



EAST REGION  
**ADULT EDUCATION**  
Education That Works

**ERAE**

# Thinking About Change

Summit Report



**GAE GCCCD**  
Mountain Empire  
Adult Education



## **FINAL REPORT (April 4, 2018)**

On March 23, 2018, East Region Adult Education (ERAE) held a summit, “ERAE 2020,” to initiate strategic planning and to engage the community in a discussion that could be summarized with one question: Is East Region Adult Education heading in the right direction?

With 87 participants, the consortium began crafting ERAE’s next 3-year strategic plan on adult education. After opening remarks by governing board members Dr. Miles, Dr. Glover, and the CEO of the East County Chamber of Commerce, Eric Lund, the participants joined two breakout sessions of their choice, to take stock of achievements and to discuss directions and possible consortium projects the consortium could execute over the next six months, the next 12 months, and the next 36 months.

This report is divided into four sections:

- Key Areas for Strategic Planning
- ERAE 2020 Strategic Planning – Discussion
- Recommended Next Steps
- **Call to Action**

### **East Region Adult Education 2020: Six Key Areas**

#### Acceleration and Alignment

This area could address topics such as program re-design and curriculum development; guided pathways; blended learning; and more.

#### Professional Development

This area could address topics such as student-centered services; learning technology; cultural competency; leadership development; measures of effectiveness; and more.

#### Workforce Engagement

This area could address topics such as workforce development across business partners; integration of foreign-born professionals; re/certification; professional skills building; alignment with industry; cultural competency; and more.

#### Partnership Engagement

This area could address topics such as creating communication plans for a community stakeholder network for access and equity; leveraging of resources; and more.

#### Student Engagement

This area could address topics such as leadership development; community building; cultural competency; inclusive access and elimination of equity gaps; student success and transition services; and more.

#### Transformative Data Culture

This area could address topics such data for student success; data reporting and analysis processes; gaps analysis; accountability to all stakeholders; and more.

## **ERAE 2020 Strategic Planning – Discussion in Breakout Sessions**

### **A) Participants in six sessions, which were aligned with the consortium’s six key areas, reviewed two questions:**

- For you, what is working in your key area of adult education?
- For you, what are the critical factors that (might) block our way?

The following is a summary of 12 discussions (six key areas discussed in two rotations) of the two questions. Please note that the summary was done in several steps:

- Notes from the breakout sessions were transcribed verbatim into a master document.
- Notes were then independently read by two reviewers, at least three times each to determine emerging themes (i.e. Institutional Practices, Academic Practices, Campus Connectedness, Outreach, etc.).
- Reviewers independently created a list of emerging themes within each of the six key areas and mapped transcribed statements to those themes.
- Reviewers then met to discuss and harmonize themes within each of the six key areas. Within each of the key areas two to six themes emerged. For brevity, data within each theme was further distilled to one or two critical concepts.

While it was the analysis team’s intent to capture all voices, statements were not included in analysis in instances where:

- Inferences about the meaning/intent of single word responses or vague statements could not be corroborated with other data.
- There was not enough consensus (isolated statements) to substantiate that the theme was prevalent across the consortium.

## **Acceleration**

### What Works?

- Assessing student knowledge at intake, including multiple measures for placement
- Flexible education options including online labs, evening classes, flexible entry and exit
- Innovation in the delivery of ABE, ESL and CTE (online, OTAN aligned, integrated career awareness) at the college level and creating a new ESL programming at GAE (VESL medical, auto, literacy boot camps and on-line modules)
- Exposure to college and career options, including exploration integrated in classes, relating content to life and work situations

### What needs improvement?

- Lack of a clear vision for acceleration, transitions, partnerships
- Communication does not happen across all entities, work is happening in silos
- Industry partnerships are not strategic. We are not ensuring that all educational partners are preparing students for employment.
- Lack of faculty and leadership trained in IET
- Reluctance to change: unwillingness to embrace the new models of partnership, andragogy or engage in different teaching practices
- Lack of agility: Bureaucracy/policies limit the partnerships ability to make change quickly, offer short-term classes or introduce responsive scheduling practices
- Ill-defined pathways and articulation within programs and between partners
- Need better integration of career exposure and training within the curriculum. Learning is not relevant to goals.

## **Professional Development**

### What Works?

- Professional Development for Students
  - Collaboration between partners to deliver opportunities for career exposure
  - Career development curriculum delivered through ECCC
- Professional Development for Faculty
  - Providing pay or time for teachers to participate in classroom engagement strategies or shadowing

### What Needs Improvement?

- Professional Development for Students
  - There are no leadership and communication development opportunities for students
  - Stronger coordination with employers (curriculum development, mentorship, contextualized learning)
- Professional Development for Faculty
  - Need for relevant, time-sensitive, systemized professional development programming
  - Cultural Competency

### Rabbit Hole

- How will we fill the gap left by ECCC closing, what messages will we convey to our students? How we will ensure stability of professional development?

## **Workforce Engagement**

### What Works?

- Student access to Career and Transition counseling to plan and guide goals
- Career exposure opportunities offered through Transition Specialists, Community College and high school programming
- Community relationships are starting to be developed across the Consortium
- Some CTE programming through GAE, Community Colleges and Career Center are preparing students for entry level jobs
- There is CTE programming at the college level that has employer buy-in, with guest lectures, advisory boards, tours, and externships

### What needs Improvement?

- Lack of engagement with employers leading to lack of understanding about business culture, employer needs, the role employers can play in shaping programming
- Strained relationship among educational providers creating barriers to aligned programming (competing interests, school politics, intermittent communication, lack of data sharing)
- CTE programming is not agile; not delivered in a timely or effective manner to meet student or employer needs
- ESL career preparation is not sufficient; needs more contextualized programming
- Outreach to get more students and employers engaged in the process
- Funding model

### Rabbit Hole

- Student Interns can no longer volunteer, they must be paid. Who pays for the interns to obtain the practical hands-on experience necessary to become employed?

## **Partnership**

### What Works?

- The consortium has a shared goal of student success
- Partner organizations (ECTLC & SD County Library) are providing aligned programming (online HSD, GED classes, lifelong learning)
- Improved connections with Department of Rehabilitation, with Adult Ed becoming the preferred provider of education for students with disabilities.

### What needs Improvement?

- Increased public outreach
- Understanding the needs of subpopulations (students with disabilities, lifelong learners, religious groups, government agencies)
- More support facilitating formalized transitions to community college (articulation agreements, dual enrollment, pathways)
- Streamed methodology for engaging employers in developing programming

### Rabbit Hole

- Services and education for students with disabilities

## **Student Engagement**

### What Works?

- Teachers are engaged and strive to develop validating relationships with their students.
- Student connectedness and belonging is promoted through <ad hoc> campus/ classroom events.
- Multiple supports are in place to help students plan for their future and reach their goals.
- New branding and social media campaigns are increasing visibility.
- GAE validates a student's capacity to succeed by celebrating academic milestones.
- Class offerings are designed to allow students multiple access options. (time, day, location)

### What needs Improvement?

- Activities associated with "student life" (specialty clubs, student ambassadors, student government, campus events) are limited or non-existent.
- Professional development for faculty focusing on student-centered practices that engage students both in and outside of the classroom.
- Means to address situational barriers (transportation, childcare, employment, etc.) that may be limiting a student's access to education
- The lack of an overarching vision and understanding of the role student services in removing barriers for students and keeping them engaged in the institution.
- Communication across programs and services, breakdowns & silos
- Cultural awareness of both students (other ethnicities, values, belief systems) and outside organizations (employers and public services agencies)
- Limited resources for needed classes, disability services, and increased staff

### Rabbit Hole

- Universal understanding of the function and benefit of Transition Services

## **Transformative Data Culture**

### What works?

- Within programs there are "pockets" of well-defined formative and summative assessment that go beyond CASAS (examples: Burlington English and clinical performance evaluations)
- CASAS provides basic information to assess a student's academic entry level and progression, through matched scores
- The collection of exit data as prescribed by Perkins to assess performance outcomes after graduation
- The collection of demographic, attendance and graduation data
- Collection and reporting of annual performance data, such as, AEBG and its input into TopsPro, retention and certification reports to the Dean and Launchboard for industry

### What needs Improvement?

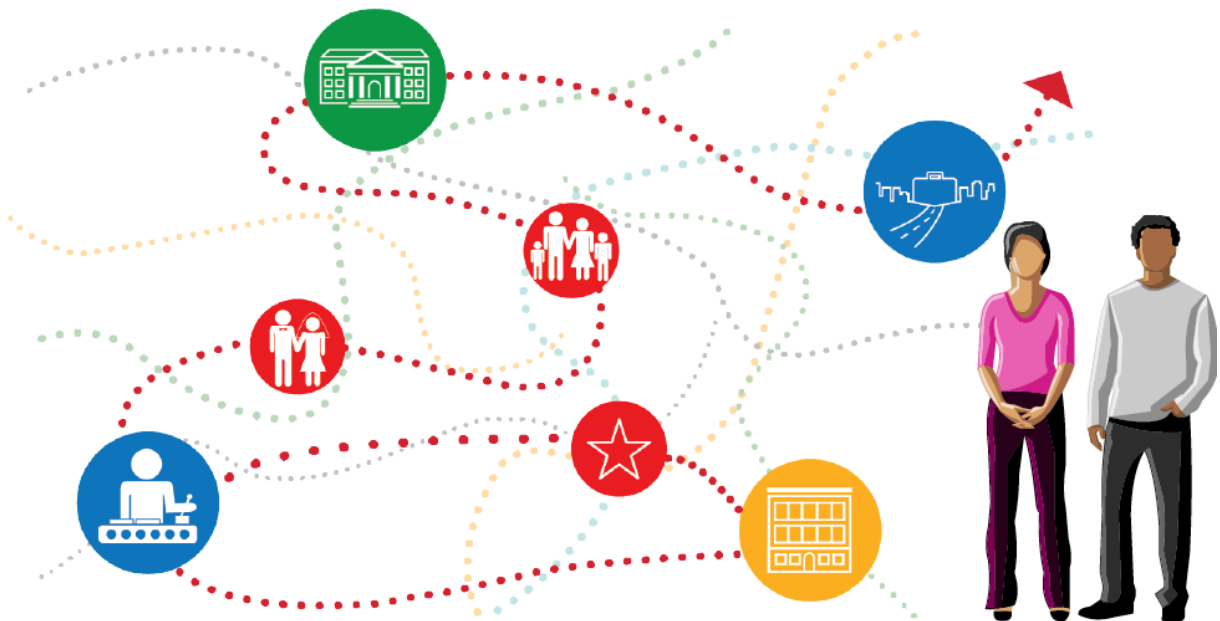
- Data is not collected or distributed in a thorough, timely or systematic manner to all stakeholders.

(Transformative Data Culture contd.)

- There is a lack of transparency and access to data, protocols are not designed to allow data to be used by all stakeholders to shape practices.
- There are not enough triangulated data sources (i.e., collection of qualitative and quantitative data beyond compliance data) to make informed decisions about curriculum and services.
- Staff and Faculty data training related to data collection and analysis is needed (student exits, persistence, goal planning, curriculum assessment)
- Data related to student persistence (why students leave) is not available, limiting staff and faculty ability to make informed decisions about how to help students stay in school
- Formative and summative assessments that go beyond CASAS and TABE are needed to help faculty shape curriculum and ensure students can transition to the next academic level

Rabbit Hole

- ASAP: Staff Training, access to data version 2, proper training on tools, Dashboard insights
- Who should be responsible for, trained and paid to conduct exit interviews (grad and drops)? How will that data be collected, analyzed and distributed?



**B) Based on a review of what is working and what needs improvement, participants then discussed what adult education in the east region would look like in three years from now if strategic planning were highly effective.** They identified successful results (outcomes) and key conditions for their realization.

Results were then ranked:

- Which desired outcome could be addressed within the next 6 – 8 months?
- Which desired outcome could be addressed in 2019?
- Which desired outcome could be addressed in 2019 – 2020?

Each breakout session also recommended (at least) one action step.

Please note: It was the analysis team’s intent to capture all voices. The summary was done in several steps.

- Notes from the breakout sessions were transcribed verbatim into a master document.
- A list of emerging themes within each of the six key areas was created.
- Reviewers then met to discuss and harmonize themes within each of the six key areas. Five high-level themes were identified last.

**Responses and contributions varied from key area to key area and from institution/organization to institution/organization. Some central themes included:**

- Articulate a clear vision and commitment to a system of Adult Ed for all students, which is continually the subject of communication in the consortium;
- Develop a system-wide comprehensive framework for continuous improvement;
- Make data accessible to all and use data to inform instruction and determine resources;
- Build administrator and teacher capacity;
- Establish professional learning communities at and across all levels of and beyond the consortium.



## Results to achieve within six to eight months (short-term goals/activities)

### Acceleration and Alignment

- Form content expert/project teams from different institutions to collaborate on student-centered curriculum, class content, outcomes, milestones and outcomes (keep in mind languages other than English that students speak)
- Form a project team to develop uniform exit interview and follow-up guidelines
- Form a project team to create seamless transition processes for students to transition to upper ESL levels, other GAE programs, and to college
- Integrate in all classes modules for computer literacy (could be a roving tech teacher); work readiness – also based on regular review of workforce data; and customer service
- Create VESL or VABE or IET; computer classes; and conversation/writing classes – for all levels
- Expand computer loan programs and social media use in class
- Review ESL curriculum (use textbook, “Ventures,” as a resource rather than a curriculum; create attendance guidelines and requirements; create concrete measures for student success; establish administrative leadership)
- Hire more CTE teachers and staff
- Form a project team to develop clear pathways; include advisory boards to bring business members and chamber of commerce into classroom
- Explore *Canvas* (Learning Management System)

### Student Engagement

- Create more structured student council across programs
- Sponsor transportation summit (needs, resources, safety for car-pooling, petitions for route changes, include MTS)
- Sponsor internship summit
- Job developers for nontraditional students
- Form project team for better outreach and marketing (include testimonials for workforce-related stories; surveys; social media campaign; you tube; perhaps run by students)
- Explore *Canvas* (Learning Management System)

### Professional Development

- All staff training on ASAP
- All staff training on data analysis (data dialog)
- Form a project team to survey the needs of staff and to set up structured and systematic PD (including cultural and cross training to know what is happening around adult ed. and sharing best practices)
- Form a project team to develop open communication channels

### Workforce Engagement

- Form a project team to develop clear pathways; include advisory boards to bring business members and chamber of commerce into classroom
- Hire and train job developers for nontraditional students
- Workforce-development focused marketing
- Connect federal and private funding/support

### Transformative Data Culture

- Make data available to all for continuous improvement
- Share workforce data regularly
- Form a project team that develops a data sharing process and data dialog (this team needs to include representatives from all consortium members)
- Create a list of data reports needed for continuous improvement

### Partnership Engagement

- Form a project team for better outreach and marketing (include testimonials for workforce-related stories; surveys; social media campaign; Youtube; some marketing perhaps run by students)
- Address stigma Adult Ed has

## **Results to achieve in 2019 (outcomes based on activities)**

### Acceleration and Alignment

- Form a project team to create/finalize career maps
- Form a project team to assure agility of curriculum
- Align classes across consortium members
- Facilitate smooth transition of students based on career maps, alignment, and pathways
- Offer college credit classes at GAE and Adult Ed classes for credit
- Dual enrollment
- Form a project team to develop a goal-based, contextualized ESL program (citizenship; work and career; college and career)
- Form a project team to develop a system of bi-lingual support beyond orientation
- Introduce managed enrollment, especially for ESL
- Pilot IET classes
- Introduce certification and online programs
- Introduce summative and formative assessment beyond CASAS and TABE
- Form a project team to examine education and industry connections between successful programs and develop a uniform message to communicate to staff and students

### Professional Development

- Set clear expectations and introduce measurements of accountability

### Workforce Engagement

- Career-centric marketing that reaches the whole community
- Develop clear career maps that include options for non-traditional or struggling students

### Student Engagement

- Form a project team to develop a system of bi-lingual support beyond orientation
- Form project team to develop and integrate exit surveys
- Establish a cooperative learning engagement environment

### Transformative Data Culture

- Form a project team to develop structures and process for utilization of data for curriculum development and monitoring of pathway progression
- Form a project team to integrate formative and summative data analysis
- Form a project team to develop a system that tracks students throughout and integrates exit surveys

### Partnership Engagement

- Outreach to homeless population
- Conduct community needs assessment

## Results to achieve in 2019/2020 (impact)

### Acceleration and Alignment

- Introduce “persistence” score (identify barriers and highlight students who need support)
- Introduce more certification and online programs
- Form a project team to ensure agile and fluid pathways are working
- Form a project team to oversee roll-out of unified system across educational institutions (common intro courses, principles, expectations, and goals)
- Coordinate with other consortia
- Develop aligned set of academic assessments (not for placement but student success)
- Cut out paperwork (move online)
- More HiSet/HSD completion – less attrition

### Student Engagement

- Form a project team to oversee roll-out of integrated approach to mitigating student challenges
- Redesign orientation to meet needs of students (review content, structure, medium)
- Run Student council at each site and celebrate student accomplishments
- Introduce guidance counselors
- Create one facility for all services
- Create alumni organization (to help keep track and provide networking opportunities)

### Workforce Engagement

- Form a project team to ensure closure of gaps between Adult Ed and job training
- Monitor changes in the labor market in real time
- Higher employment rates (80%) and higher number of internships (300%)
- Employers calling ERAE for employees and interns

### Professional Development

- Systematic teacher evaluation and training
- Incorporation of customer service/work readiness training for all staff

### Partnership Engagement

- More resources for eliminating barriers; ensure transportation works for all
- Form a project team to organize resource fairs for students and community (with interpreters, include students in planning)

### Transformative Data Culture

- Form a project team to develop surveys and other tracking for students dropping out and/or exiting
- Legislative changes (to support unified system)
- Hire more qualified staff for better tracking of students

## Recommended Next Steps

In addressing the short- and long-term goals of East Region Adult Education 2020, participants identified distinct areas that deserve greatest attention. All next steps will involve proposing solutions to address the challenges and opportunities listed above.

Based on their participation in the ERAE 2020 Kickoff Summit and the final report, the leadership of East Region Adult Education would like to make the following recommendations:

- Establish a steering committee as the leadership body for project teams and the development of the ERAE 2020 Strategic Plan, by April 20, 2018.
  - Sets a clear vision with central objectives for outcomes
  - Sets up a timeline, oversees, and guides the work of project teams
  - Calls and facilitate meetings of project team leads
  - Develops shared resources
  - Serves as a bridge across members
  - Makes recommendations to the consortium's governing board
- Set up strategic planning group to prepare draft of ERAE 2020, with a set due date of June 15, 2018
- Establish six (6) project teams to start work no later than May 1, 2018, to engage in the following activities, with a set due date of September 20, 2018
  - Align ABE/ASE classes to Cuyamaca College English 120 (and 020), Math non-BSTEM, and ESL classes. Mirror these activities to align with Grossmont College.
  - Review ESL curriculum.
  - Create two IET classes (or a VESL and an IET class).
  - Define and map student services for ERAE (include clarification of roles each staff member has in relation to services; transitions across institutions; and creation of more structured student council across programs).
  - Conduct a faculty and student engagement survey and set up structured and systematic professional development.
  - Assess current levels of employer engagement and existing best practices
- Set up three workgroups
  - Data workgroup to create data reporting protocols and implement data dialog, and to ensure that data becomes available to all for continuous improvement
  - Professional Development workgroup to implement recommendations by project team and establish PD calendar, and participation and follow-up guidelines, with a set due date of November 20, 2018
- Hire and train a job developer for nontraditional students

## CALL TO ACTION

We are currently looking for volunteers to join one of the six project teams and/or three workgroups. We need your voice and insight.

Participants are expected to contribute in ways that ensure the completion of activities and projects within the set timeframes. Participants will be remunerated for their time and efforts.

If we can count on you for short, highly effective project work, please contact the ERAE grant manager, Ute Maschke, at [ute.maschke@gcccd.edu](mailto:ute.maschke@gcccd.edu) or (619)588-3509.



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The summary was prepared by Charlene Alsbaugh and Ute Maschke, and is based on the contributions made by 87 summit participants. Discussions were facilitated by Jeff Wood (CTE/LLE Principal); Joyce Liou (Transition Specialist); Charlene Alsbaugh (Data Specialist); Mary Wilson and Jeff Meredith (ECCC); and Heather Peterson (HOC). Our special thanks to them.

A special "Thank You" also to our guests of honor:

Dr. Cindy Miles, Chancellor GCCCD

Dr. Julianna Barnes, President Cuyamaca College

Dr. Tim Glover, Superintendent GUHSD

Eric Lund, CEO East Region Chamber of Commerce



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