Adult Education Program and Noncredit Pathways Strategic Planning

April 9, 2019
1:30pm-4:00pm
Miramar College

Blue Wall Activity Results

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
Awareness [Learning, marketing]	• Actively promoting CTE at HS with low transition rates (suggestion for AE super region) • Adult learners are viewed positively and receive the same opportunities for continued educational and work-related advancement as other audiences (e.g., HS students) (AE transition plan, outcome statement) • New faculty orientation and onboarding to ensure consistency (AE super region) • Celebration and recognition of the importance and value of AE and AE students to our regional goals (AE/noncredit task force to market, in progress) • Broad regional awareness of AE and AE students and their value and contributions to regional WF development and SWP goals at the college and community levels (AE/noncredit task force and part of regional marketing plan) • All faculty and counselors understand the pathway (disseminate mapping results once completed) • Staff ownership, understanding and commitment to move students along their chosen pathway (AE PD) • Shared understanding of our diverse roles in the student journey (document/diagram interrelationships, systems)	• CTE transitions credit by exam (needs expansion and enhancement) • Shared PD around pathways (coming in July) • Creating individual pathways for individual programs and sharing that information on the institution's/school's website • High levels of communication among consortium partners including site visits for admin, and presentation/tour for faculty and students • Discipline meetings. Excellent opportunities to bring everyone together, credit and noncredit. Need help though! Not often well facilitated and no always truly open to noncredit. • Respect for each member school which leads to open honest dialogue •	• Finding qualified CTE instructors (different requirements at different institutions) • Best practices/models from other consortia • Professional development and awareness are missing from current pathway development efforts • Some challenges are getting multiple institutions on the same page with the same goals • Lack of buy-in • Feeling threatened by the changes • Mistrust • Faculty skills upgrade for distance ed. • Understanding the important role AE plays in our community and rigorous, relevant, training programs that we offer. • Faculty/instructors resistance and/or lack of familiarity with current and innovative pedagogy • Lack of experience in the work of pathway development •	• Provide TA to adult ed consortia to implement Guided Pathways • Weave AE into GP and acceleration work • AE not as an afterthought

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
	• Strong partnerships/relationships and trust between AE staff, faculty and administrators and college faculty, staff and administrators. (AE, internal) • To have the community industry more aware of the work we do in non-credit education (activities: advisory cmte, marketing) • ~~Successful support of identified programs~~ (AE visibility)			
Content/Curriculum	• More soft skills integrated into technical courses (21st Century, facilitated conversation) • Improved basic skills, soft skills, so that students are more prepared for industry jobs (basic skills: AE; soft skills: 21st Century, facilitated conversation) • CP for networking and digital media are presented at the beginning of semester and 2 weeks before semester ends to inform students of their options (AE). • Updated curriculum that aligns with modern changes in industry. Most of the updates would include advancements in technology.(region: facilitate connection between faculty or integration into regional advisories, by sector)	• Curriculum alignment • Assessments to [??word??] competence	• Mistrust and misconceptions of noncredit curriculum and faculty (by college faculty and admin) • Embed soft skills into technical curriculum • Measures for determining competencies for exit/entry	•
Pathway construction Entry/Exit	Pathway construction • All courses/programs aligned with pathways (region: facilitate faculty coming together) • Reduced number of steps for learners to: enroll, complete, and transfer to CC (AE: system, process design) • Have multiple pathways [option] to employment, skills achievement, college articulation and enrollment and personal enrichment (from a non-AE participant) (facilitate mapping options; system building – roadway) • For students to seamlessly navigate the AE system to transition into the workforce or to further their education (AE transition plan; facilitate the mapping of a generic transition plan)	• Collaboration of programs, i.e., pre-apprenticeship-college teachers CTE piece/adult school teaches ESL on adult school campuses • We are currently partnering with community colleges to create articulation agreements • Beginning discussions around what articulations are currently in place and how can we improve/increase? • AE has experience in creating strong relevant CTE pathways • Articulation with colleges • Strong free-standing CTE programs, esp. in health sector •	• Finding credentialled instructors in specific industry areas or even finding industry personnel interested in teaching CTE pathways • The scale of pathway formation can be overwhelming • Not having a dedicated person to lead the charge of creating pathways •	• Making sure pathways are inclusive of both instruction and student services. Move a student holistically through the process • Clear assessment of program elements to determine if they are meeting student needs/goals • Intersegmental work groups by occupation or fields • Student services and faculty monthly meetings to discuss pathway construction and assign <u>one</u> task to complete • Co-location of short-term training programs [??word??] • Clarify pathways

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
	• Creation of CE programs that meet living wage and allow students to achieve a career in a definitive process – short term (disseminate information from mapping project; convene facilitate CC faculty;) • Pathways that lead to employment or education coupled with stackable credentials (LMI and mapping) • Pathways with various points of onboarding that allows for success and meeting goals (mapping and disseminate) • Articulation in place so students can transition seamlessly (facilitate transitions under CP) • ~~Sequential course pathway to ensure networking and digital media programs offer courses that complement and enhance their learning (like lab time, extra photoshop, [??word??] and other short-term classes)~~ • Stackable credentials • Effective bridging from HS/GED/community (AE transition, soft handoff) • Facilitate smoother transitions once students arrive at community colleges (PN work; AE develop relationships, proactive connections with CC) • ~~Visible, known, articulated paths from AE into college~~ • Coordinated also noncredit training programs with stackable certificates – no fee at adult school – with same support structure credit CTE programs have at colleges (????) • ~~Alignment with college offerings~~ • ~~Seamless transitions~~ • Creating programs and courses that are short and tailored toward actual student success • ~~~~ Entry/Exit • ~~Eliminate barriers to entrance/exit of system (transition)~~			

3

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
	• Pathways that allow students to return 5 or 10 years from now (career pathway, incumbent workers) • ~~Increase our efforts in AE to accommodate several entrance and exit points~~			
Student Support and Career Planning Transition Services	• Intake, orientations, supports, progress monitoring, wrap around services (AE) • Tangible supports for students to realize what opportunities are available to them (needs for students as par tof system discussion) • Personalized student support across all training institutions (adult school access to college support system) • Visible, {??brown??], articulated resources and services bridging the gaps between AE to career and/or college (facilitate development of resources) • ~~Structured systems of activities and engagement that connect AE and AE students with colleges~~ • All students have student educational plans • Career advising before enrollment/ed plan (strategic plan)	• Solid transition services • Initiating a student goal plan and revamping orientations to include all program areas • Path to Palomar annual event. Adult school students interested in transitioning to Palomar come to campus: tour of programs, dinner, access to student services (financial aid, DSPS, EOPS, etc.) •	• Career counseling (missing) •	• Mid-semester intervention and communication to ensure students are on track. • Efficient planning and processes • Prioritize PD around pathway development • Start with current articulated courses
System Development System Improvement	• Partnerships (secondary, for resources, employers, aligning with industry) • Consolidated data tracking system (policy, state, system) • Finding system barriers to student centered approach to connection, entry, progress, and completion • Success is leveraging partnerships that help students from a growth mindset • Track student outcomes after completion of programs that measure employment, internships, further training (data system) • Alignment with employer needs (pathway development)	• Stay industry current in some pathways	• Differences in credentialing and funding • If we are responding to the employer needs in a timely manner • Trying to break down the silos among student services, administration, faculty, support staff • More collaborative efforts between institutions are needed to better create awareness and improve outcomes • Resources to work on this massive project • Lack of clarity of roles in relationship to HS district (ownership of program or development of program) • Funding	• Assimilation of AE into all college planning (SWP, GP, SEA planning) • Bring in workforce development boards as a common partner • Need AE department in county offices of education • Measurable progress goals in the 3-year strategic plan • AE mapping • Authentic dialogue on challenges which could better lead to solutions •

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
	• Increased retention and completion •		• Putting students at the center of the pathway framework, for example, we label students by program area, but we don't take into account what their end goal is (work, college, etc.) • Consortia differ widely from region to region, there is no system yet • Resistance to change from faculty and policy makers • All agencies are constantly changing • Territoriality • Bureaucracy/slowness of change	
Opportunity and Job Readiness	• Develop a system for career training options for students not in college and across various entrance and exit points (CP) • Competent students who are able to hold sustainable employment in the region • The goal of AE/noncredit pathway development work is to create increased opportunities for students • Advance equity and inclusiveness for non traditional populations (PD for retention and success) • ~~Better prepared students~~	•	•	•
Student awareness of options	• Students understanding on ramps/exit ramps and then on ramp again to college • To better inform students and the community in regards to the advantages of noncredit education (i.e., cost, pathways) (marketing campaign) • Students know their options within all the systems (mapping dissemination) • Students owning and identifying their own progress (strategic planning component) • Every AE student is aware of next step opportunities and pathways should they want to pursue them (transitions)	•	•	•

What is the goal of the Adult Education / Noncredit Pathway Development work?	What will success look like in two years?	What are we already doing to build pathways?	What are the challenges? What is missing?	What strategies are needed to meet our goals?
	• HS are advising students of CTE (AE, noncredit) options versus only college (outreach, marketing for AE) • ~~Students understanding of steps to completion~~ • ~~Tangible products that students recognize and follow~~			
Credentialing and Fee Structure	•	•	•	•

Strategic System Design/Development as a Frame

- Craft goals
- Map strategies

What and How

Policy statement