 Adult Education Advisory Council

Virtual Retreat, June 14-15, 2022

# Call to order

The Adult Education Advisory Council (AEAC) held their virtual retreat on June 14-15, 2022. [Meeting Materials on SBCTC – AEAC website](https://www.sbctc.edu/about/task-forces-work-groups/aeac/meeting-materials.aspx)

# Attendees

Babette Roberts-Chair, Ricardo Chavez, Courtney Jacobsen, Katrina Klepper, Diane Klontz, Teresa McDermott, Kristen Morgan, Elizabeth Court for Eleni Papadakis, and Lin Zhou

SBCTC Staff: Will Durden, MarcusAntonio, Mandie Tix and Christy Lowder

Guest: Heidi Summers, incoming CBS Chair

# Members not in attendance

Amy Diehr-Vice-Chair, Mandy Paradise, Aaron Parrott, Jairus Rice, Kenny Ryan, Jan Yoshiwara, and Will Durden

# Business meeting

Approval of Meeting Minutes – April meeting minutes – Babs asked if there are any changes that anyone would like to make before the motion. *MOTION made to approve minutes as submitted, seconded, and approved, no abstentions.*

# New business

## New Member

Kristen Morgan has joined the council as the

## Open Position Update

* Position 3, Community Based Organization
* Position 8, Library Program
* Student Position

MarcusAntonio shared that the Governor’s office has received three applications for the Library position, 1 for the CBO position and another application coming soon

## BEdA Update

### Enrollments

Will shared some big picture thinking to help with structuring the new AEAC work plan. He shared that system enrollments are down across the state and we are seeing the same in the public sector in a variety of ways, however, it’s worth noting that we are above national trends when looking at national figures for adult education programs. Some of the down-turn had to do with the nature of how we were collecting data during pandemic, it was made challenging due to COVID restrictions, and this caused some loss in data confidence.

As a council, we need to ask the question, “What can we do to increase enrollments?” We need to figure out what we can do in our respective roles. But certainly when you look at national trends around unemployment rates around cost of living around. How people are trying to restructure their lives post pandemic when we've had so many challenges around inflation around change in industry, it's not hard to see why engaging in education and taking a time away from your work is a hard proposition for folks right now.

The SBCTC Board has a [Strategic Plan](https://www.sbctc.edu/about/agency/initiatives-projects/strategic-plan/) that includes some queues for BEdA around enrollments that we are going to look at in terms of specific strategies and we are also looking at recommendations from the [Strategic Enrollment Task Force](https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/), that was made up of college presidents.

We see the basic education for adults program as the beginning of the pathway, students form their first impression of the college and get to know faculty/staff for the first time and the impressions in the experiences that students have in that program are going to say something to them about how the college values them. What the college sees is that students potential and what the potential is for them to be engaged in a mutually beneficial relationship, where the student gains the knowledge skills and ability to move into living wage work and further educational opportunities, and the college has the benefit of having that student to serve and getting the tuition that comes from continued enrollment. Helps a college better see this as marketing for them, where there’s an initial loss of investment, but it is made back as the student transitions.

*Q) Has the enrollment data been looked at by East vs. West side? Or Rural vs. Urban? To see if there are different strategies that work in a specific area.*

### Advocacy Efforts for 2022-23

* Testing Alternatives: We have a Federal Requirement to CASAS test every student who comes into our program, unless they’re enrolled in our High School Diploma program/HS+ and the institution uses a credit option which is a way to place in advance and get points for the gains that student make.

During the pandemic, we were only able to test students in small groups. What we heard from our providers as we came back to our new normal, and that requirement to test came back, was that the local assessments that programs were able to use during the pandemic, in many ways worked better than a standardized test. fueled by the experience that we had in the pandemic of serving students in alternate ways. We're using this as a mechanism to take to the Feds and say partner with us on research, so that we compile some of these alternatives to testing to prove that they serve students better and more equitably, which also I think is a boon for enrollments, and give us the authority to do that, and to prove that we can make this work.

We have letters of support from the Washington Workforce Association and our Vice Presidents of Instruction to support our request of the Feds. We hope to bring this to the council as an advocacy ask.

* Digital Literacy/Digital Equity: As the infrastructure bill rolls out, we are keeping Basic Education for Adults front and center, as when it comes to digital literacy and digital skill building, our programs have much expertise in that area and will help offer solutions and getting the resources to better serve our students. These are foundational skills to economic and racial justice in our State to have students learn those skills.
* Co-enrollment in College and High School Completion (I-BEST/HS+): Is when a student who doesn't have a high school credential, and they also are pursuing that college certificate or a degree that leads to good wage work. They can co-enroll in I-BEST and HS+ to obtain their diploma as well as completing a college program of study. We have aligned both State and Federal funding so that a student co-enrolled has access to PELL Grants, when they wouldn't have access to them ordinarily, and have access to the Washington College Grant, by being dually enrolled in both of those programs.

*Q) Can you provide some information on how we can link student homelessness into the above three topics?*

### Here to Serve

As always, I am available anytime you need information, have a question, or would like to provide input on how we are doing. Please email me at wdurden@sbctc.edu. I look forward to hearing from you.

## Centering the Work and Plan – sunsetting 2017-22 Work Plan

* Goal #1 – Foster, support, and advocate the scaling and sustainability of innovative college and career pathways that move Washingtonians to wage progression resulting in vibrant communities and economic stability.

How do digital literacy and digital equity support that?

We really moved from pathways to talking about digital literacy and digital equity, and what that looks like in a pathways approach. And so how that does support pathways? And we came back to this notion of supporting students, supporting faculty, and supporting the employer throughout that process. We talked about taking the lift of designing the courses and digital literacy (the LMS used) and facilitating that part for instructors, so that they are trained. Then provide training so that they understood how to make changes, not just for curriculum, but for the modalities as well.

Making sure that we understand what digital literacy means to different industries, and to those different career plans, so when we're implementing those things that the design is intentional from professional development all the way through to completion.

Ensuring accessibility for all – might be urban, low bandwidth, no bandwidth – making sure that those basic needs are met.

* Goal #2: Advocate at the state and federal levels for a stable funding model for adult education.

They discussed the number of goals that any council or commission has and being realistic about what's feasible over the course of a year or so. We want to keep Goal 2, but can it be incorporated or combined with some of the other goals?

Advocacy could be added to Goals 1 and 2; students could be added to Goal 3 and 6; faculty could be the focus on Goal 5; resources Goal 7; and communications and marketing Goal 4.

We suggest that these be the areas of focus for the new plan: Advocacy, Students, Faculty, Resources and Communication and Marketing.

They feel that Alternative Testing falls under the Advocacy goal.

* Goal #6: Ensure equitable student access, retention, and completion in order to close the achievement gap for students of color and low-income students.

Keep this goal for the next plan, with some rewording.

A good place for us, to start a conversation around let's think about merging some of these and going through each of their strategies and seeing, is it really relevant in the new world we're living in.

Discussion around how many goals is reasonable and doable, when will the work be done…at meetings? Subcommittee work?

As far as timeline, we are hoping to have a work plan developed by the end of our meeting tomorrow so we can begin work at the fall meeting.

Let’s sleep on this tonight and come back with decisions tomorrow.

Day 2 of AEAC Retreat

## 2022-25 AEAC Work Plan

Recap from 6/14/22 meeting – ideas emerged in committee meetings concerning 2022-25 Workplan Goals:

* Goal #1

The Committee sought to frame our goals in consideration for students, faculty, and employers. One focus was on Digital literacy; How do students use tech? How do we teach tech? And what are employers’ expectations surrounding tech usage?

* Goal #2

The Committee sought to combine and truncate goals:

Advocacy (G1, G2)

Students (G3, G6)

Faculty (G5)

Resources (G7)

Marketing (G4)

* Goal #6

The Committee discussed Goal 6 in its entirety. Committee believes that equitable student access, retention, and completion should be embedded within all goals if the council does not wish to move the goal forward in its entirety.

Discussion:

* Need additional clarification on reframing what that conversation was in Goal 1 surrounding the employer, I know that there was an example using digital literacy and digital citizenship.

We were looking at different groups within adult education and where we want them to end up. What we want them to know through Workforce Education and Adult Basic Education and even into higher education, but really into a better career. So, using that end as goal, how could we infuse industry and those job or career providers into our conversation so that they can help develop the training that’s needed, what education is needed. To focus on digital literacy, computer applications, you know ethical use of technology and what soft skills industry is asking us to develop and infuse into our curriculum.

The WDC’s have sector plans and Elizabeth could put together a list of all those sectors that are focused on by areas.

Need to have a panel or focus group to kind of understanding where are resources needed to allocate to support – the student, the instructor, in terms of learning new technology – what does the end user need/the results, we need to understand that first before developing the process. If we’d like to do any advocacy work or recommendations around digital literacy and what that looks like in this pathways model, we could put together a panel with some students, teachers, and some sector employers to learn from the user about what that work might look like.

We took a break and decided that we’re a bit to bogged down talking about the number of goals to have. We’d like to shift the focus for the remainder of the meeting to ensure that the work we’re focusing on is getting to the heart of what we want to do for students, for faculty and employers. Those are our audience/client/customer we’re talking about here.

We’re going to take the current goals and restructure and/or merge them. Here are the group report-outs:

Wordsmithing Group A:

**Goal 1:** Work with system partners to ensure equitable student access, retention, and completion to close the achievement gap for students of color and low-income students.

* + *Strategy/Action:* Advocate at the state and federal levels for a stable funding model to ensure that every BEdA student complete their workforce education objectives.
	+ *Strategy/Action:*  Support/Collaborate local WIOA partnerships to identify and meet employment and training needs of all WorkSource stakeholders.

**Goal 2:** Foster, support, and advocate the scaling and sustainability of innovative college and career pathways that move Washingtonians to wage progression resulting in vibrant communities and economic stability.

* + *Strategy/Action:* Implement proven marketing strategies to engage individuals, families, employers, and others in basic skills workforce education opportunities.
	+ Strategy/Access: Retention

**Goal 3:** *~~Goal #5:~~* Promote relevant faculty, staff, and partner professional development in support of the implementation of the Talent and Prosperity for All (TAP) and Basic Education for Adults WIOA plan. (end user at the beginning of the thought process)

* + Strategy/Action: Focus Groups
	+ Strategy/Action: Research

Wordsmithing Group B:

* Goal #1: Foster, support, and advocate the scaling and sustainability of innovative college and career pathways that move Washingtonians to wage progression resulting in vibrant, accessible communities and economic stability.
	+ Strategy: Advocate at the state and federal levels for a stable funding model for adult education. Make this a subgoal/strategy of Goal 1.
* New Goal 2: Work with system partners to ensure equitable student access, retention, and completion to close the Achievement Gap for students of color and low-income students.
	+ Strategy: every BEdA student is funded to complete their workforce education objectives
	+ Strategy: Work with system partners to ensure that every BEdA student is funded to complete their workforce education objectives. This feels like a strategy to get to Goal 2
* Goal 4: Implement proven outreach and marketing strategies to engage individuals, families, employers, and others in basic skills workforce education opportunities.
* Goal 5: Promote faculty, staff, and partner professional development in support of the implementation of the Talent and Prosperity for All (TAP) and Basic Education for Adults WIOA plan.
* Goal #6: Ensure equitable student access, retention, and completion to close the achievement gap for students of color and low-income students.
* Goal 7: Participate fully in local WIOA partnerships to identify, support, and meet employment and training needs of all WorkSource customers by working as one system.

Wordsmithing Group C:

The Committee sought to combine and truncate goals:

Advocacy (G1, G2)

* Goal #1: Foster, support, and advocate the scaling and sustainability of innovative college and career pathways that move Washingtonians to wage progression resulting in vibrant communities and economic stability.
	+ *Considerations: Digital Literacy and Equity*
* Goal 2: Advocate at the state and federal levels for a stable funding model for adult education.
	+ *Considerations: Alternative testing to CASAS*
	+ *Consideration: How data rolls up: outcomes, demographics, etc.*

Students (G3, G6)

* Goal 3: Work with system partners to ensure that every BEdA student is funded to complete their workforce education objectives.
* Goal #6: Work with system partners to ensure that every BEdA student is funded to complete their workforce education objectives. Ensure equitable student access, retention, and completion in order to close the achievement gap for students of color and low-income students.
	+ *Consideration: Alternative testing to CASAS*
	+ *Consideration: Digital Literacy and Equity*
	+ *Consideration: Poverty Reduction*

Faculty (G5)

* Goal 5: Promote relevant faculty, staff, and partner professional development in support of the implementation of the Talent and Prosperity for All (TAP) and Basic Education for Adults WIOA plan.
	+ *Considerations: Digital Literacy and Equity*

Resources (G7)

* Goal 7: Participate fully in local WIOA partnerships to identify, support, and meet employment and training needs of all Work Source customers by working as one system

Marketing (G4)

* Goal 4: Implement proven marketing strategies to engage individuals, families, employers, and others in basic skills workforce education opportunities.

Action Items:

Babs Roberts and Diane Klontz will work on this Goal:

**Goal 1:** Work with system partners to ensure equitable student access, retention, and completion to close the achievement gap for students of color and low-income students.

* + *Strategy/Action:* Advocate at the state and federal levels for a stable funding model to ensure that every BEdA student complete their workforce education objectives.
	+ *Strategy/Action:*  Support/Collaborate local WIOA partnerships to identify and meet employment and training needs of all WorkSource stakeholders.

Ricardo Chavez will work on the new Goal #2

**Goal 2:** Foster, support, and advocate the scaling and sustainability of innovative college and career pathways that move Washingtonians to wage progression resulting in vibrant communities and economic stability.

* + *Strategy/Action:* Implement proven marketing strategies to engage individuals, families, employers, and others in basic skills workforce education opportunities.
	+ Strategy/Access: Retention

Amy Diehr

**Goal 3:** Promote relevant faculty, staff, and partner professional development in support of the implementation of the Talent and Prosperity for All (TAP) and Basic Education for Adults WIOA plan. (end user at the beginning of the thought process)

* + Strategy/Action: Focus Groups
	+ Strategy/Action: Research

SBCTC Assignments:

* Doodle Poll for goals this summer
* AEAC 2022-23 meeting schedule Doodle Poll