**Proposed Adult Education and Noncredit 2020-21 Strategic Goals, Strategies & Activities (Updated September 2, 2020)**

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| **Vision Concepts/Outcomes*** Awareness: Students and communities knowledgeable about Adult Education and Noncredit offerings
* Pathway development and curriculum alignment: Effective alignment of Adult Education and Noncredit programming in meeting the workforce development needs of the region and providing pathways to community colleges
* Equitable learning for all: Support and professional development to illustrate best practices addressing student need and equity in programming and delivery for all students
* Leverage resources to achieve outcomes
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| **Mission:** Establish a collaborative, regional approach to career education program and pathway development, driven by student and employer needs, with the Adult Education and Noncredit Super Region collaborative serving as the hub for sharing best practices, research and dissemination, and innovation. |  |
| **GOALS** | **STRATEGIES** | **ACTIVITIES** | **Progress Made**  |
| **AWARENESS**1. **Increase awareness of adult education and noncredit programs at institutions and for students**
 | a. Evaluate counselors’ awareness of pathway offerings. **√** b. Build and strengthen relationships with workforce development boards as a common partner.c. Develop effective communication strategies to build prospective and current students’ awareness, and engagement with adult and noncredit programs. d. Develop a model or roadway depicting Adult Education and noncredit students’ paths from Adult Education and noncredit programs to credit bearing community college programs or the workforce.  | * Provide survey for counselors.
* Include workforce development boards in regional meetings.
* Provided input to WG1a (MS/HS Engagement) on student survey assessing how they (students) prefer receiving information, so that the survey was inclusive of AE and NC.
* Produce a model or roadway depicting Adult Education and noncredit students’ paths from Adult Education and noncredit programs to credit bearing community college programs or the workforce.
 | Reviewed data from counselor conference survey. WG1b agreed with the results and the fact that counselors need to be more aware of CTE offerings and career ed planning.Including workforce development boards.Provided input to WG1b survey and agreed they would benefit from being included on the survey. However, at this time the WG does not want a separate survey because each consortium serves different student populations. Designing one regional survey would not be beneficial. |
| **PATHWAY DEVELOPMENT****AND CURRICULUM ALIGNMENT** **1. Ensure curriculum and instruction incorporates skills that align with industry needs.****2. Ensure students have access to training programs and career pathways with multiple entry and exit options.**  | a. Define career pathways and develop maps. b. Compare alignment of Adult Education and Noncredit courses and programs with college credit programs. c. Include Adult Education and Noncredit in regional advisories. **√**f. Compare early college credit policies (credit by exam, dual and concurrent enrollment).  | * Clarify pathways and develop pathway maps.
* Convene CTE and non-CTE faculty to align curriculum to industry sector requirements.
* Provide professional development opportunities for faculty.
* Invite faculty to regional advisories.
* Disseminate pathway maps.
* Include Adult Education and Noncredit representatives in policy discussions about early college credit.
 | Agreed to create a repository of articulation agreements. WG has a shared Google file with each consortium having a folder within to add their information.WG1b leads are attending WG1 meetings and representative from WG1 are attending Program Finder meetings.  |
| **INSTRUCTIONAL STRATEGIES TO ENSURE EQUITY****1. Examine equitable learning across student populations.** | 1. Review enrollment, retention and completion at the course level for all student populations.
 | * Provide professional development for faculty to examine retention, success and completion data at the course level to determine disproportionate impact.
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**Parking lot:**

Facilitate articulation agreements in defined pathways between institutions.

 Develop transitions between adult education, noncredit and the community colleges.

Encourage development of accelerated programing.

 Convene faculty to develop articulation between programs.