

## **AEBG Pathways-IET Field Team**

### **June 8, 2018 Meeting Notes**

The Field Team broke into three “subgroups” to address the three objectives for the team:

- 1) Issue guidance on integrated pathways and effective transition of students between systems
- 2) Promote alignment and strategies for coordinating state investments for pathway development [the California Community Colleges Chancellor’s Office (CCCCO), the California Department of Education (CDE), the California Workforce Development Board, etc.]
- 3) Support increased practitioner capacity for career pathway design and implementation

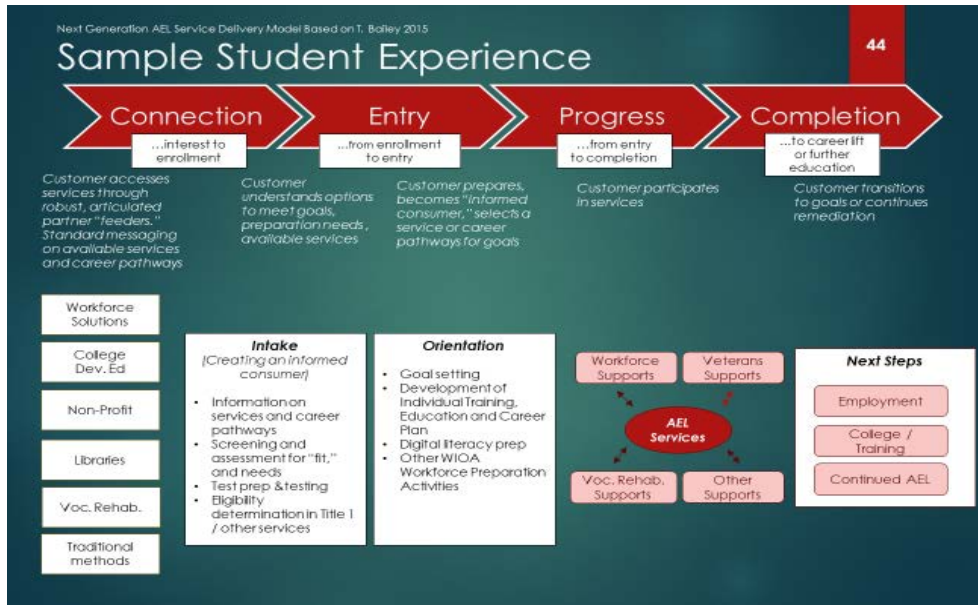
The Field Team recognized the need for two distinct types of deliverables from each sub-group:

- Recommendations to the AEBG office on specific guidance language to include in the AEBG 3 year plan template
- Support materials for AEBG consortia implementing IET/Pathway strategies outlined in their plans

#### **Sub-group for Work Item 1: Issue guidance on integrated pathways and effective transition of students between systems**

##### **Recommendations for planning template:**

- AEBG Office definition for Integrated Education and Training (*could mirror federal guidance attached*)
- AEBG Office definition for Career Pathway (could build from CDE initiated guidance; also see [IL example](#))
- AEBG Office planning template could be developed in a format similar to that used in TX adult education to identify innovative strategies within intake, orientation, instructional/noninstructional services, transition, completion:



### Support materials:

- Toolkit supporting redesign of AEBG service delivery within Connection; Entry; Progress; Completion framework.
- Toolkit to include examples of effective practice elements from AEBG consortia and from elsewhere in US
- Schematic of Roles and Functions of different entities in Pathway Development: teachers, administrators, leaders, community organizations, workforce system, employers, students
- Guiding Questions: Scaffolded series of questions that can assist consortia in developing 3 year plans (see below for more detail in "Notes")

### Sub-group for Work Item 2: Promote alignment and strategies for coordinating state investments for pathway development (the CCCC, the CDE, the California Workforce Development Board, etc.)

### Recommendations for planning template:

- Combine career pathway system six elements with road map
- Ask guiding questions within planning process
- Create braided funding worksheet to include in planning documents (build from CWDB work here and include explicit connection to AB 540)
- Create guidance on contracting processes
- Utilize CA co-enrollment definition within AEBG planning template

**Support materials:**

- Provide professional learning materials for case manager level staff to address the distrust and obstacles being presented to aligned work, building a common language
- Create a decision tree for use by AEBG consortia partners, perhaps built from road map used during June 8, 2018 meeting
- Create training materials on employer engagement and career pathways

**Sub-group for Work Item 3: Support increased practitioner capacity for career pathway design and implementation****Recommendations for planning template:**

- Guiding Questions: Assessment of what's in place + additional information or training needed going forward (see details in "Notes" below)
- Use Six Elements of Pathways (attached) as framework for questions + combine with AEBG Process Roadmap

**Support Materials:**

- Develop inter-active web site where consortia can share effective practices and raise questions /request information from other sites
- Create a system map – maybe a template that AEBG partners would fill in
- Assessment Tool – to determine need for additional information and training

**Next Steps for Field Team**

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- Complete recommendations for 3 year planning template as soon as possible so they can be useful soon for consortia working on plans
  - Each Sub-Group try to have conference call + exchange of emails in July
  - Field Team conference call late Summer
  - Establish web platform (e.g. Basecamp) to exchange ideas – in addition to existing Google Drive site
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**More Detailed Notes from Sub-Group Meetings:****Pathways Guidance Team Notes**

Recognize need to look beyond traditional approaches e.g. address needs of ESL / GED students to engage with CTE training via IET strategies ("Father Faster")

Texas Framework (from attached PPT) delineates between "traditional" approach and one that aligns with both Guided Pathways/Completion By Design Frameworks + WIOA accountability measures

Need to challenge the traditional "mindset" of what students are interested in and capable of doing

Proposed policy changes re: Partners vs. Members in AEBG consortia (Carolyn Zachary shared some background information) Implications → Who gets paid to do what, how are resources aligned and allocated

**Discussion re: How to make our work useful to 3-year planning process:**

- Need for scaffolded questions – What to consider, in what sequence
- Utilize “Process Map” from June 8<sup>th</sup> as framework and identify opportunities and challenges at each level
- Identify Exemplars (effective practices): Compendium on Google Drive
- Possibly breakdown practices for small, medium, and large consortia

Need to move away from mindset of serving tons of people to one more of “case management” / work with individual students (consortia that can cite success = spend lots of time, as a consortium, meeting together and spend significant time working with individual students

Important to recognize that many adult education students want/need to transition to employment – not necessarily to community college CTE or at a later date or simultaneous to working

**What a Toolkit could contain:**

- Utilize Texas framework (see PPT slide)
- Outline of Effective Practices in Google Drive
- Delineate “Roles and Functions” of all those working on Pathway Development
- Series of questions = “Planning Mindset” - aligned with questions for 3 year plan guidance

Example of framework for questions:

- Where are we in this process
- Do we need to plan an assessment process
- What elements are already in place?
- Break down development steps by Years 1,2, and 3

**Alignment Team Notes**

**Objective:** Promote alignment and strategies for coordinating state investments for pathway development [the California Community Colleges Chancellor’s Office (CCCCO), the California Department of Education (CDE), the California Workforce Development Board, etc.]

**Discussion Points:**

- Need to make a resource tool kit more California specific
  - Needs common elements to focus on student level issues- needs to have referral processes and language
- Too many different contract templates and invoicing processes throughout each America’s Job Center of California (AJCC), alignment and pathways have not made it to case manager level causing many obstacles and mistrust.

- Need to get Workforce Development Board on board with the spirit of collaboration with the adult schools to help relieve frustrations
  - Need one common assessment instead of making students take overlapping tests, with every AJCC using different testing, makes it difficult for students to navigate
- Transition Specialists (TS)/Navigator for bridging gap between K–12 to Community Colleges or Workforce Development Board
  - There is a need for TS/Navigators (housed at Adult Schools) to assist in transition to college or workforce
    - TS/Navigator at college level also looks different for every consortia
    - TS/Navigator is a college employee, but funded through AEBG
    - Need documentation for TS/Navigator- rationale and job descriptions, definition of what level of students to transition, when a student should start connecting with the TS/Navigator, etc.
    - Principals from Adult Schools sit in on the hiring committee for interviews for TS/Navigator and have one person to oversee all of the TS/Navigators to provide professional development and guidance
    - The TS/Navigator is able to say that the K–12 students are meeting with counselors, preparing financial aid documents, and completing their responsibilities before going to the Community Colleges to show that both agencies are working together through the TS/Navigator to prevent students from bouncing back and forth
  - TS/Navigator needs to be able to provide data outcomes through Tops Pro
    - FERPA Regulations- does it matter which student or how many students?
    - Counselor would go to Adult Education site and do an assessment, works with the student, then reports on Tops Pro
- Need to align courses and curriculum, many college systems offer noncredit or for-credit depending on their region, which causes alignment to look different
  - 3 year plan at one consortium and alignment may look very different from region to region
    - Need to be able to design concepts around that flexibility
    - Need to include in 3 year plan a developed system for the transition students utilizing TS/Navigators
    - What info can we share with consortia to help in their 3 year plan in leveraging partnerships?
- Eligible Training Provider List (ETPL) Process
  - In 3 year planning process need to get on to the ETPL
  - Need better understanding of the ETPL process
  - Can consortium apply to the ETPL? Usually no, it is at a school level because individual school provides training
  - Possible to propose ETPL at consortia level, need a united curriculum and logistics to be worked out, but very possible and much needed. Recommended to look at doing so as a consortium and each member work together to align and integrate.
- Co-Location
  - Co-enrollment and co-location- can someone from an AJCC get space at a school site to provide support to students?
  - Need to integrate consortia more and need a fully integrated center for students to decide and get information on all options

- Services are in silos and have difficult navigation and proximity issues when everybody needs to have access
- Co-location = money
- Satellites, co-location, TS/Navigators – how do we get resources to people when we are so spread out?
- Need a uniform enrollment process and uniform data systems that work together, making a centrally located office unnecessary
- Need Cal Jobs to share their data
- Need how to's, best practices, and process for co-location

***\*Requested a conference call in end-July to touch bases with the group.***

## **Capacity Team Notes**

### **Steps for building capacity:**

To build capacity, start with agreed-upon definitions. Does capacity mean physical space for holding classes, adequate resources, sufficient number of instructors who have the necessary expertise, other?

Once the agreed-upon definition has been selected, create a decision tree.

Guiding questions for planning: What do you have now? How is it working? How do you know? How can it be improved? Improve or change direction (assess and implement).

### **Possible Strategies:**

- Look at data from labor market analysis and determine major economic pathways
- Based on results, implement small pilots
- Scale up based on pilot results
- Frequently assess to determine ROI
- Combine HCD visual and career pathway system elements, ongoing assessment with a mechanism for sharing across regions and across the state (possible communication platform shared on TAP website?)
- Provide guidance and tools as part of an ongoing process.