



EAST REGION ADULT EDUCATION

Education That Works

2022-2023 Strategic Plan Evaluation Workgroups: Fostering Accountability Virtual Meeting ([Zoom](#))

Purpose

- Contribute to regular check-ins on consortium's work
- Share insights gathered from subject matter expert
- Assess the implementation strategies identified
- Review evidence
- As needed, request more information (contact ERAE manager)
- Pose questions that help us understand what we have done so far and might want to do next
- Make recommendations to ERAE leadership regarding the progress made (and as measured against the strategic plan's objectives and activities)

With these, foster accountability and support strong retention rates and transitions to post-secondary, college, and/or career.

Summaries are no later than 5 work days after the meeting; final report no later than September 5, 2023/.

[November 8, 2022 Notes](#); [December 2022 Summary](#) of first round of meetings; [February/March 2023 Summary](#) of second round of meetings

January/February/March 2023 Summary of second round of meetings*

*For more detailed notes, please click on the link for each WG.

[WG 1](#): Outreach and marketing (Yolanda S, Jennifer W, Georginne P, Diana H, Heather P)

→ meeting: February 8, 3:30 pm

- Reviewed marketing materials collected over the years
- Classified shared that they get common questions for which there are not clear in marketing materials; all agreed the catalog is extremely important to represent programs and classes clearly rather than advertisement. Photos currently don't incite interest.
 - Possible for 5-6 pages in English, then 5-6 pages in Arabic, & 5-6 pages in Spanish.
 - Less photos in catalog, focus on photos where students are excited and/or in action
 - in ASAP - include photos of teachers for students to sign up
 - Ed2Go - marketing materials
 - more concise flyers to eliminate confusion
 - Consistent webpages with step by step instructions included for registration in catalog

→ next meeting: TBD

[WG 2](#): Expand the system of professional learning (Lydia J, Kelly W, Patti A, Kim B, Gary B, David R, Vince Ch)

→ meeting: January 25, 3 pm

- Reviewed key points from CAEP managers Resources for Workgroup 2 email



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- Brought up the data from the surveys indicates that PL has met its intended purpose for Certificated staff and ERAE is on track to reach its goals
 - Questions/concerns/suggestions:
 - Why are so few filling out the surveys compared to those in attendance?"
 - Have the participants fill out the surveys while they are present; get live data right there.
- The data for Classified suggest that ERAE is not on track.
 - Recommendations/suggestions:
 - This group would be better served with separate PL workshops. Separate Certificated and Classified PL.
 - local district is providing PD for their Classified PL (first semester was customer service; second semester was Gallup Strength Training)
- ERAE's PL workshops should be able to switch between broad ideas and job-like narrowness.
- Discussion also evolved around industry standards and that curriculum taught in the classrooms is not up to those standards.

→ next meeting TBD

[WG 3](#): Engage students strategically - Onboarding (Barbara van D, Jessica H, Daisy S, Nikki M, Jennifer O, Matt R)

→ meeting: February 28, 4 pm

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[WG 4](#): Implement five clearly mapped training and education paths (Joyce L, Ban B, James J, Eryn W, Steven B, Bill D)

→ meeting: March 8, 3 pm

Evaluation scale

0 - Not established: No evidence of a plan to achieve the outcome

1 - Established: Evidence of a plan that has not yet been implemented

2 - Minimal progress: Evidence of implementation and activity that has not yet yielded identifiable results

3 - Modest progress: Evidence of some results; outcome remains mostly unrealized (< 50%)

4 - Significant progress: Evidence of significant results; outcome is mostly realized (> 50%)

5 - Completion: Evidence that the outcome has been achieved

Short-term Outcomes (12 months)

Members will:	Evaluation	Evidence of progress	Comments
Create a Pathways workgroup	5	• Agenda for workgroup 4	•
Provide support for implementing and developing additional IET classes	2.64	• 2022- GAE hired Specialist, Literacy and Workforce Development- Nikki	• 2 ESL teachers involved in this process • Get data from students on



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		Middleton	the pathways they are interested in
Pilot three incentivized training programs in three paths	3.42	- Pilot #1: Culinary Earn and Learn - Pilot #2: Construction - Pilot #3: HR Fundamentals with opportunity to be hired by business partner - Concrete Mixer Truck Driver w/ opportunity for direct hire	- Clarification on the definition of "incentive training programs" - <i>earn and learn OR paid internships</i> - OR w/ direct hire opportunity
Share best practices and support around building and sustaining IET programs	2.29	- Context: IET vs IELCE (and types of support available). - VESL VABE as step to IET	Need to increase support and time for co-teachers to collaborate
Work closely with business partners on implementation of earn-and-learn options	3.14	Edgemoor-CNA earn and learn program explored, but was not viable	"Partnership pipelines" with Rady Children's and Sharp Rees-Steely, but not strictly earn-and-learn
Develop and use existing assessment tools to measure transitions and success	2.14	Assessment tools in use	- Do the tools in use (CASAS, EL Civics, business partner entry requirements) measure "transitions and success"? - What needs to be developed to adequately measure this? - Data coming Q3 - measurement tool is "ERAE Progress Metrics"
Strengthen consortium-wide SB 554 program (CPAP)	4.14	CPAP program	- What is the marketing like for this? - Maybe discuss it with PLC and let teachers know how beneficial it is for knocking out coursework intermediate/advanced
Expand the business roundtable	2.00	HOC programs holds advisory week	Suggestion to invite business partners to the quarterly roundtable



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[WG 5](#): Support student persistence and transitions (Barbara B, Chris C, Cynthia N.)

→ meeting: TBD

→ meeting: December 14

- Review of common understanding of “transitions”
 - CTE, IET, ESL,
 - How do we capture and support transitions?
- My Professional Center - transition and referral platform
- Review of Subject matter expert approach
- Discussion of persistence rate growth monitoring and more methods to support

→ next meeting: TBD/pending task force meetings

December 2022 Summary of first round of meetings*

*For more detailed notes, please click on the link for each WG.

[WG 1](#): Outreach and marketing (Yolanda S, Jennifer W, Georginne P, Diana H, Heather P)

→ meeting: December 7, 3 pm

- Reviewed Fall 2021 social media ad campaign data and GAE & HOC website and mailer landing page analytics
- Reviewed survey responses on how prospective students hear about us
- Reviewed recommendations from marketing proposals
- Suggestion: consider how marketing workgroup can be included in analysis phase

→ next meeting: February 8, 3:30 pm

[WG 2](#): Expand the system of professional learning (Lydia J, Kelly W, Patti A, Kim B, Gary B, David Richardson, Vince Ch)

→ meeting: December 14, 4 pm

- First round of review of PL attendance data for last 2 years (appears stronger in Fall and declines as the year progresses)
- Raised the question: What would help staff to buy-in?
 - more flexibility, hybrid,
 - outcomes of workshop need to bring change - need to be clear on what is the “why”
 - address Mtn Empire challenges
- Need more clarification on decision made; need more data; more information from strategic planning workgroups
- Suggest to tailor surveys (PL workshop evaluation) to specific participants (i.e., certificated - classified)
- Recommendation to ask how to improve attendance

→ next meeting January 25, 2023, 3 pm



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WG 3: Engage students strategically - Onboarding (Barbara van D, Jessica H, Daisy S, Nikki M, Jennifer O, Matt R)

→ meeting: December 13, 4 pm

- [Review of onboarding](#) (and variations thereof) at different program sites - goal is for "student come in any office and be taken care of."
- Need to avoid waitlists - "Room for improvement and expansion as we continue to revamp intro to ESL"
- Suggestion: Simplify enrollment
- Taking stock:
 - ESL - Single entry onboarding; working with new system (ESL students could self-register)
 - HOC - Needs and Interest Survey part on onboarding
 - Jails - CASAS testing provided
 - all - connecting to TS as appropriate
- Data to review:
 - needs and interest surveys
 - individual site data

→ next meeting February 28, 2023, 4 pm

WG 4: Implement five clearly mapped training and education paths (Joyce L, Ban B, James J, Eryn W, Steven B, Bill D)

→ meeting: December 7, 3 pm

- Established list of items to be evaluated for year one
- Taking stock:
 - Developing IETs - which are "steps towards creating pathways" - come with onsite, adjacent, and asynchronous support
 - 3 pilots: HR/Finance, Culinary, Construction and well-established medical programs
 - partnership with SDWP and career centers (for cohorts and ITAs)
 - pre/post testing starting for all CTE programs
 - Resume clinics and career readiness workshops are in place
 - Special admittance program (ALPS and CPAP) in place
 - Business Roundtable in place
- Suggestions
 - need clarification on the definition of "incentive training programs"
 - explore VESL classes option leading to CTE programs - "There is some re-imaging: lower level has traditional ESL classes to learn life skills, intermediate low to advanced choose ESL class classified by a path of interest. Some beginning high could use burlington english that aligns with all paths. "
 - explore how ESL "is being restructured to align better with path creation
 - explore (more) social media, centralized eblasts, and materials for business partners
 - explore marketing opportunities for CPAP
- Data resources and measuring tools: CASAS prepost, EL Civic objective, internship business partner entry opportunities; examine how IET is brought in

→ next meeting March 8, 2023, 3 pm

WG 5: Support student persistence and transitions (Barbara B, Chris C, Cynthia N.)



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→ no meeting yet - but aligning with consortium-wide transition task force

- task force
 - objective: Facilitate matriculation for adult students (150 students in 2022/23)
 - Expected delivery: June, 2023
 - Biggest risks: • Shifts in adult learners' needs and expectations
 - task force [status update](#)
- [two-pager on consortium](#)

→ next meeting: TBD

Notes

Agenda November 8, 2022, 4 - 5 pm

Welcome

Overview (15 min)

- Purpose and task at hand (responsibilities)
- Resources
- Working document and process for collaboration and consensus
- Timeline (meeting dates and work outside of meetings)

Breakout Session: In your workgroup, decide on (25 min)

- Who will take on which responsibilities?
- When in December will the group meet?
- When will you meet with the subject matter expert (before your workgroup's December meeting)?

Quick check-in (10 min)

Adjourn

Workgroups

[WG 1](#): Outreach and marketing (Yolanda S, Jennifer W, Georginne P, Diana H, Heather P)

→ next meeting: December 7, 3 pm

[WG 2](#): Expand the system of professional learning (Lydia J, Kelly W, Patti A, Kim B, Gary B)

→ next meeting: December 15, 4 pm

[WG 3](#): Engage students strategically - Onboarding (Barbara van D, Jessica H, Daisy S, Nikki M, Jennifer O)

→ next meeting: December 13, 4 pm

[WG 4](#): Implement five clearly mapped training and education paths (Joyce L, Ban B, James J, Eryn W, Steven B, Bill D)

→ next meeting: December 7, 3 pm

[WG 5](#): Support student persistence and transitions (Barbara B, Chris C, Cynthia N.)

→ next meeting: TBD



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WG member responsibilities

Peer accountability for:

- Scheduling three meetings (December, March, late May/early June)
- Gathering information
- Meeting with subject matter expert
- Recording notes, findings, and recommendations
- Reviewing notes from other workgroups
- Keeping the team focused
- Ensuring everyone participates
- Preparing summary
- Submitting summary on time (5 business days after workgroup meeting)

Process for Collaboration and Consensus

Come prepared • Check in on shared understanding of objectives and outcomes	Care for the “onward” • Promote improvement
Collective exploration and review of • Resources (This might include considerations of additional resources needed to evaluate the progress made.) • Qualitative and quantitative data available • Assessment criteria and tools used	Collective decisions around • Evaluation questions to be asked • Evaluations to be prepared • Recommendations to be made • Summary of findings and recommendations
Consensus around • Transparency in a trusting environment (strengths, listen and be heard, space for mistakes and learning, curiosity and a shared sense of accomplishment) • Accountability • Working toward compromise when disagreements arise	

Documents and Resources

- [ERA3 Three-year Strategic Plan](#) (with focus on [Activities and Outcomes](#))
- [Alignment of Plans](#)
- Evidence of progress
- Planning documents (including needs analysis)
- Certain findings from other workgroups
- [Annual GAE Data Review 20-21](#)
- [Statewide Consortia Data](#)

Notes



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- We briefly reviewed the purpose and structure of the workgroups (see previous meeting's agenda).
- We talked about roles that one or two or all workgroup members might take on to get things done.
- We reviewed some shared resources (the [Three-Year- Strategic Plan](#) being one of them) and clarified that each workgroup will also gather their own, additional resources (evidence that helps us evaluate where we are at as a consortium, measured against the strategic plan) and reach out to a work-group specific subject matter expert (identified for each workgroup).

As you will notice, each workgroup has their own folder for shared agendas, consortium-wide materials (including a recording of last week's meeting) and for workgroup-specific materials. You will find a recording of Tuesday's meeting in your group's folder. If possible, please keep all your notes and documentation in those folders, too.

DATE: 11/08/2022	
Notes	Action Items/Next Steps
We briefly reviewed the purpose and structure of the workgroups (see previous meeting's agenda). We talked about roles that one or two or all workgroup members might take on to get things done. We reviewed some shared resources (the Three-Year- Strategic Plan being one of them) and clarified that each workgroup will also gather their own, additional resources (evidence that helps us evaluate where we are at as a consortium, measured against the strategic plan) and reach out to a work-group specific subject matter expert (identified for each workgroup). As you will notice, each workgroup has their own folder for shared agendas, consortium-wide materials (including a recording of last week's meeting) and for workgroup-specific materials. You will find a recording of Tuesday's meeting in your group's folder. If possible, please keep all your notes and documentation in those folders, too.	We worked on deciding on a date for our next round of workgroup meetings (to take place in December). • WG 1: Outreach and marketing (Yolanda S, Jennifer W, Georginne P, Diana H, Heather P) - December 7, 3 pm • WG 2: Expand the system of professional learning (Lydia J, Kelly W, Patti A, Kim B, Gary B) - December 15, 4 pm • WG 3: Engage students strategically - Onboarding (Barbara van D, Jessica H, Daisy S, Nikki M, Jennifer O) - December 13, • WG 4: Implement five clearly mapped training and education paths (Joyce L, Ban B, James J, Eryn W, Steven B, Bill D) - December 7, 4 pm • WG 5: Support student persistence and transitions (Barbara B, Chris C, Cynthia N) TBD