

# Making Connections

Adult Education and Community  
College Partnerships Summits



Texas Success Center

Texas Peer Mentor  
**NETWORK**\*

*Working together to put Texans to work*

# Welcome

# Thank You

# Thank You

## **Introductions and Welcome 10 a.m. – 10:15 a.m.**

- Dr. Tamara Clunis

## **Plenary 10:15 a.m. – 12:30 p.m.**

- Anson Green – The State of Adult Education and Career Pathways
- Dr. Cynthia Ferrell – Opportunities: Adult Education and the Community College
- Dr. Tamara Clunis – Amarillo College: Institutional Spotlight

## **Working Lunch 12:30 p.m. – 1:15 p.m.**

- Burning Questions

## **Next Steps and Closing 1:15 p.m. – 2:00 p.m.**

- Draft Action Plan

# **The State of Adult Education and Career Pathways**

**Anson Green**  
**State Director, Adult Education and Literacy**  
**Texas Workforce Commission**

GED  
ESL



- ✓ Career Training
- ✓ Employment
- ✓ College Prep
- ✓ Wage Gain

“

Provide Adult Education and Literacy (AEL) services, directly or through partnerships, for students not subject to the requirements of HB 2223 at all community and technical colleges.

”

Developmental Education Update and 2018-2023  
Statewide Plan for Supporting Underprepared Students

THECB, November 2018

Getting to Know Each Other...

...Better

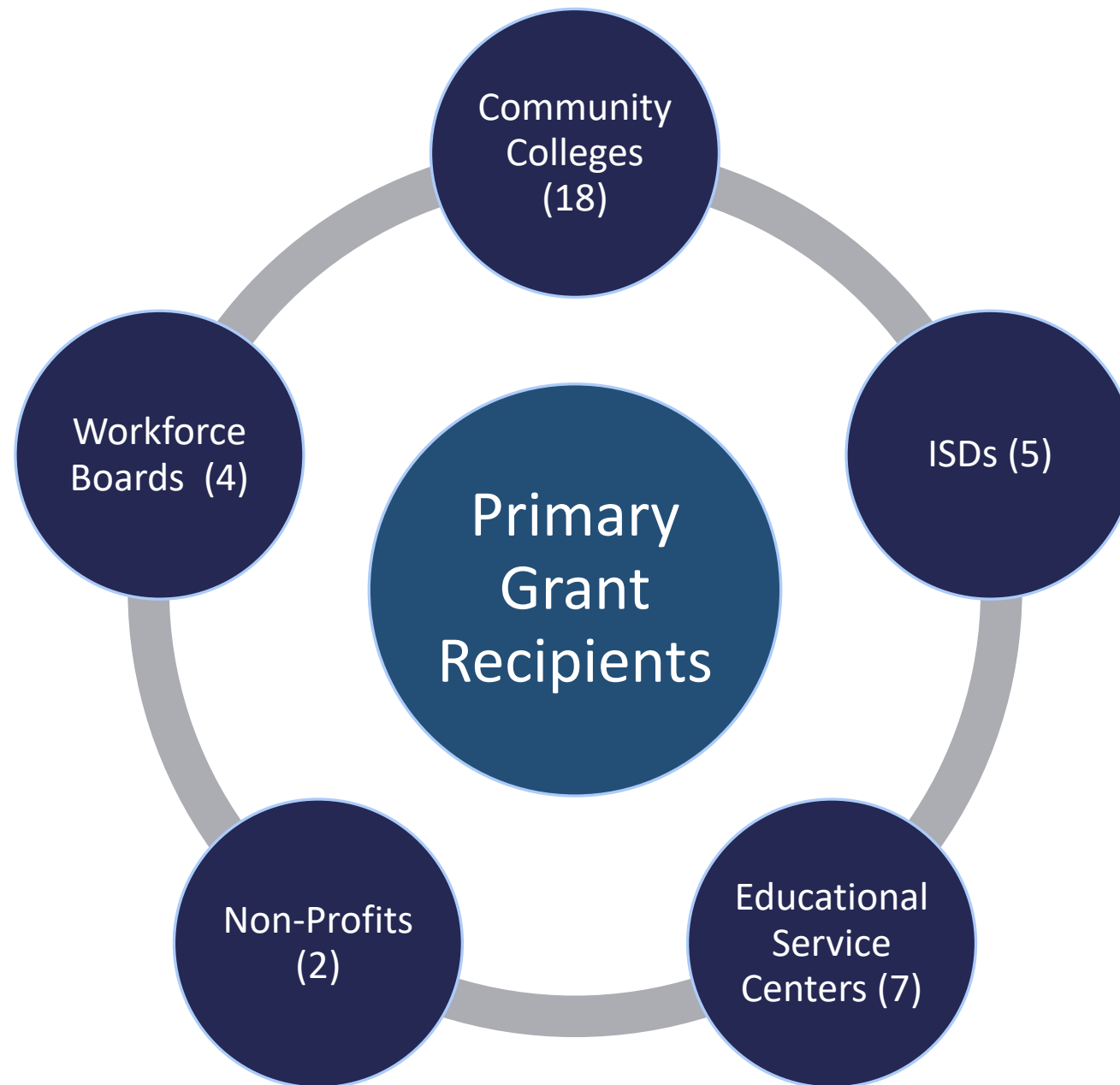
Over \$80 million  
investment

Largely Consortia

AEL

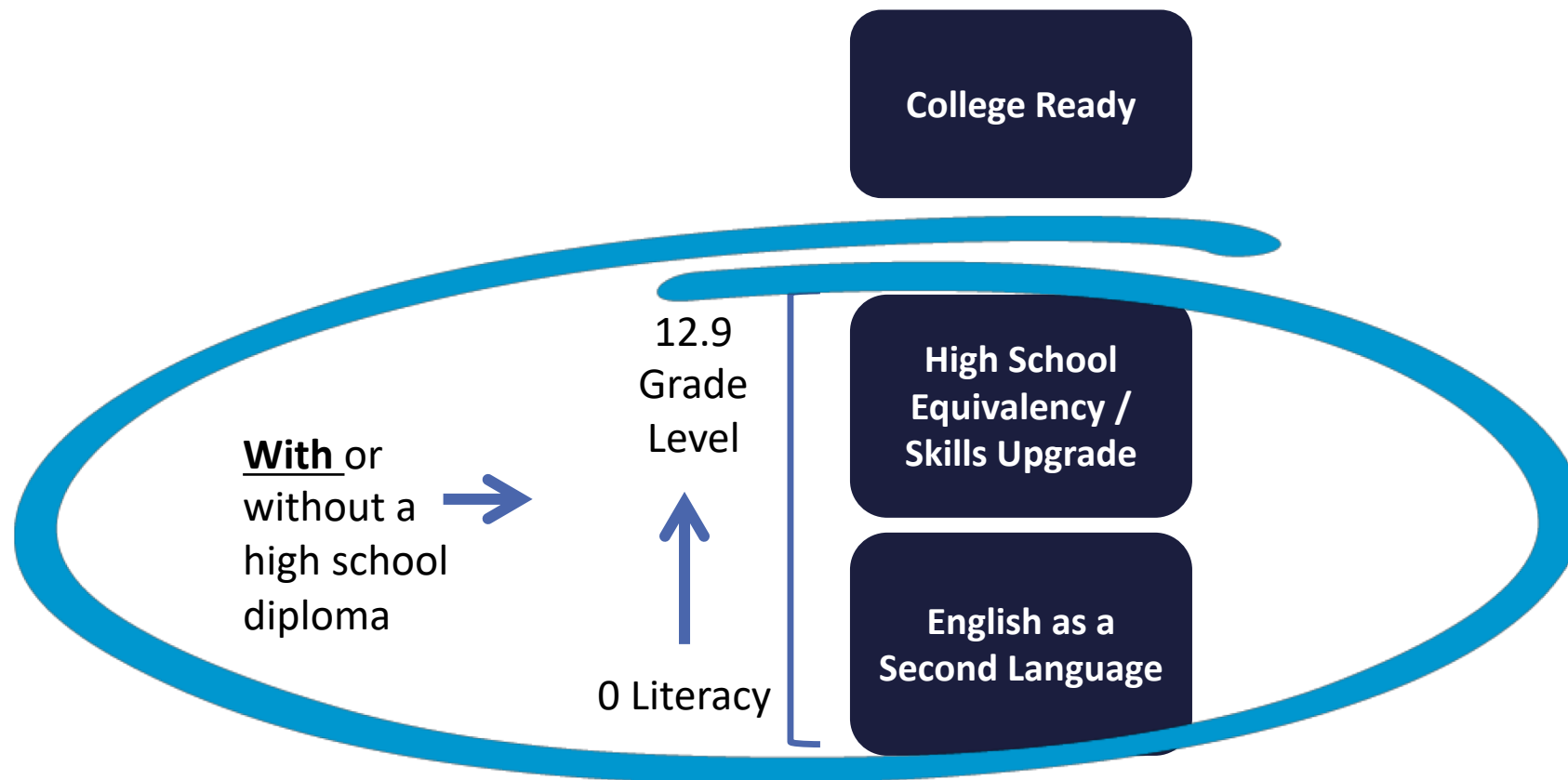
Multi-year grants

80k+  
Students



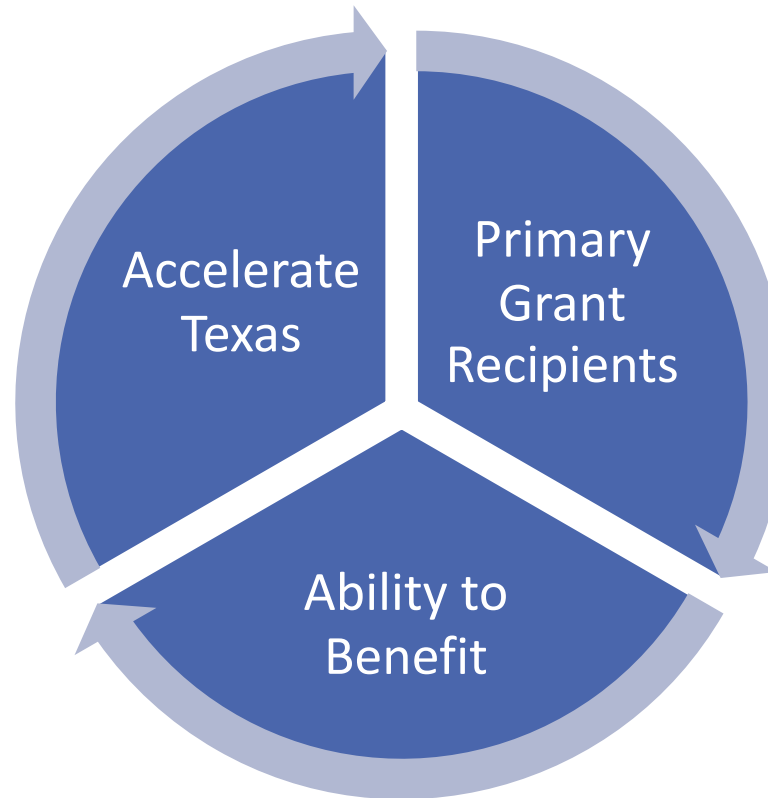
# Shared Customers

---



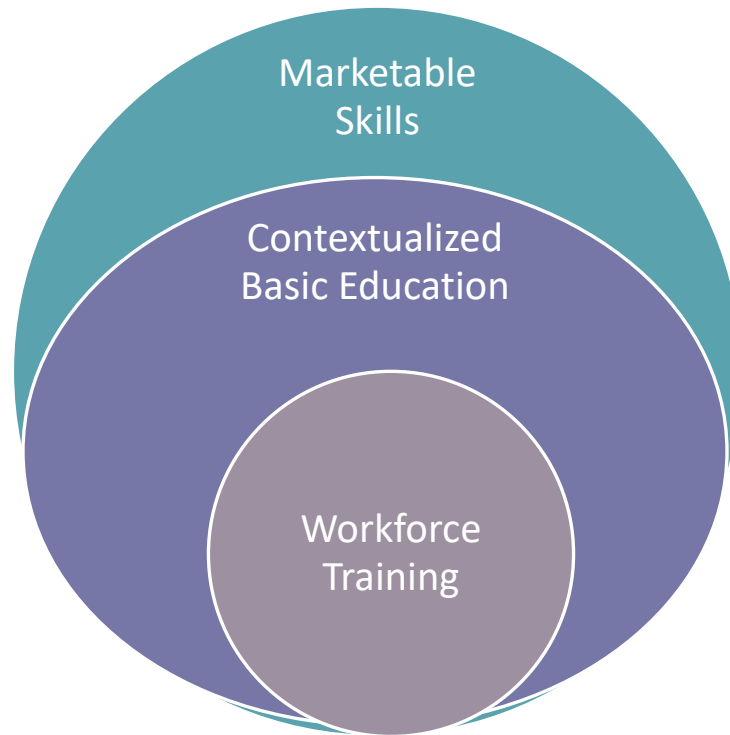
# Workforce Training Projects

---



# Integrated Pathways

---



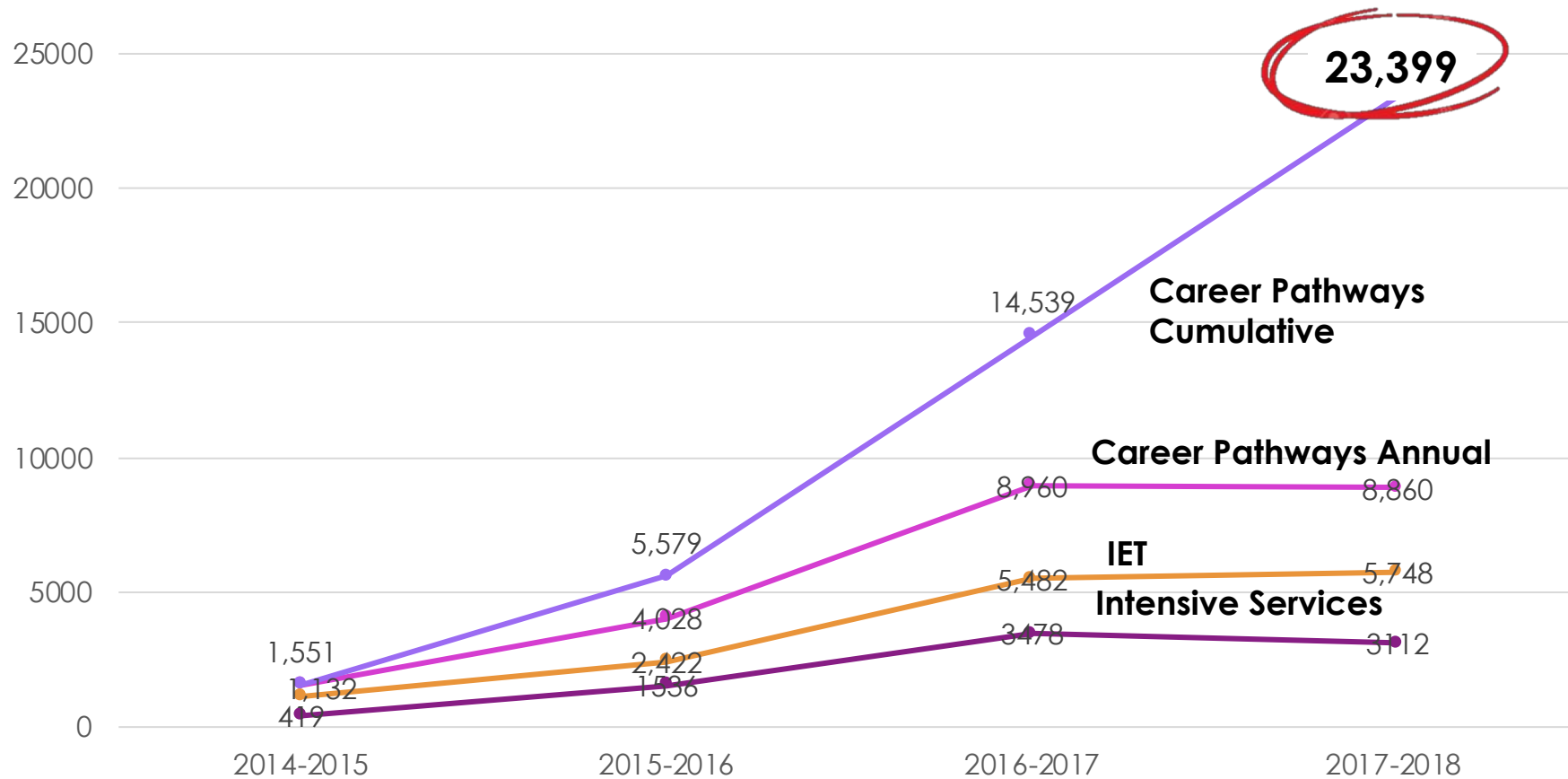
- Integrated Learning
- Instructors collaborate on alignment and design
- Common learning objectives
- Contextualized basic skills
- Recognized postsecondary Credential

# Money Where Mouth Is

---

Year	Base	Workforce Training Premium	Total
2016	\$629	\$1,800	<b>\$2,429</b>
2017	\$679	\$1,800	<b>\$2,479</b>
2018	\$707	\$1,800	<b>\$2,507</b>

# 2 Years Early— 3K Over!



(How) Are You  
Part of the  
AEL System?



# Value Proposition

---



---

# Rigor and Alignment



## Texas Adult Education and Literacy Content Standards 2.0

# Alignment of AEL Standards

---

- Texas College & Career Readiness Standards (TCCRS)
- Texas Essential Knowledge and Skills (TEKS)
- End-of-Course Exams for the State of Texas Assessments of Academic Readiness (STAAR)
- Texas Certificate of High School Equivalency (TxCHSE)
- Texas Success Initiative Assessment (TSIA)

# Making the Standards Relevant

---

			
<b>Advanced Manufacturing</b>	<b>Construction &amp; Extraction</b>	<b>Health Care Sciences</b>	<b>Transportation, Distribution, Logistics</b>

**Subarea II.2 – Computations (cont.)**

**B. Multiplying Whole Numbers.** Develop accuracy, efficiency, and flexibility in the use of mathematical operations (addition, subtraction, and multiplication) with whole numbers, and use this knowledge to solve problems.

1. Add, subtract, and multiply whole numbers accurately, efficiently, and fluently, and justify these procedures. Use these operations to solve problems, including using formulas for perimeter and area.

O*NET Detailed Work Activity	Industry Examples
Measure dimensions of completed products or work pieces to verify conformance to specifications.	<b>Industry:</b> Advanced Manufacturing <b>Positions:</b> Warehouse Receiving/Shipping Clerk, Cycle Counters, Parts Pickers <b>Example:</b> Calculates square feet for raw material inventory (i.e., Length X Width calculations).

**C. Dividing Numbers.** Use operations with positive rational numbers to solve problems.

1. Develop procedures for addition, subtraction, multiplication, and division of real numbers, including rational and irrational numbers, to solve real-world problems.
2. Relate multiplication and division as inverse operations.
3. Evaluate rational expressions by substituting whole numbers and decimals for unknown quantities.

O*NET Detailed Work Activity	Industry Examples
Calculate costs of goods or services.	<b>Industry:</b> Transportation, Distribution, Logistics <b>Position:</b> Customer Service Representative <b>Example:</b> Resolves customers' billing complaints by performing activities such as refunding money or adjusting bills.

---

# Relevance



## **MATH**

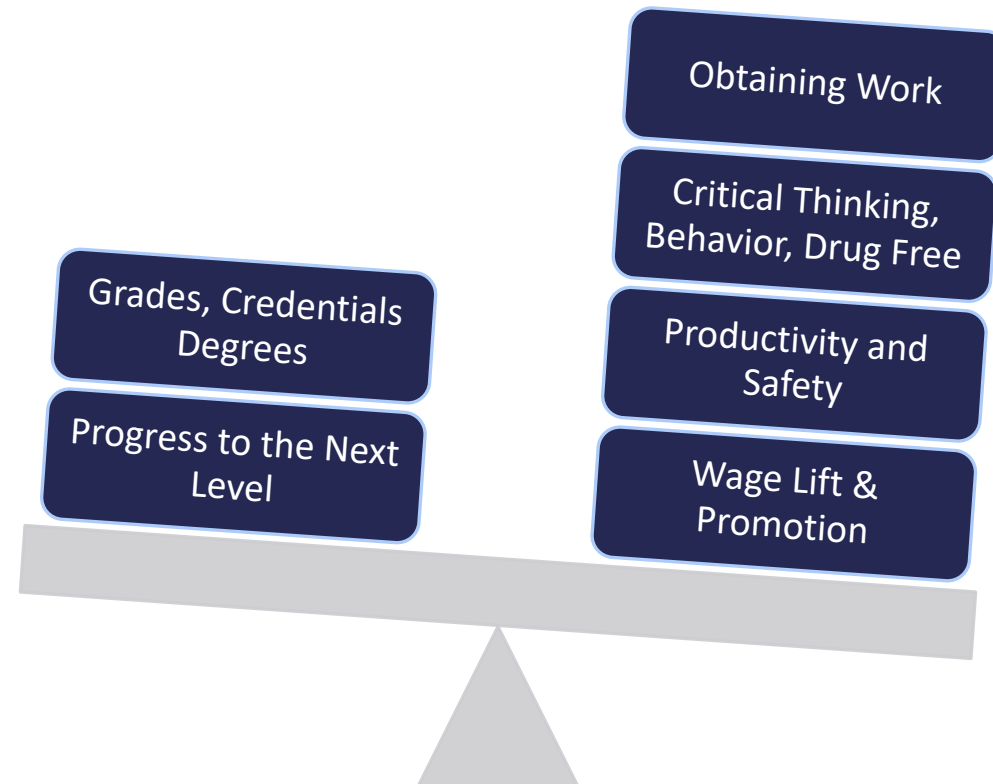
**If I decrease this patient's daily liquid intake by 15%, how much can she drink?**

## **LANGUAGE**

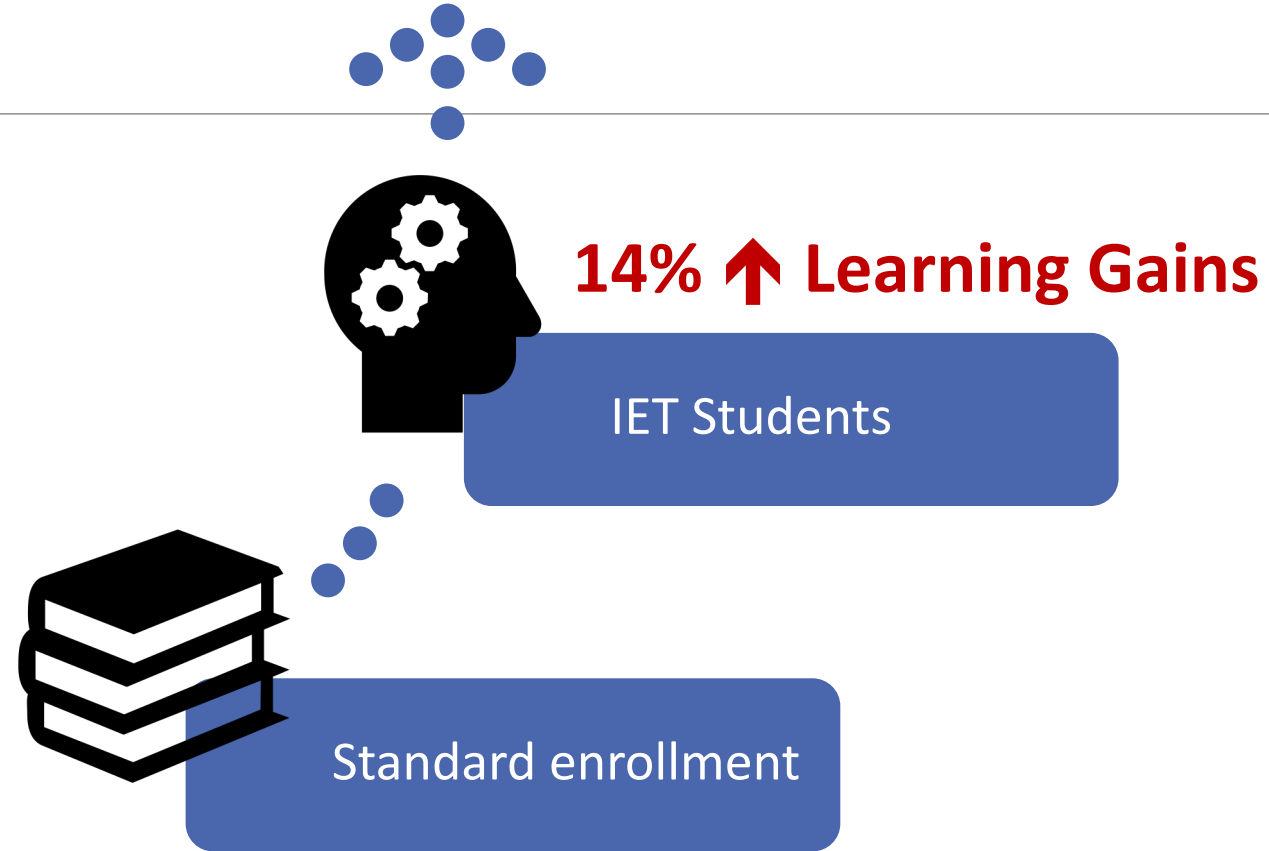
**What is the basic format for Allied Health incident reports?**

Learning

Doing

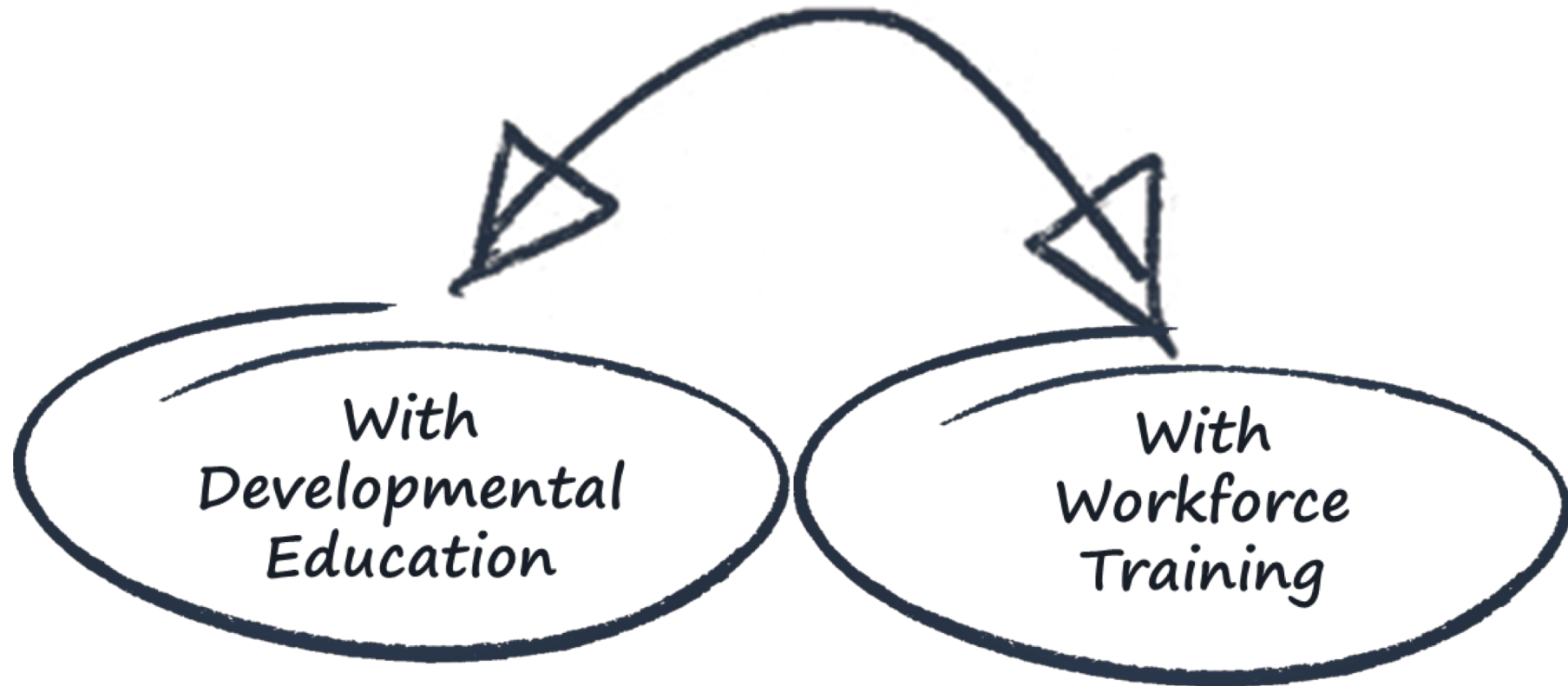


# Meaning = Learning



# Integration & Collaboration

---



COMPROMISE



COMMUNICATE DIFFERENCE



AGREEMENT

# Negotiation



TACTIC



OBJECTIVE



SKILLS



DIALOG

COLLABORATION



BENEFIT





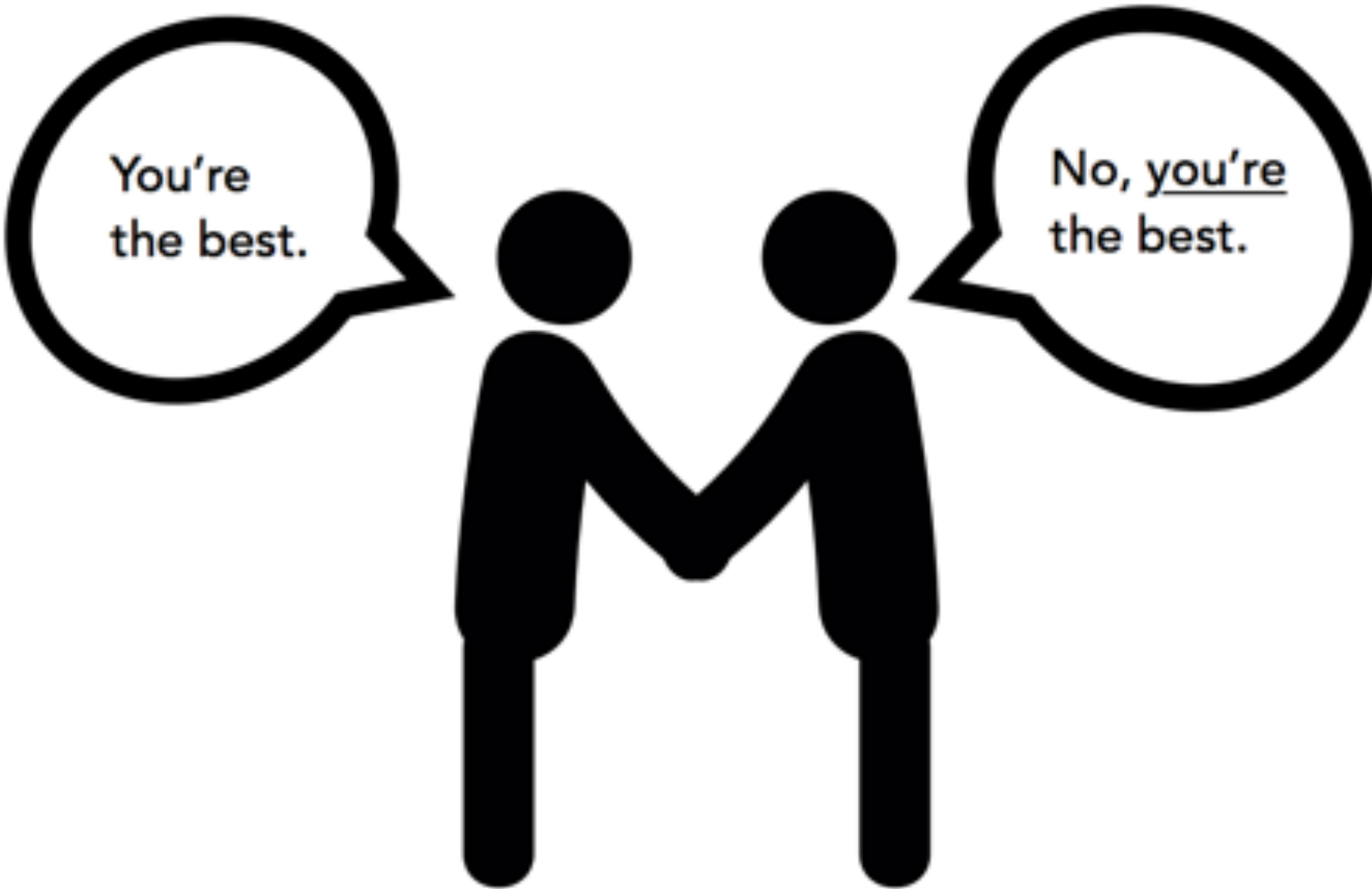


No, I used all my trust  
up on my ex-boyfriend.

I do however have lots  
of anxiety, suspicion  
and paranoia to  
bring to the table.

someeCards  
user card





A minimalist black-and-white illustration of two stylized human figures holding hands. Each figure has a circular head and a thick, blocky body. Above the left figure is a large speech bubble with a tail pointing to the figure. Above the right figure is a similar speech bubble with a tail pointing to the figure. The entire scene is set against a white background with a solid blue horizontal bar at the bottom. The text inside the speech bubbles is in a simple, sans-serif font.

You're  
the best.

No, you're  
the best.

---

# Driving Factors

Texas  
Community  
College  
Mission

```
graph TD; A[Texas Community College Mission] --> B[Makes Sense]; A --> C[60X-30TX]; A --> D[HB 2223]; A --> E[2019 THECB DE Plan];
```

Makes Sense

60X-30TX

2019  
THECB  
DE  
Plan

HB  
2223

Texas  
Community  
College  
Mission

```
graph TD; A[Texas Community College Mission] --> B[Makes Sense]; A --> C[60X-30TX]; A --> D[2019 THECB DE Plan]; A --> E[HB 2223];
```

---

Makes Sense

60X-30TX

2019  
THECB  
DE  
Plan

HB  
2223

Texas  
Community  
College  
Mission

```
graph TD; A[Texas Community College Mission] --> B[Makes Sense]; A --> C[60X-30TX]; A --> D[2019 THECB DE Plan]; A --> E[HB 2223];
```

Makes Sense

60X-30TX

2019  
THECB  
DE  
Plan

HB  
2223

Texas  
Community  
College  
Mission

```
graph TD; A[Texas Community College Mission] --> B[Makes Sense]; A --> C[60X-30TX]; A --> D[2019 THECB DE Plan]; A --> E[HB 2223];
```

---

Makes Sense

60X-30TX

2019  
THECB  
DE  
Plan

HB  
2223

Texas  
Community  
College  
Mission

```
graph TD; A[Texas Community College Mission] --> B[Makes Sense]; A --> C[60X-30TX]; A --> D[2019 THECB DE Plan]; A --> E[HB 2223]
```

Makes Sense

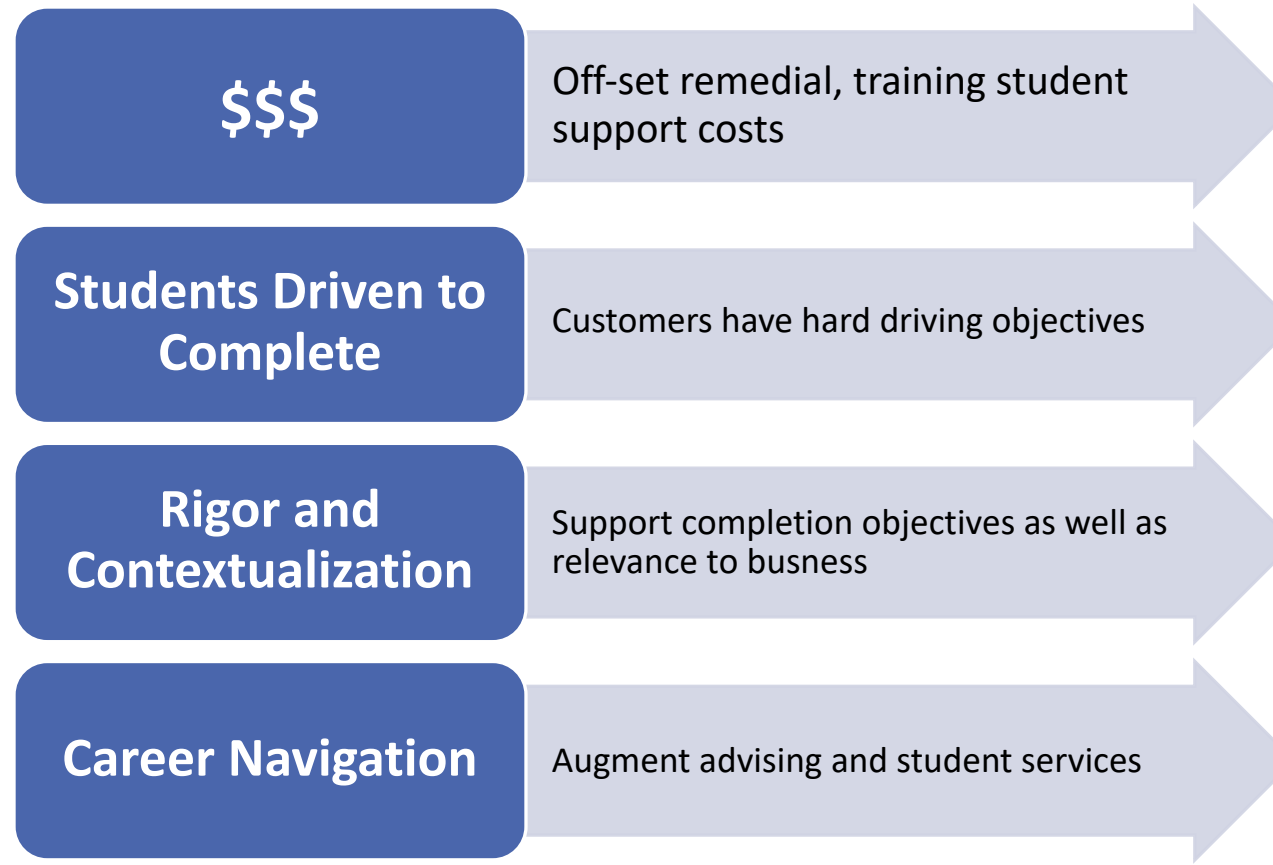
60X-30TX

2019  
THECB  
DE  
Plan

HB  
2223

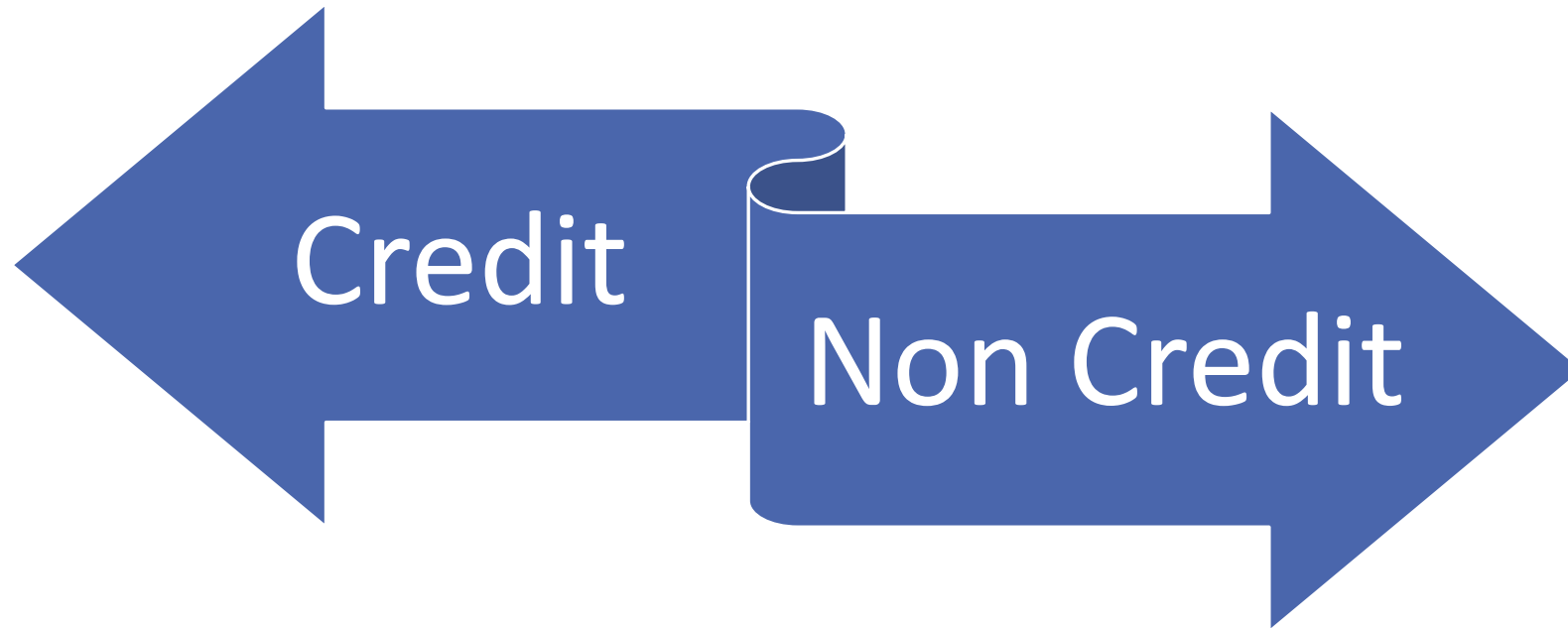
# What Does AEL Bring to the Table?

---



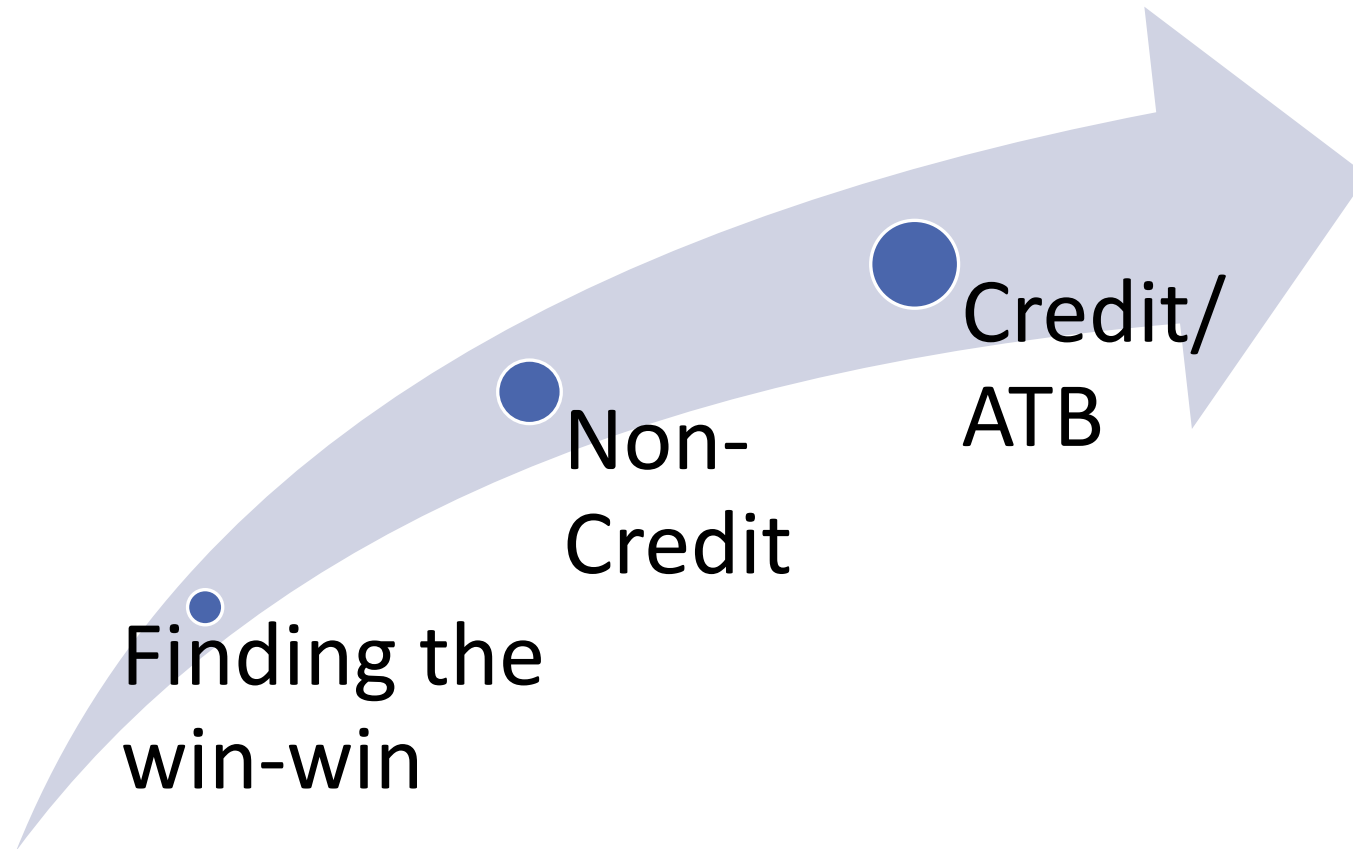
# What Side of the House?

---



# Along a Continuum

---



# Finding Local Solutions



# **Opportunities: Adult Education and the Community College**

**Dr. Cynthia Ferrell  
Vice President  
Texas Success Center  
Texas Association of Community Colleges**



## Texas Success Center

Dedicated to socio-economic mobility, we support community college strategies that will empower Texans to rise out of poverty and achieve better life outcomes.

90%  
1945

70%  
1955

59%  
1965

*Percent of children earning more than their parents, by year of birth*

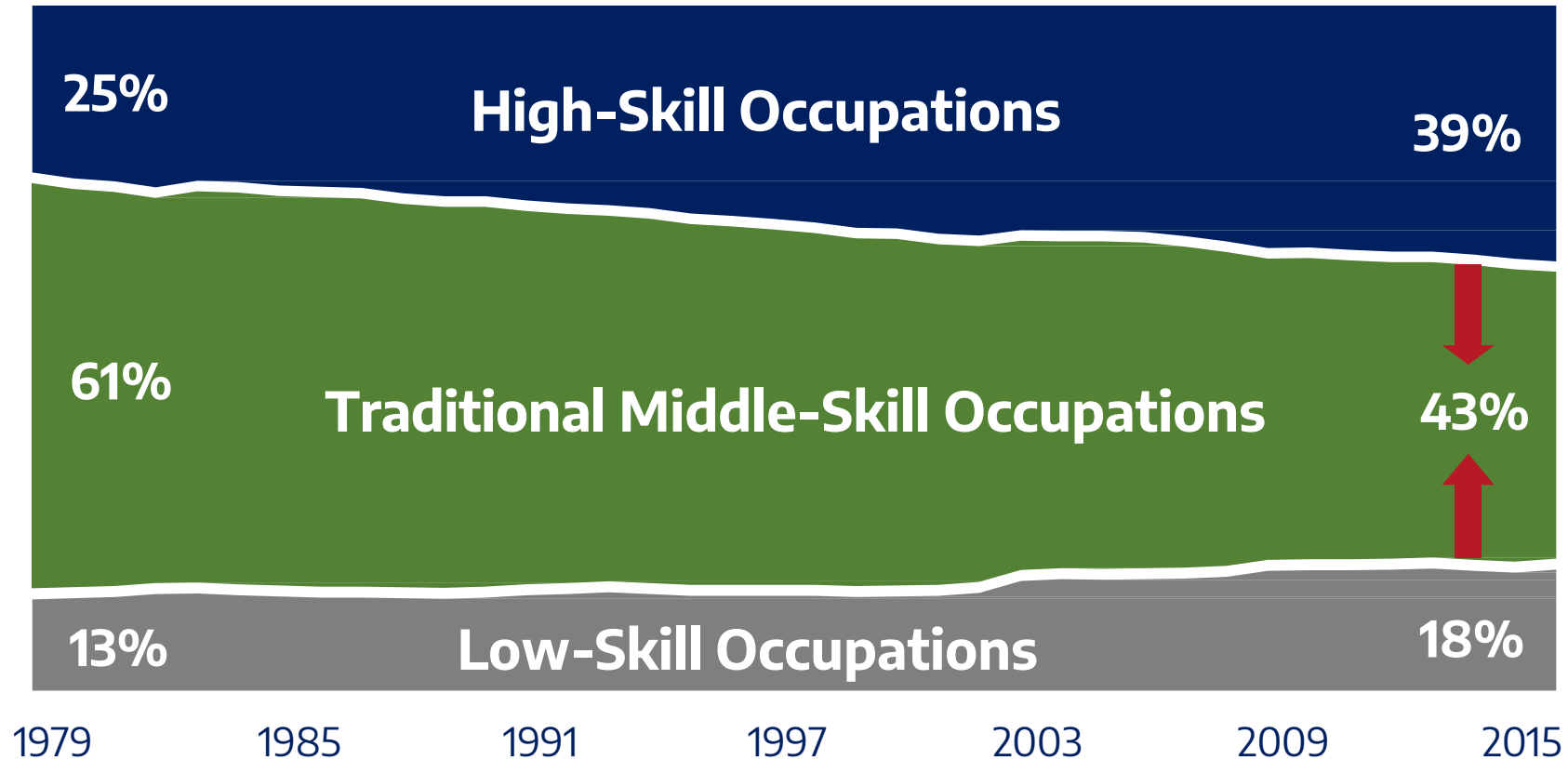
57%  
1975

50%  
1985

### The Fading American Dream

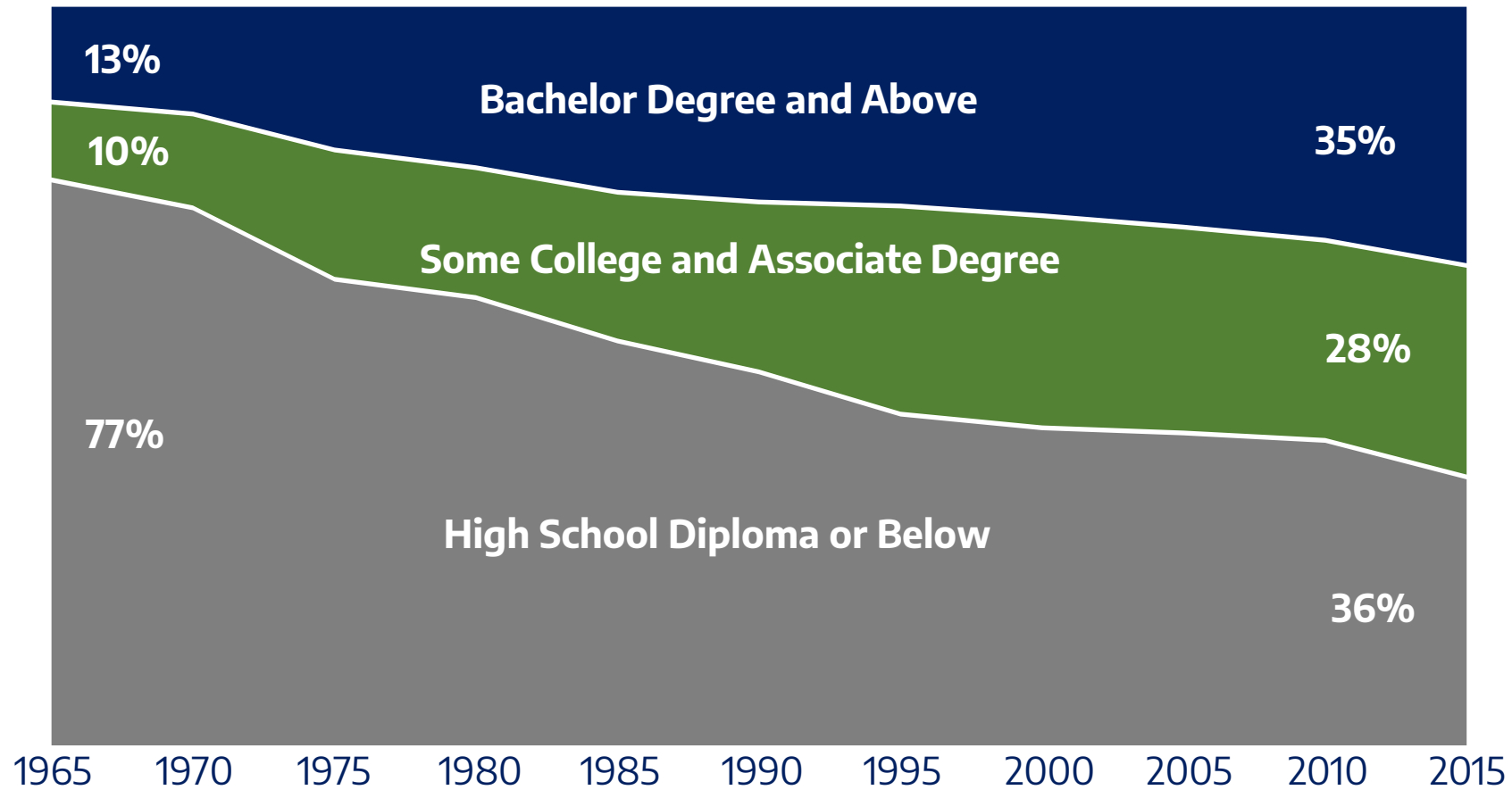
The defining feature of the American Dream is upward social and economic mobility – the aspiration that all children have a chance at economic success, no matter their background. However, research shows that children's chances of earning more than their parents have been declining. 90% of children born in 1940 grew up to earn more than their parents. Today, only half of all children earn more than their parents did.

# WE KNOW: The labor market has changed

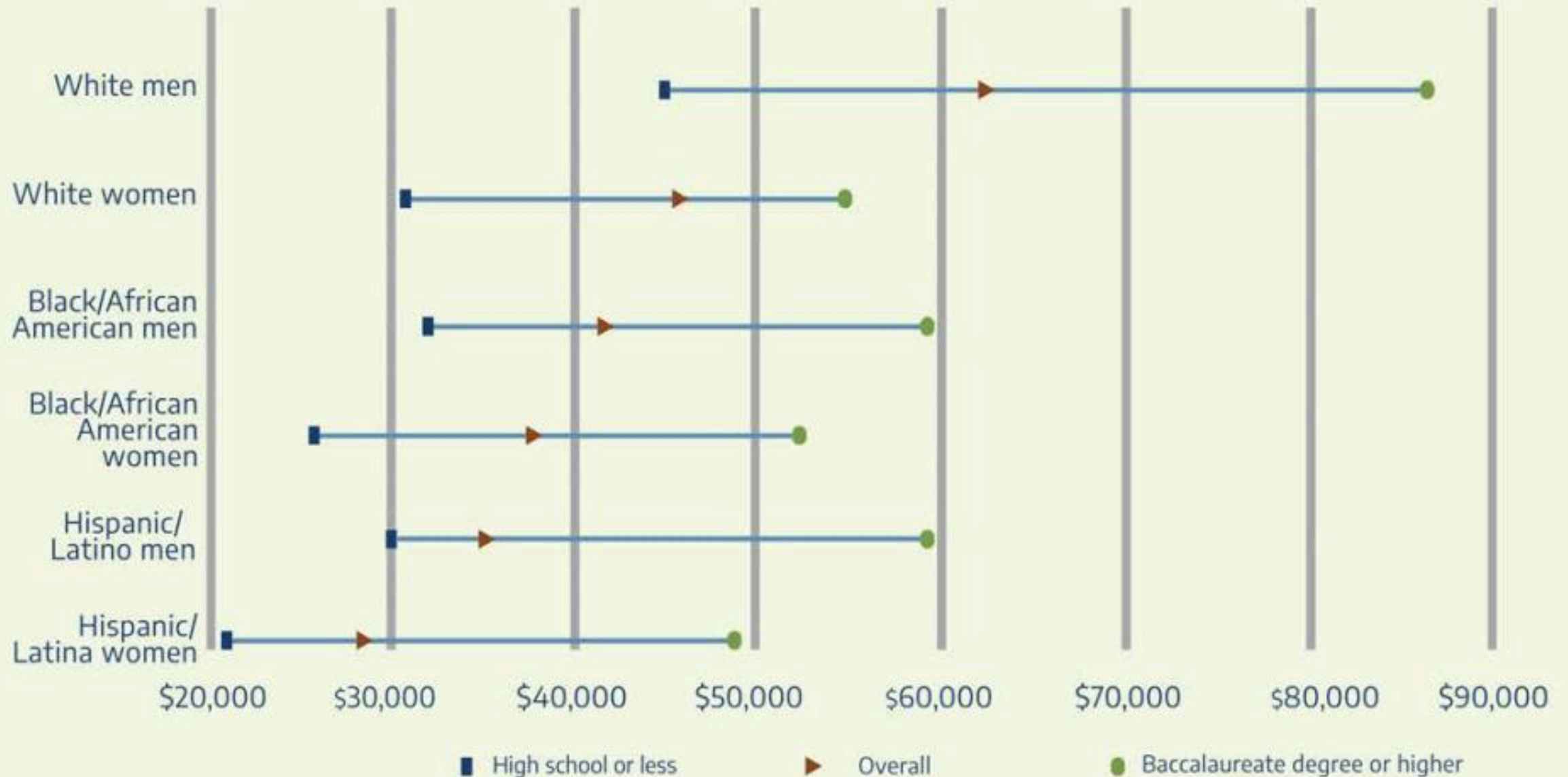


Employment Shares by Occupation Skill Level

# WE KNOW: Texans need more education to get good jobs



Texas Educational Attainment of Civilian Workforce Age 25-Older



## National Median Annual Earnings by Gender, Race/Ethnicity, and Educational Attainment

Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).

Note: Workers include those who worked full-time-full year.



**64%**

of students

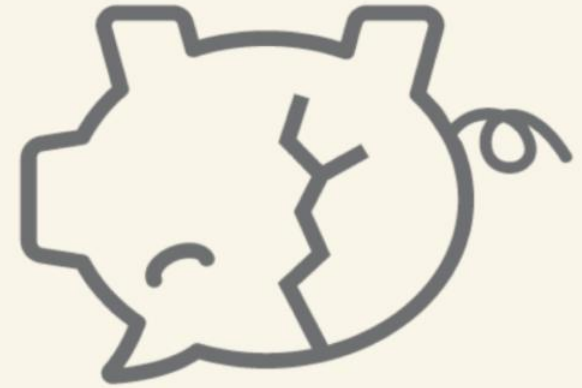
**WORRY ABOUT HAVING**

**ENOUGH MONEY** to pay for school

61% of students have  
**RUN OUT OF MONEY**

3 or more times  
in the past year

**x3**



**54%**

of students show

**SIGNS OF HOUSING INSECURITY**

(struggling to pay rent/utilities or the need to move frequently)



**57%**

of students indicate that  
it is important to them to

**SUPPORT THEIR FAMILY FINANCIALLY** while in school



**58%**

of borrowers indicate that they  
**HAVE MORE STUDENT LOAN DEBT**  
than they expected to have at this point

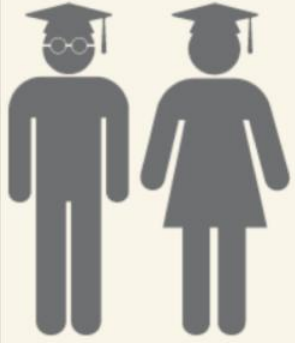


**30%**



of students show signs of  
**VERY LOW FOOD SECURITY**  
according to the USDA scale

(skipping meals, eating less or less nutritious food)



**64%** of **STUDENTS ARE LESS THAN CONFIDENT** they will be able to **pay off the debt** they acquired while in school



**56%** of students pay for college **using money from their current employment**



**43%**

find the total **DEBT** amount to be **OVERWHELMING**  
(credit card, car loan, money owed to family/friends)

**30%**



of students pay for college with **CREDIT CARDS**

**70%**

of students say they **WOULD USE FINANCIAL SUPPORT** services offered by their school



**67%** of students say they would have **TROUBLE GETTING \$500** in cash or credit to meet an unexpected need within the next month

# 60 x 30TX

## Planning for Student Success

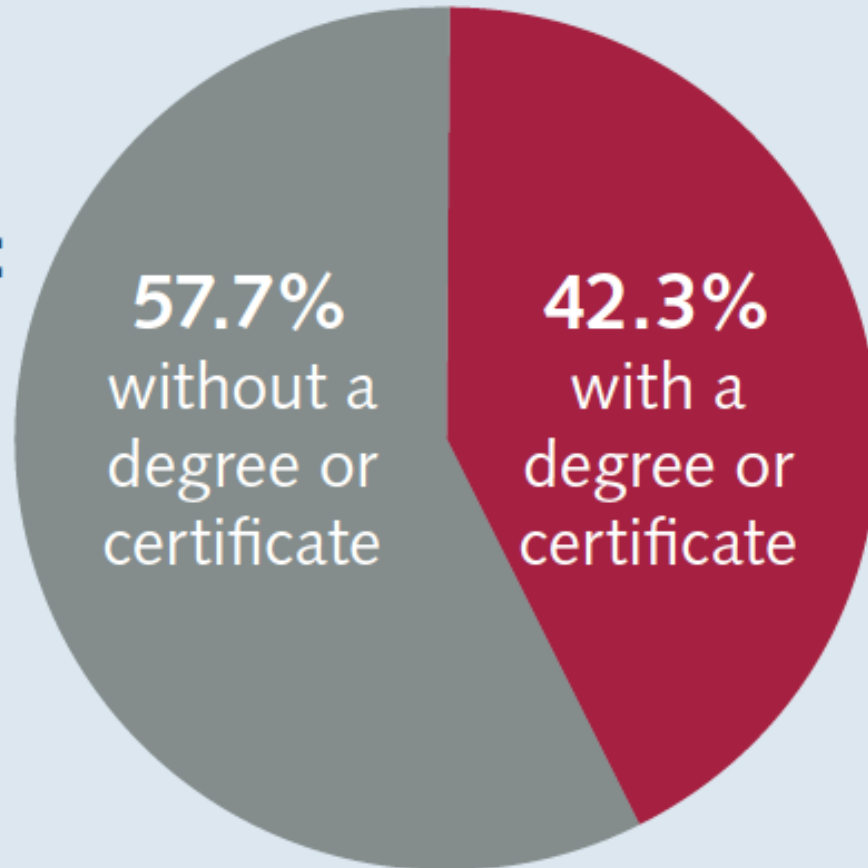
By 2030, at least 60% of Texans will have a certificate or degree

Completion

Marketable Skills

Student Debt

**Educated  
Population,  
Ages 25–34:  
2016**



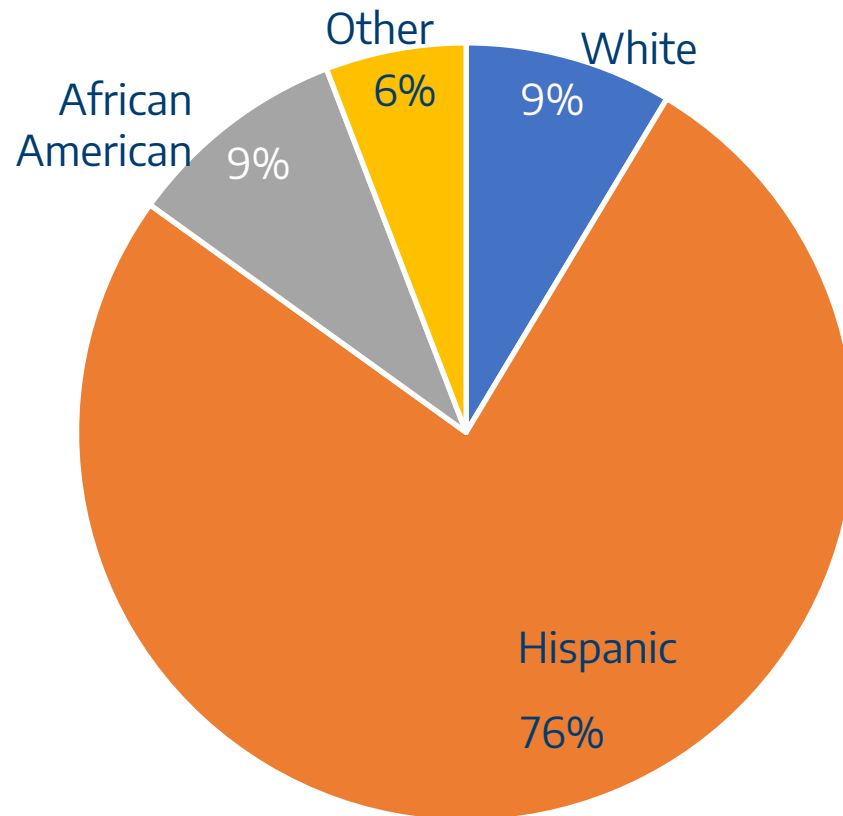
How will students earn enough to care for their families?

How will we increase enrollments?

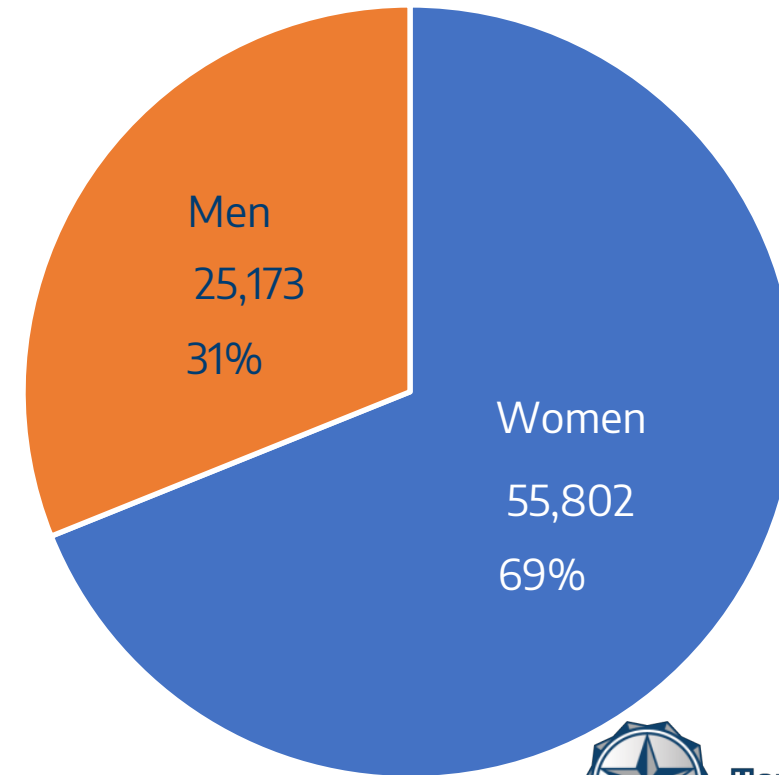
How will we get more AEL students into college programs leading toward good careers?

# AEL Students in Texas are predominately

## Hispanic



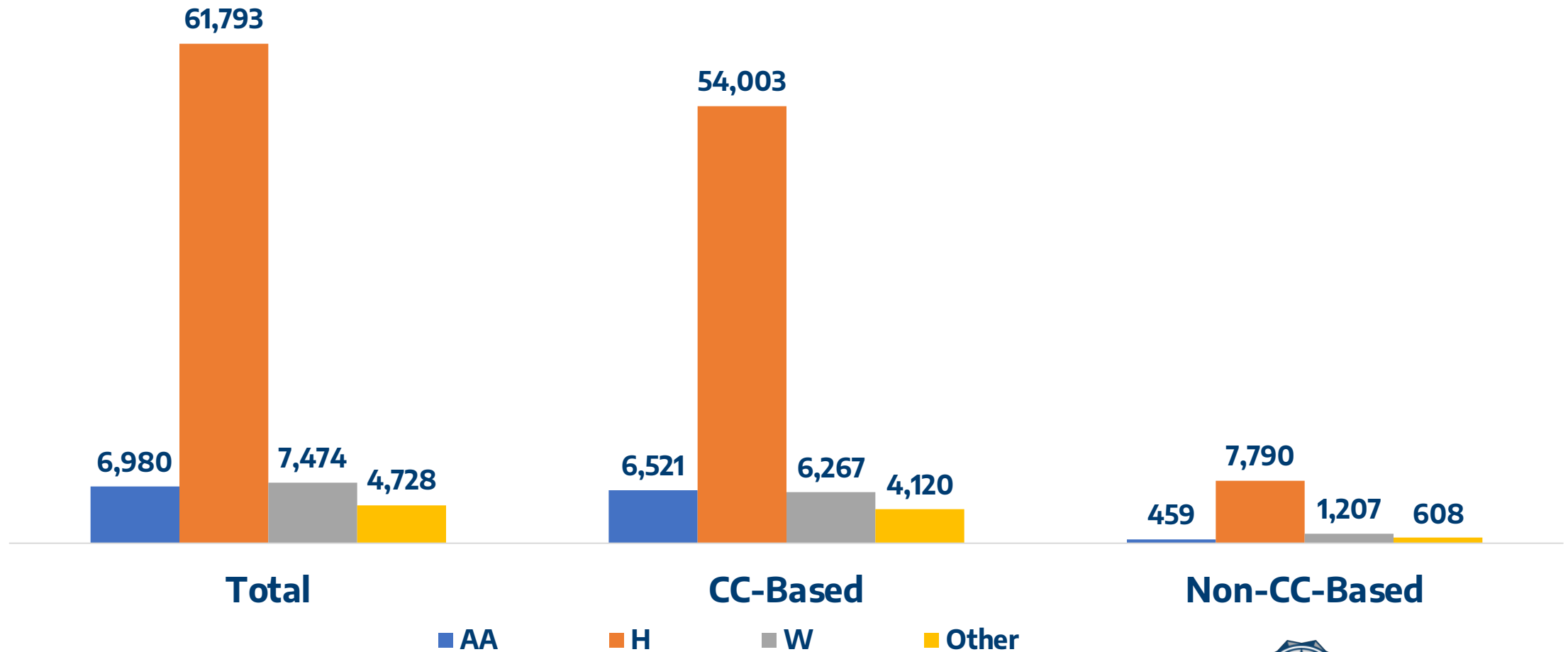
## Women



**Texas Success Center**

AEL enrollments increase 16% from 2014-2016 to just under 81,000

# 88% of AEL Students were Served by a Community College Based Provider



Participants with 12+ Contact Hours in 2016



Texas Success Center

# Adult Paths to Higher Education – AEL in Texas (46 sites)

35% @ literacy councils

33% @ community colleges

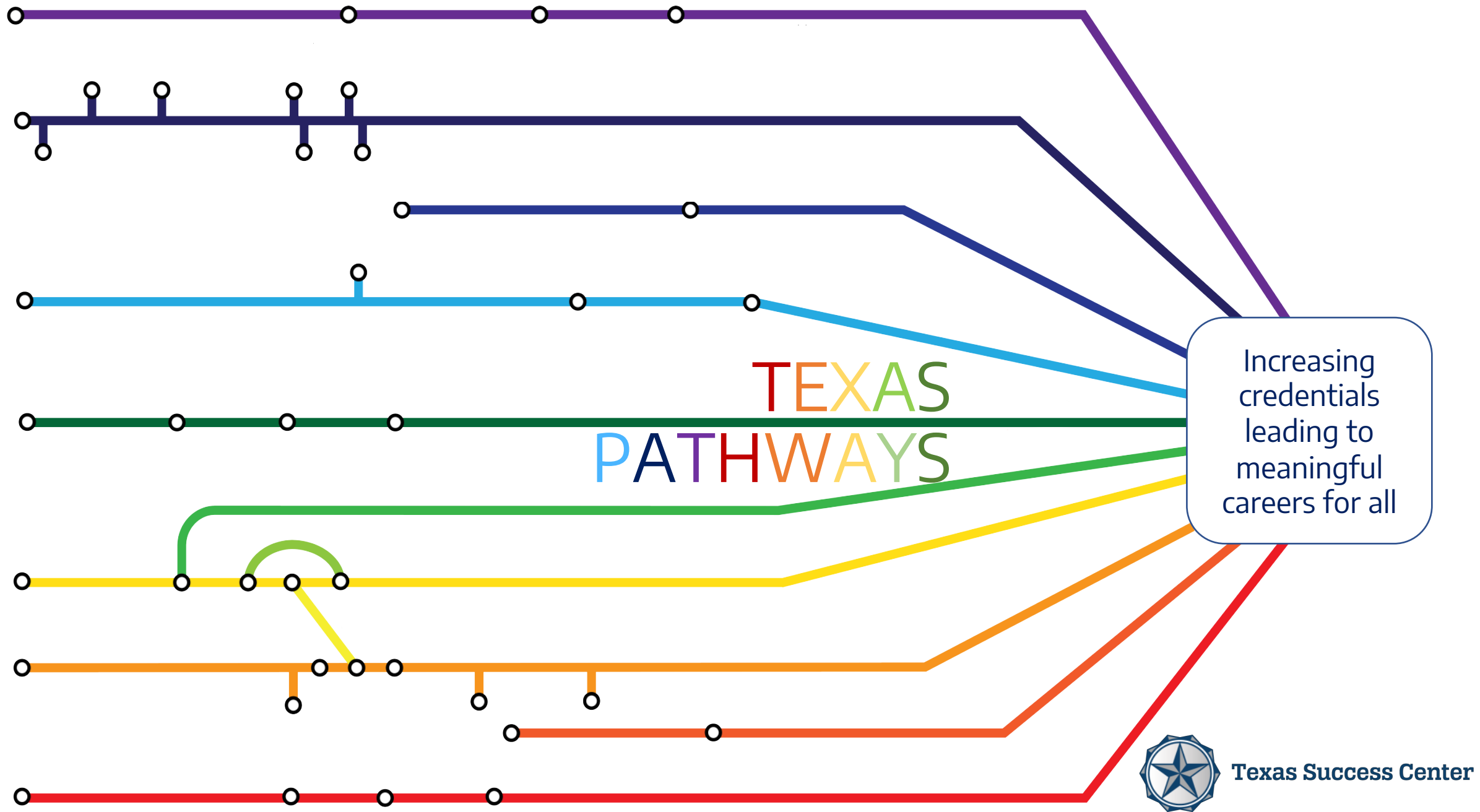
17% @ school districts

9% @ another community college

7% @ education service centers



**Texas Success Center**



Dedicated to socio-economic mobility

# Texas Pathways

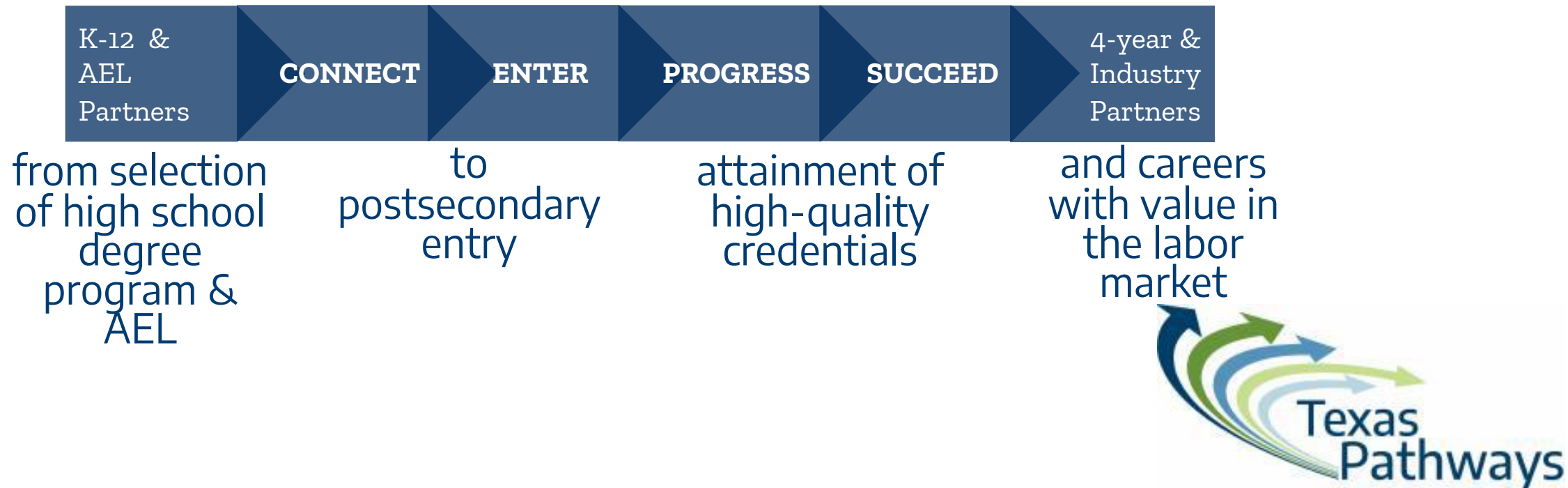
K-12 & AEL Partners	CONNECT	ENTER	PROGRESS	SUCCEED	4-year & Industry Partners
	Maps for All, 8 <sup>th</sup> Grade - HS Graduation & Adults	Under Prepared Student Support & Gateway Courses	Structured Programs & Productive Persistence	Certificates, Degrees, Efficient Transfer & Meaningful Careers	



Dedicated to socio-economic mobility

# Texas Pathways

an integrated, system-wide approach to student success  
based on intentionally designed educational experiences  
informed by available evidence



48

# TEXAS COMMUNITY COLLEGES ARE COMMITTED To

## WEST

Amarillo  
El Paso  
Frank Phillips  
Howard  
Midland  
Odessa  
South Plains  
Western Texas

## CENTRAL

Austin  
Blinn  
Central Texas  
Hill  
McLennan  
Navarro  
Temple

## NORTH

Collin  
Dallas  
Grayson  
North Central  
Ranger  
Tarrant County  
Weatherford  
Vernon

## SOUTH

Alamo  
Coastal Bend  
Del Mar  
Laredo  
South Texas  
Southwest Texas  
Texas Southmost  
Victoria College

## SOUTHEAST

Alvin  
Brazosport  
College of the Mainland  
Galveston  
Houston  
Lee  
Lone Star  
San Jacinto  
Wharton

## EAST

Angelina  
Kilgore  
Northeast Texas  
Panola  
Paris  
Texarkana  
Trinity Valley  
Tyler



# Essential Pathways Practices

1. Clarify Paths to Students' End Goals
2. Help Students Choose and Enter a Path
3. Help Students Stay on the Path
4. Ensure Students are Learning



# Texas Pathways—The Front Door

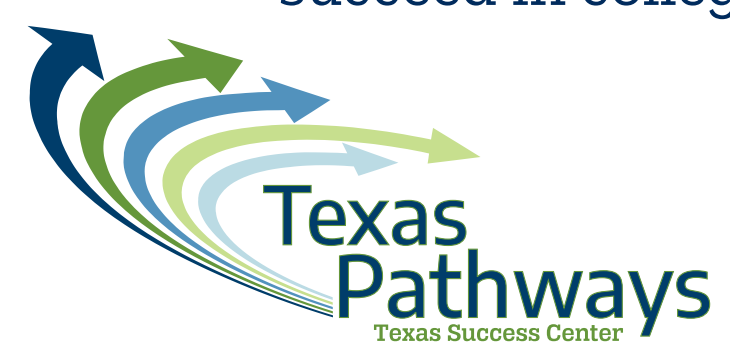
## Essential Practices

### 1. CLARIFYING PATHS TO STUDENTS END GOALS

Simplify Students' choices with default program maps

### 2. HELP STUDENTS CHOOSE AND ENTER A PATH

Provide accelerated remediation for very poorly prepared students to succeed in college-level courses as soon as possible.



Texas Success Center

# Texas Pathways—The Front Door

## Essential Practices

### 1. HELP STUDENTS CHOOSE AND ENTER A PATH

- a) Bridge k-12 to higher ed. readiness by the final year in high school
- b) Redesign developmental ed. as an on-ramp to college programs
- c) Provide accelerated remediation for very poorly prepared students to succeed in college-level courses as soon as possible.



Dedicated to the socio-economic mobility of all Texas CC students

# The Texas Pathways Strategy-2022

**Civilization is in a race between education and catastrophe.**

- H. G. Wells

**In a democracy such as ours, we must make sure that education wins the race.**

- John F. Kennedy



Texas Success Center

# **Amarillo College: Institutional Spotlight**

**Dr. Tamara Clunis  
Vice President  
Amarillo College**

# Texas Peer Mentor NETWORK<sup>★</sup>

*Working together to put Texans to work*



Texas Peer Mentor  
**NETWORK**\*

*Working together to put Texans to work*



**Tarrant County College®**  
SUCCESS WITHIN REACH.

**MC** Midland  
College

**AC**  
Amarillo College



Austin Community College



Dallas County  
Community College District

McLennan  
COMMUNITY  
COLLEGE

**TEMPLE COLLEGE**  
TEMPLE HUTTO TAYLOR



Laredo College



**HCC** | HOUSTON COMMUNITY COLLEGE

# Five Tenets

Texas Peer Mentor  
**NETWORK**★

*Working together to put Texans to work*

**Structure**

**Curriculum**

**Professional Development**

**Student Services**

**Digital Capacity**

Texas Peer Mentor  
**NETWORK**★

*Working together to put Texans to work*



**Amarillo College**

# Why host a Summit?

# Pockets of Innovation

# Statewide Integrated Strategy Across Systems

# Crucial Conversations

# Plenary Presentations and Discussion

# Most Notable Accomplishments

## **Institutional Research and Data Systems**

Data Dashboards; Admissions and Enrollment

## **Location**

Highly Visible Classroom and Office Space

## **Academic Advising**

Integration with college-wide advising for training professional development

## **Learning Management System**

Full access and use of LMS like any other academic program

## **Curriculum Integration**

Courses added to college-wide inventory; catalog

## **Support Services**

Access to support services  
(food pantry; disability services)

## **Mirrored Courses**

For CE and Academic

## **Community Partners have one front door**

Community-based; correctional education; faith-based

# Course Catalogue

- [AELL 0001 - High School Equivalency: Building Language Arts](#)
- [AELL 0002 - High School Equivalency: Strengthening Language Arts](#)
- [AELM 0001 - High School Equivalency: Pre-Algebra](#)
- [AELM 0002 - High School Equivalency: Algebra](#)
- [AELT 0001 - College Transitions: College Readiness](#)

## AEMA 0001 - Basic Math

### AEMA 0001 - Basic Math



#### Prerequisites / Corequisite

Prerequisite: TSI Math score less than 336 or an equivalent score on a state-approved test

Integers; signed numbers; absolute value; opposites; operations on fractions; operations on decimals; ordering; ratios; proportions; percents; exponents; base and powers; order of operations; geometry; evaluating expressions; introduction to algebra; statistical measurements; conversions.

Hours (0 sem hr)

#### Notes

This is an NCBO (non-course based option) and does not meet elective or graduation requirements.

# HSE Class Offerings

[AELM 0001 - High School Equivalency: Pre-Algebra](#)

## AELM 0001 - High School Equivalency: Pre-Algebra



### Prerequisites / Corequisite

Prerequisites: HSE Orientation, TABE NRS Level 2+

The High School Equivalency Pre-Algebra course is designed to review foundational mathematic skills and prepare students for the High School Equivalency Algebra Course.

Hours (0 sem hrs)

### Notes

This is an NCBO (non-course based option) and does not meet elective or graduation requirements.

[AELM 0002 - High School Equivalency: Algebra](#)

## AELM 0002 - High School Equivalency: Algebra



### Prerequisites / Corequisite

Prerequisites: HSE Orientation, TABE NRS Level 2+, Successful Completion of HSE Pre-Algebra

The High School Equivalency Algebra course is designed to build on foundational mathematic skills covered in High School Equivalency Pre-Algebra and prepare students for the GED® Reasoning Through Mathematics exam.

Hours (0 sem hrs)

### Notes

This is an NCBO (non-course based option) and does not meet elective or graduation requirements.

# How will we get more AEL Students into college programs leading toward good careers



**IBEST 6 SCH**



**ATB**



**HB 2223**



**Co-Req**

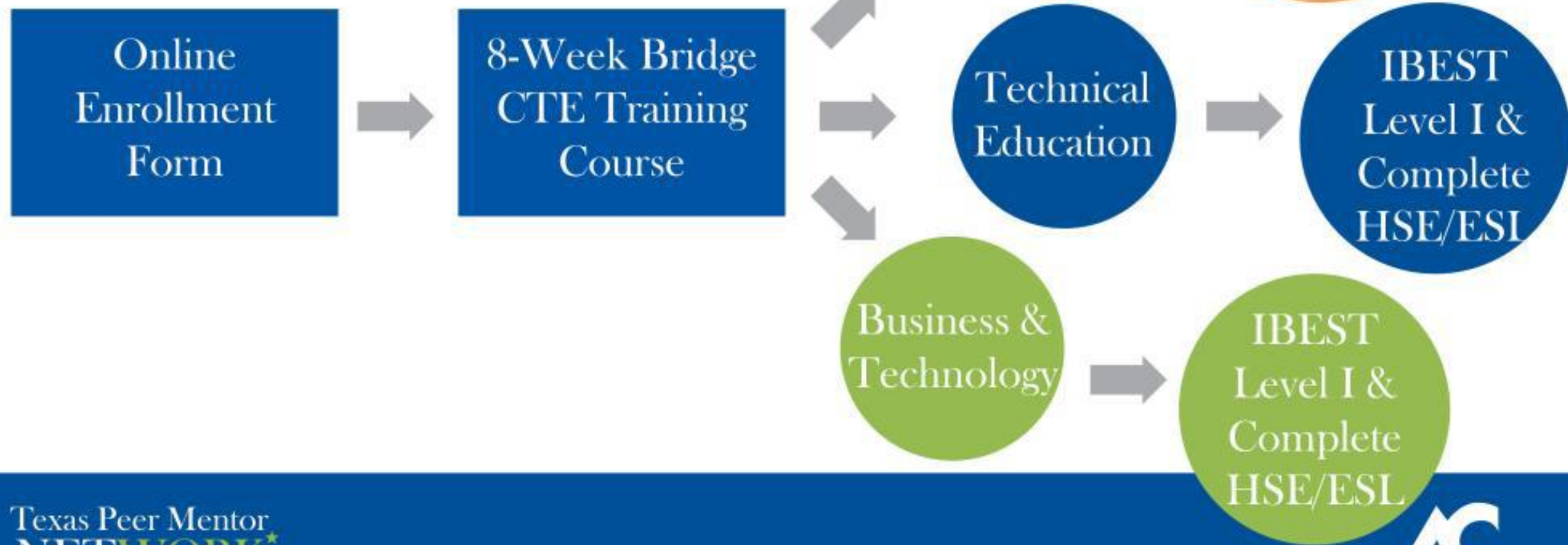


**CE**



**Articulation  
SCH**

# NEW Launch-Co-Enrollment Model HSE & ESL



# Next Steps

• <b>Career Pathways Conference</b>	May 2019 - Fort Worth, Texas
• <b>White Paper about the Summits with Recommendations</b>	May 2019
• <b>Summary Document of Burning Questions with Answers</b>	May 2019
• <b>Texas Community College Instructional Administrators</b>	June 2019
• <b>Texas Pathways Conference Preconference</b>	November 2019
• <b>Texas Workforce Commission Annual Conference</b>	November 2019
• <b>Texas Success Center – Chief Academic Officer Association</b>	ongoing
• <b>Special Interest Group – Texas Success Center</b>	ongoing