 Adult Education Advisory Council

April 11, 2023

# Call to order

The Adult Education Advisory Council (AEAC) held their Winter Meeting virtually April 11, 2023. [Meeting Materials on SBCTC – AEAC website](https://www.sbctc.edu/about/task-forces-work-groups/aeac/meeting-materials.aspx)

# Attendees

Babette Roberts-Chair, Kristen Morgan-Vice-Chair, Ricardo Chavez, Amy Diehr, Anne Goranson, Kelli Graham, Courtney Jacobsen, Aaron Parrott, Lucretia Robertson, Kenny Ryan, and Heidi Summers

SBCTC Staff: Will Durden, MarcusAntonio, and Christy Lowder

# Members not in attendance

Paul Francis, Diane Klontz, Eleni Papadakis, and Lin Zhou

# Business meeting

We missed a step at the Fall meeting when getting a new nomination for Vice-Chair, and that was to call for a formal vote. So, do we have any nominations for the Vice-Chair role? Kristen Morgan volunteered with no others. *MOTION made to approve Kristen Morgan for the Vice-Chair role, seconded, and approved, no abstentions.* Congratulations! Kristen Morgan is our new Vice-Chair!

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

We are also still looking to fill the Student Council member position. Katelynn comes from Student Services and we are going to pick her brain to help find a student for our council. Kenny shared a thought that maybe one of the students from our student panel interviews may be a good candidate. Kristen most of our colleges have student government, what about reaching out to them?

# New business

## BEdA Update

* Staffing update
	+ Pat Seibert-Love has transitioned out of the Corrections Education Policy Associate role. So, Will Durden has been working closely with Kristen Morgan of DOC and it’s been a great collaboration.

The Basic Skills Services that we provide in correctional facilities comprise a good number of the FTE's that are generated through that interagency agreement. Corrections is a big part of our mission area, and we see the education services that take place in their facilities. It also connects to our reentry navigation system.

* + Katelynn Orellana is our newest Program Administrator and will be working with MarcusAntonio on our professional development, EDI, as well as working with the navigators. She will also be working with Hanan Al-Zubaidy and the Corrections navigator.
* Digital Literacy/Digital Equity Project (Goal 2)
	+ There are 10 planning regions across the state and we reached out to each of them and introduced them to the providers in their region encouraging our providers to be at the table for those local planning efforts, as those local planning efforts will define who those covered populations will be and the strategies to reach them.
* Advocacy
	+ Jobs for the Future (JFF) held a convening in DC and met with members of both the executive branch and congressional branch. They wanted to learn about career pathways for adults, and the adult education piece of career pathway design. So we shared the Washington model and talked about our innovations of I-BEST. Our work with the Ability to Benefit those in our high school plus programs.
	+ The HELP Committee went through a big transformation and leadership with Senator Murray moving into appropriations and Senator Sanders becoming the lead for the HELP Committee. So we got to meet with the new staff.
	+ COABE Conference – our state presented on Alternatives to CASAS Testing. CASAS is the standardized test used for student placement and the measures that OCTAE hold states accountable to. During the pandemic when we could not face-to-face test our providers developed some great alternatives for placing students. We spoke about those alternatives to testing that we've been piloting and requested that the federal government fund some research to help us validate and pilot these alternatives so that someday we could use these as approved methods for placement. It won’t replace CASAS but would be in addition too.

This is our long term goal and will take a while to accomplish.

## CBS Update

Heidi Summers shared her update

* CBS’s first strategy is described as trying to eliminate standardized tests to collect Measurable Skill Gains (MSGs). Our goal isn’t to remove this option, but to expand other ways to meet the federally required option. There are other ways to capture the gains of students, such as grades, credits and progression to the next level based on our curriculum standards. This option is supported by our Vice Presidents of Instruction across the state, as they can also see the inequity in our system in how basic skills students are measured differently – it’s another way in which they are excluded from being college students.
* The second strategy is about our professional development and infusing our equity diversity, equity and inclusion work. The committee is planning a panel activity at our Spring Meeting in May. The committee is looking at ways to infuse EDI work into all of our work, it’s not just committee work.
* Our third strategy is about the guided pathways initiative. The idea around guided pathways is that if we could take more of a mandatory type of experience where we're providing those supports along the way and we're not leaving some of our students who haven't necessarily had the best educational experiences, don't necessarily have the family kind of support to seek out those services on their own. So along with implementation of guided pathways. The decision-making process has been narrowed to focus on areas of interest vs. choosing from hundreds of majors.

In adult education, we are working on getting our students to those certificate and degree programs as quickly as possible. And one of the things that I've always had an issue with is the fact that we have so many dual credit opportunities for high school students in Washington. We have Running Start, we have CTE dual credit, we have College in the High School and there's all kinds of ways that are funded for students to be able to get college credit. But we really leave out our adult education students. There's no funding behind it, and therefore nobody's really supporting it. So if you're a student who didn't complete when you were of typical age, and you're returning to a Community College to get a High School Plus diploma you don't have a lot of options to be able to earn college credit at the same time. We've been working on this as part of the federal legislation around Ability to Benefit. Ability to Benefit provides a way in which someone without a high school diploma can access federal financial aid to pay for their education, but they have to demonstrate something that they are really ready for those college level courses. It can be. A placement test, it can be that they've successfully earned six college credits, and the six college credits is a way that we've really been looking at to get our students to that federal financial aid. So, we're trying to figure it out. What does that look like for? Is it foundation funding? Is it the board of trustees may be waiving those first 6 credits that students can access Pell Grants and other forms of financial aid to get to those college level certificate and degree programs. This is another area that has support from our Vice Presidents of Instruction.

* Our fourth strategy is about reducing technology barriers. This really comes back to ctcLink for the colleges. You may know that for a long time we used technology from the late 1970s DOS space until just a couple of years ago and we moved into a web-based system for the entire Community and Technical College system. It's been great because it can do a lot more things, but it's just created so many more challenges. The application is far more cumbersome than our previous one and designed for four-year institutions, so to try and run high school programs and ESL programs, it just doesn't work for what we're trying to do. Because of this, we have had to create several different workarounds, which is a problem and creates more work and has really impacted our work. So we have a work group collecting information about what are the most problematic elements of the system in order to put through enhancement. The enhancement request process is entered once an issue has been determined and the ctcLink team goes to work on a solution.
* Our fifth and last strategy is about our $25 basic skills tuition. The council was keen on removing it, however, it was asked if the campus would be okay not bringing in this revenue. Several members of the Vice Presidents of Instruction worked in basic education for adults at the time that the $25 fee was implemented. So, there was a lot of discussion among their group too, that the group that Will and I sit on, remembered when that was implemented and it was to provide some kind of skin in the game, so that students have financial accountability, it wasn't so much about collecting the revenue from it. When we looked at the data it was quite a wide scale of revenue that we collect. Heidi shared that from her institution, they have waived about 7,000 of 9,000 so far this year and that's really that's a lot of money to waive. However, there is a lot of work that goes into collecting, documenting, and putting that over to enrollment services. Is that really a return on the investment of the money that we're getting so we just want to be able to put through the option and then it would be up to each individual provider.

## Council Members Advocacy Work Share-out

* DSHS
	+ DSHS and State Board’s joint goal this year is to push for additional funding in the BFET program so they are ablet o pull down additional federal matching funds and hopefully be able to do that across the spectrum of the programs.
* ESD
	+ They are exploring the reentry work. They’ve been looking at a model in Tennessee where they are connecting people virtually with job search coaches and that kind of thing and they want to explore this option more.
* WTECB
	+ We have a focus on skills based and competency-based credentialing and making certain that all learning is valued and recognized with an ability to get credentials with momentum and currency in the economy.
	+ Their board is also looking at setting a strategic priority in the state plan for targeting the reentry population.
* OSPI
	+ One of the things that's on our radar regarding competency-based education, mastery-based education is how that translates into diploma earning. Open Doors Youth reengagement program isn’t enabled to be a competency-based program and there has been a little bit of tension from time to time with the requirements for Open Doors specifically, and how they get, a little confused between Open Doors, and then call it High School Plus and then the competency based ed that flows underneath as an example. It would be good to work on calibration and cohesion purposes to make the two programs a bit more similar than different.
* DOC
	+ Dept. of Education is starting a national training program for correctional education specifically around integrated education and training. They’ve joined this movement and will be working with Dominic Winter, Hanan Al-Zubaidy and Nicole Hopkins as part of the team.

## Committee Debrief

The group broke out into their Goal teams to finalize the Goal language and work on developing strategies to accomplish that goal. We came back together and finalized our 2022-25 AEAC work plan.

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

*Team: Babs, Diane, Kristen, Aaron, Kenny and Christy*

1. Consider bringing ERDC data?
2. Want SBCTC to show/develop a dashboard showing data similar to ERDC and OSPI (Christy to reach out to Research and share the links)
3. Can we look at capturing Open Doors/High School Plus data as well?? How do they compare to students coming in with a diploma and are there differences in degree or certificate earning outcomes (degree earning post diploma)? Focus on also seeing students of color and low-income students from the BEdA groups of High School Plus and Open Doors (Christy to reach out to Research and share the links)
4. Can we access completion rates for diplomas, certificates, and degrees by parent status? Can we tell if the students parenting kids under age 12? Wondering about the impact daycare might have on retention, access, and completion.
5. Kristen M. asked about having GED and diploma completion via online or virtual learning options.
6. Can we advocate for an all student / faculty / admins descend on the Capital to make a pitch for what we need?
* Goal 2: Advocate for innovative education and career pathways that advance current and graduates of Basic Education for Adults students into living wages and to achieve their career goals.

*Team: Ricardo, Anne, Courtney, Katrina, Paul, Eleni,* Lucretia *and MarcusAntonio*

1. Focusing on Objective 4
2. Each goal coming up with questions to asks students or faculty; organized panel or interviews (connect with Committee 1) ask about efforts to build panels and what are they for again.
3. Can we gather information about what states have the best outcomes (entered employment and earnings gains)? Can we learn anything from the Coalition for Adult Education?
4. What student soup/student groups are having the biggest challenges and have the furthest to go?
5. What is the data (numbers/prose) we want to see? Focusing on both areas helps narrow down those targeted groups.
6. Annelise Bance Sherman from ESD; works with numbers from colleges within King County? Maybe invite them to a council meet to present data and highlight pinpoint findings.
7. Panel of data researchers (Anneliese), Summer Kennerson (SBCTC), (connect with other members of the council for other researchers, economist)
8. What surveys go out to students and faculty currently? Can we access this data? Or potentially add some questions to the survey?
9. Library system is thinking about ways they can collect dis-aggregated data about why someone is using the library resources without encroaching on intellectual freedom
* Goal 3: Promote training and information sharing on college and career pathways for faculty and staff statewide to support and advance the Talent and Prosperity for All (TAP) and Workforce and Innovation Opportunity Act (WIOA) plans.

*Team: Amy, Lin, Nancy, Heidi and Will*

Objectives and Strategies for Goal #3

1. Is there something that would be more meaningful to this group vs. what they'd discussed at 2/21 mtg. They aren't going to develop materials/videos, as that is not their area of expertise. We spent a lot of time trying to think about what should the work plan and the goals look like at maybe a different level for advisory and information, sharing and advocacy and so it really turned into a different kind of discussion about how to make the most of the talent and expertise in this room.

## AEAC Meeting Schedule 2022-23

* June 6-7, 2023 – In-person, Eastern WA

Still trying to find a location that will honor per diem, looking at the Yakima area.