriers. A group of teachers at one table talked about the importance of recognizing the prior skills every student brings to the class and encouraging those students to build on their strengths. The opportunity to go into classrooms at GCCCD has been a great result of the AEBG collaboration.

The Program Area Council (PAC) meetings have formalized a cross-system collaboration that supports resource sharing and utilizes regional connections to find the best solutions for students. There were discussions about the positive power of the ERAE partnerships to help refugee students move forward. However, there is more work to be done in strengthening the partnership with the area high schools who may hesitate to encourage high school students to attend the adult school as it can negatively impact high school's ADA funding.

Here is a brief list of additional things attendees are proud of from the ERAE collaborative work:

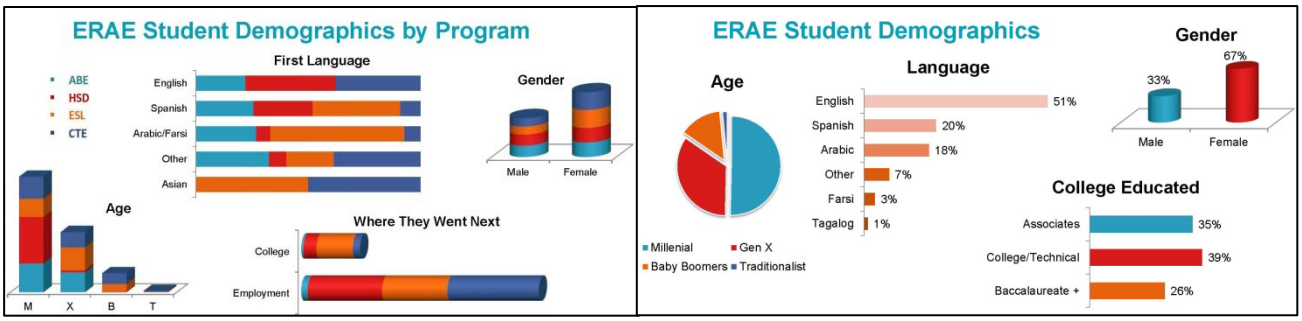
- The partnership between Grossmont College and the Health Occupations Center (HOC)
- Improved seamless transitions for adult students
- Providing access for students
- Pieces were in place but communication between institutions wasn't – now it is!
- The student pass rate at HOC
- Vocational ESL (VESL) – is a huge asset that supports the success of our diverse students

Of course there is still a lot of work to be done around andragogical practices, student centered methodologies, the use of data, and the integration of transitions services. These opportunities will be discussed in the recommendations at the end of the report.

Intergenerational Adult Learners [2]

- Traditionalists (75 +): Sometimes referred to as the "silent generation" *ERAE 1.5%*
- Baby Boomers (57 – 74): Like to work independently; prefer lecture style instruction; want to know how it fits big picture *ERAE 13.8%*
- Gen X (37 – 56): Like flexibility; focused on what is necessary to be successful in the course *ERAE 34%*
- Millennial (17 – 36): Like structure; prefer technology options; expect immediate feedback *ERAE 50%*[†]

ERAE Data[3]



Transition Services

- In Spring 2017, Transition Specialists met with 1575 students
- 2041 students learned about adult education programs and services available during class visits
- 602 students met with a transition specialist 1:1
- 2310 students created their own transition maps

Transition Services Discussion

This discussion focused on how to help the students be responsible for their own learning and stay the course necessary to achieve their goals. The use of "real world" applications in the classroom and acknowledging individual students' success stories are tools that can be used to help students understand how a particular class aligns with their goals and builds on their strengths. Words people used to describe this work were: Excitement! Optimism! Enthusiasm! Encouragement! Participants spoke of the need to remember that our students are voluntarily here to "improve" themselves, not because they have to be and it is critical for us to remind them how admirable that is, that it will take hard work with results to be gained in the future.

[†] Related adult learner strategies handout is in Appendix B

ERAE Celebrations

Three instructors were recognized for outstanding work and awarded a classroom scholarship!

- Susie Taylor: GAE – Academic Programs *"There is still work to do."*
- Neda Shukur: GAE – Medical Programs, VESL *"We put our hearts in what we do.*"
- Sara Ferguson: Grossmont College – ESL *"If we truly want out students to succeed, we need to find new strategies."*

Four transition specialists were recognized for their work with students!

- Nikki Middleton: Sr. Transition Coordinator
- Ban Bakkal: Transition Specialist
- Eric Miller: Transition Specialist
- Joyce Liou: Transition Specialist

Toward a new mission statement

A good mission statement is:

- The overriding decision-making tool
- For both the organization and the people who interact with that organization
- As much about what you're not as who you are
- A simple, compelling message that can be communicated quickly & easily

Mission Statement Activity

At the opening of the stakeholder meeting a brief history of the AEBG timeline was presented acknowledging that the current mission statement had been written almost four years ago. The concluding activity of the meeting provided participants an opportunity to offer input into the development of a new mission statement for the East Region Adult Education Consortium.

Each table had a worksheet[‡] with the current vision and mission statements for ERAE as well as the mission statement of one of the three member institutions: Grossmont Adult School, Mountain Empire Unified School District, and GCCCD (Grossmont College, and Cuyamaca College). The meeting participants engaged in discussions at their table answering the questions "What elements of the [member institution] statement are important to include in the new ERAE Mission Statement? Are there other things you want to add/remove/change?" At the conclusion of the meeting the worksheets with the participants' notes and comments were collected for sharing with the ERAE Steering Committee.

The Steering Committee, comprised of program directors, community stakeholders, and PAC chairs, will use the input from the meeting participants to craft a new mission statement to be presented to the ERAE Board for final approval.

[‡] Mission Statement Activity handouts are in Appendix C

RECOMMENDATIONS FOR NEXT STEPS

Professional Development Convenings

Understanding your data – this activity could help to answer some of the questions raised by the Stakeholder Meeting participants:

- How do we know if what we are spending is contributing to our results?
- How do we link our data findings back to the funding?
- How can we track students who are slipping through the cracks and help them return to their education?

Teaching your skills

- Andragogical methods for experienced professionals who have chosen to become teachers
- Challenge of integrating soft skills in a class with lots that needs to be covered

Empowering students – this activity can begin to address concerns raised by Stakeholder Meeting participants about best practices for effectively supporting individual students

- Student centered mentality – how do we ensure our programs meet the students' needs versus fitting the students into programs that meet our views of what they need
- Shift our approach from a deficit mindset to growth mindset for our students
- How are we moving students further along their "pathways"
- Concern of dealing with students' emotions

How can transition specialists be the most effective

- Transitions specialists want to learn how to conduct their work effectively. I recommend surveying these professionals to better understand exactly where they need support in order to provide the proper professional development opportunities for them.
- Teachers need a better understanding of how to collaborate effectively with the transition specialists. I recommend that, as a result of the transition specialists' PD activity a matrix or other diagram of possible interactions would be developed and shared with teachers and staff.

Diagram the Landscape

- Identified need: large scale organization chart
    - Map or diagram all the players to ensure students are referred to the right people
    - How all the pieces come together under the grant
- Chart of different services & how they all fit together – who are the players, how do they relate to each other

Endnotes

[1] AEBG Practices with Promise: http://aebgpracticeswithpromise.com/showcase_successes.asp

[2] Dippold, L.K. (2017). Teaching and Learning: Strategies for a Multigenerational Classroom. The Cross Papers, Number 20. Chandler, AZ: League for Innovation in the Community College https://www.league.org/istream

[3] Data Research and Documentation by Charlene Alsbaugh, ERAE Data Specialist (info@adultedworks.org)

4 ERAE Planning Research and Documentation by Ute Maschke (ute.maschke@adultedworks.org)

Second Annual Stakeholder Meeting
Year 3 Implementation Plan
2017-18 AEBG Objectives and ERAE Activities

A. *Integrate existing Adult Education programs and create seamless transitions into post-secondary education and/or the workforce.*

1) Implement standardized orientations for all Adult Ed students, and coordinated and team-facilitated orientations to college matriculation and first-year experience

2) Increase the number of students attending orientation and, thus, increase the number of students utilizing transition maps throughout their adult education

3) Designate a “point-of-contact” counselor at both colleges who will work exclusively with students transitioning from GAE

4) Develop paths and pathways to specific employment outcomes to increase the number of students who acquire certificates, or specific skills for in-demand jobs

5) Align benchmarks and rubrics for GAE programs with college departments and programs

6) Create a clear decision-making process, with clear mechanisms for reviewing information, making decisions, and communicating information back to all stakeholders

B. *Accelerate students’ progress toward their chosen academic or career goals.*

1) Embed tutors (peer-mentors) into GAE classes

2) Continue integrate career and college readiness training in all consortium classes and programs

3) Augment CTE and academic programs with open education and other supplemental digital materials and tools

4) Utilize student retention and early alert system, and promote data-driven decision making process to strengthen retention and success rates

5) Revise implemented VESL course and review existing ESL multilevel classes and consider changes into VABE or iBest classes that help students attain college-readiness and/or specific job skills.

6) Provide basic skills preparation, aligned with GCCCD

7) Develop innovative outreach strategies

C. Collaborate in ongoing professional development for faculty and staff.

1) Provide at least three professional development opportunities on data collection and analysis to ensure understanding and utilization of database / information systems as student-centered tools

2) Host PAC-developed workshops on topics relevant to all stakeholders

3) Host regional counselor/student support services summit

4) Explore opportunities for instructor mentorship/training program

5) Plan an Adult Ed Week with a celebratory street fair and mini-workshops on the following topics

D. Leverage existing regional structures.

1) Transform Adult Ed into a strategic partner for regional businesses

2) Develop new tools for assessment of prior learning, progress, and success.

3) Deepen promising partnerships between Adult Ed, immigrant-serving CBOs and SDWP

4) Align data processes among AEBG, WIOA title II, and Community College providers, and establish cross-system database of regionally recognized certificates

Appendix B

Attributes and Strategies by Generation[1]

	BABY BOOMERS (1943-1960)	GENERATION X (1961-1980)	MILLENNIALS (1981-2000)	GENERATION Z (2001 to Present)
Attributes	• strong work ethic • driven to succeed • desire recognition • rely on experience	• independent • skeptical • practical • flexible	• team-oriented • confident • diverse • optimistic	• self-reliant • thoughtful • compassionate • open-minded • responsible
Strategies	• guided lecture notes and traditional lectures • independent writing assignments/case studies • opportunities to present or display efforts • role play	• online support materials/flipped classroom strategies • study guides • detailed rubrics • active, yet independent, assignments	• use technology (videos, simulations) • game-based learning • group work • timely feedback and communication • role play	• avoidance of, or shortened, lectures • virtual support • relaxed learning environment • active, yet independent, assignments

Generational Stereotypes [1]

BABY BOOMERS (1943-1960)	GENERATION X (1961-1980)	MILLENNIALS (1981-2000)	GENERATION Z (2001 to Present)
• Optimistic • Team-oriented • Ambitious • Workaholic • Tech illiterate	• Skeptical • Self-reliant • Risk-taking • Cynical • Independent	• Unmotivated • Self-interested • Tech savvy • Group-focused • Entitled	• Lazy • Unaware • Tech innate • Future focused • Independent

[1] Dippold, L.K. (2017). *Teaching and Learning: Strategies for a Multigenerational Classroom.* The Cross Papers, Number 20. Chandler, AZ: League for Innovation in the Community College

Second Annual Stakeholder Meeting
Toward a New Mission Statement

East Region Adult Education (formerly known as SDERAEC)

East Region Adult Education creates an extended learning system and a network of services and business partnerships that support students in reaching their goals now and in the future.

Grossmont College (GC)

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

What elements of the GC statement are important to include in the new ERAE Mission Statement? Are there other things you want to add/remove/change?

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Cuyamaca College (CC)

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

What elements of the CC statement are important to include in the new ERAE Mission Statement? Are there other things you want to add/remove/change?

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Grossmont Adult Education (GAE)

The mission of Grossmont Adult Education is to enrich the lives of our community members by providing high quality, affordable, lifelong educational opportunities, fulfilling personal, academic, and workplace goals for an increasingly diverse population.

What elements of the GAE statement are important to include in the new ERAE Mission Statement? Are there other things you want to add/remove/change?

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Mountain Empire (MEUSD)

To provide students with the tools they need to be academically, socially, and emotionally prepared to be independent thinkers and contributing members of society.

What elements of the MEUSD statement are important to include in the new ERAE Mission Statement? Are there other things you want to add/remove/change?