

**COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES**

**November 15, 2022 – 3:30 – 5:00 pm**

**Iowa Department of Education – Zoom**

Those in attendance included:

- ❑ Cassandra Halls, CCC and State Board of Education Member (via conf. call))
- ❑ John Robbins, CCC Member and State Board of Education Member (via conf. call)
- ❑ Marge McGuire-Welch, CCC Member and Community College President, Southwestern Community College (via conf. call)
- ❑ Moudy Nabulsi, CCC Member and Trustee, Southeastern Community College (via conf. call)
- ❑ Emily Shields, Executive Director, Community Colleges for Iowa (via conf. call)
- ❑ Teresa Garcia, Education Program Consultant, Bureau of Community Colleges (in-person)
- ❑ Elizabeth Johnson, Education Program Consultant, Bureau of Community Colleges (in-person)
- ❑ Mike Williams, Education Program Consultant, Bureau of Community Colleges (in-person)
- ❑ Stephanie Hasakis, ELL Director, Kirkwood Community College (via conf. call)
- ❑ Kelly Friesleben, Education Program Consultant, Bureau of Community Colleges (in-person)
- ❑ Amy Gieseke, Bureau Chief, Bureau of Community Colleges (in-person)
- ❑ Dennis Harden, Bureau Chief, Bureau of Career and Technical Education (in-person)
- ❑ Lora Vargason, Administrative Consultant, Bureau of Community Colleges (in-person)
- ❑ Jeremy Varner, Division Administrator, Division of Community Colleges and Workforce Preparation (in-person)
- ❑ Alison Jepsen, Executive Officer, Division of Community Colleges and Workforce Preparation (in-person)

**I. Call to Order – Cassandra Halls**

- The meeting was called to order at 3:30 p.m.

**II. Approval of September 14, 2022 Meeting Notes**

**Correction:** Update to Cassandra Halls attending via conference call. With this update a vote was taken to approve the notes.

**Motion:** Moudy Nabulsi moved to approve; seconded by John Robbins.

**Vote:** Motion carries unanimously.

**III. Updates – Community Colleges for Iowa**

- Iowa Department of Education – Jeremy Varner
  - Fall Enrollment Report will be discussed at the State Board of Education meeting tomorrow. Enrollment is up .6 percent, and CTE program enrollment is up 3.2 percent, largely due to growth in career academies and Last Dollar Scholarship efforts.
  - Grant applications are open for the college and career transition counselors and five grants will be awarded. Six applications are currently being reviewed for the Career Academy Incentive Fund and awardees will be announced soon. Several regional centers recently had groundbreakings or openings, including the groundbreaking in DeWitt (Eastern Iowa Community College, in Centerville)

(Indian Hills Community College) and Missouri Valley (Iowa Western Community College). This grant will be offered again in the spring for a potential total of five \$1 million-dollar grants, though smaller grants may be awarded. The communities that have received grants are very excited to have the ability to provide students with the opportunity to gain skills for rewarding careers.

- In the next month a regional center location study will be released to provide a tool to help administrators effectively place regional centers for maximum access for Iowa students.
- The Intermediary Network and Sector Partnerships programs transferred to Iowa Workforce Development (IWD), effective November 10 and September 19, respectively. Kathy Leggett and Kathy Anderson are the program contacts for the Intermediary Network at IWD. The Intermediary Network is an important program for performance metrics for Perkins V, so the Department wants to ensure a smooth transition. There is also discussion about realigning Workforce Innovation and Opportunity Act programs such as Vocational Rehabilitation and Adult Education and Literacy.
- Lora Vargason has started as the admin consultant for policy and finance and Maryam Rod Szabo has filled Larry Bice's old role as administrative consultant for Educator Preparation. The team is currently working to fill the CTE admin consultant and AEL admin consultant positions as well an open education program consultant position with Educator Preparation. The veterans and military education education program consultant position just closed, and interviews will begin soon. Mike Dommer currently holds this position, and he has announced his retirement for 2023. Joe Collins has moved from his role overseeing sector partnerships to the CTE team as the Health Science education program consultant.
  - Questions: Moudy Nabulsi asked to receive a copy of the report. He also asked about the noncredit enrollment numbers, but those are not released as part of the Fall Enrollment Report. Jeremy did note that noncredit enrollment is likely to be up with the expansion of the GEER II Gap Tuition funds. John Robbins asked about the rate of online enrollment. Jeremy noted that online enrollment is down from last year (after being very high during COVID), but that enrollment is still above pre-pandemic levels. Cassandra asked about movement of programs, and Jeremy noted that he does not expect more movement this fiscal year, but that could be different in the next fiscal year.
- Community Colleges for Iowa – Emily Shields
  - Emily Shields and her team were at the National Leadership Congress. Hawkeye trustee Jane Ardini is currently chair-elect for that organization. National legislative summit will be in February with the new delegation. Community Colleges for Iowa staff are preparing for the legislative session and legislative asks include:
    - \$8.75 million increase to State General Aid
    - \$5 million for the Workforce Training and Economic Development fund

- Increased weighting for career and technical education for concurrent enrollment
- Measures to expand college and career transition counselor initiative
- Adding flexibility to equipment levies, which are currently reserved for instructional equipment. The ask includes expanding the definition to include any equipment.
- Workforce conversation will be a part of session and Community Colleges of Iowa will be keeping an eye on movements at the legislature and doing strategic planning.
- Community Colleges for Iowa holiday party will be December 7.
  - **Questions:** Cassandra Halls asked about any other updates for legislative session that may be helpful for the Council to consider. Emily noted that more funding is needed to meet the demand for workforce training programs. Community Colleges for Iowa has made a federal request to the governor's office to support workforce training and economic development. Along with this, they are seeking support for the permanent expansion of the Gap Tuition Assistance Program to better serve students. Emily noted that they are waiting on the governor's agenda. Cassandra noted that they would like Emily to attend a State Board of Education meeting to provide a legislative update.

**IV. Rules: Chapter 24 – Community College Accreditation (Notice)**

- The Higher Learning Commission is accreditor for Title IV funding. They have changed from being a regional accreditor to a national accreditor. Due to this change, the language in code became outdated, which affects the policy structure for accreditation. Senate file 2128 was passed last legislative session to adjust to the change, and this rule aligns Iowa Code with the changes in the statute. A vote was taken to recommend this rule change to the State Board of Education.

**Motion:** Moudy Nabulsi moved to send this to the State Board of Education; seconded by John Robbins.

**Vote:** Motion carries unanimously.

**V. Adult Education & Literacy – Amy Gieseke, Teresa Garcia, Elizabeth Johnson, Mike Williams & Stephanie Hasakis**

- Amy Gieseke introduced the AEL team, Teresa Garcia, Elizabeth Johnson and Mike Williams, as well as Stephanie Hasakis from Kirkwood Community College. Amy Gieseke noted that these presentations by the AEL team are to help the Council understand how the team supports adult education and literacy from the state level.
- Teresa Garcia introduced Title II of the Workforce Innovation and Opportunity Act which funds AEL initiatives and Adult Education and Family Literacy Act (AEFLA), which represents a partnership among the Federal government, states and local agencies to provide adult education and literacy activities. At the state level, AEFLA includes Iowa

Administrative Code (IAC) Chapter 23: AEL; IAC Chapter 32: High School Equivalency Diploma; and the Skilled Iowa and Job Creation Fund. Locally, the 15 community colleges are awarded federal grants, and the colleges match federal funds. There are also partnerships between the community colleges and other organizations and agencies across the state to provide services.

- The purpose of AEFLA is to assist adults to become literate and obtain the knowledge and skills necessary to achieve economic self-sufficiency; obtain the education and skills to become full partners in the educational development of their children; attain a secondary school diploma or its recognized equivalent and to continue to postsecondary education and/or training through career pathways; and for those who are English language learners, to improve their English and math skills, and their understanding of the American government, individual freedom and the responsibilities of citizenship.
- The team serves individuals who are at least 16 years old; not enrolled or required to be enrolled in secondary school and also lack a high school diploma or its equivalent ETC.
- AEL programs serve individuals who are at least 16 years of age and are not enrolled or required to be enrolled in secondary school who lack a high school diploma or its equivalent, or lack the basic skills to function effectively in the workplace and in their lives, or is someone who is an English language learner. In 2021-2022, there were 9,328 participants in adult education programs.
- Educational services below the postsecondary level include: adult education and literacy; workplace adult education and literacy; family literacy; English language acquisition; integrated English literacy and civics education (IELCE); workforce preparation; or integrated education and training (IET).
- Iowa adult education outcomes are consistently higher than national outcomes. These rankings are out of 57 areas, including all 50 states, the District of Columbia and U.S. territories. Outcomes include 48.8 percent of Iowa students attaining a measurable skills gain (42.3 percent nationally), with Iowa ranking 18<sup>th</sup> in the nation; 73.1 percent attaining a credential (23.9 percent nationally) with Iowa ranking 2<sup>nd</sup> in the nation; 54.5 percent attaining employment in quarter four (36.0 percent nationally) with Iowa ranking 5<sup>th</sup> in the nation; and earning \$6,069 quarterly (\$5,525 nationally) with Iowa ranking 13<sup>th</sup> in the nation. In AY21-22, 1,549 participants earned a high school equivalency diploma. Overall, AEL programs provides a system that has clear pathways and supports learner goals while also addressing skills gaps and the economic demands of Iowa's workforce.
- Elizabeth Johnson noted that students often "braid" AEL programs together, and noted the success story of an ESL student who was also participating in a CNA bridge program and has moved on to taking CNA courses and is about to complete her HiSET. These programs do not stand alone—they work together to support students as they work to meet their goals.
- Elizabeth Johnson presented the Iowa Distance Education Adult Literacy (IDEAL) project that has the overarching goal to provide access to AEL programs, from registration to testing, 100 percent online. The vision is to provide students with high quality courses that are instructor-led, engaging and adaptable to all levels of adult learners. IDEAL enables educational accessibility; extends learning outside of face-to-face classes;

supports flexible programming that helps learners persist; makes learning more convenience and appealing; and creates opportunities to build digital literacy.

- The IDEAL project is aligned with several activities, including: laptop and hotspot checkout; Canvas access for all providers; IDEAL course development; mentor trainers who are on college campuses and assist instructors to get them familiar with IDEAL and using a learning management system; professional development that is provided to instructors to support best practices for teaching online; the purchase of ConnectAble, which is an online software product; and the purchase of NorthStar is a digital literacy tool that can be used on Canvas or in and of itself. There is also a marketing effort that has been implemented to support awareness of IDEAL.
- IDEAL courses are grab-and-go courses that have been prepared and housed in Canvas for instructors to use when teaching mainly online; however, these courses can also be customized for a variety of delivery methods, including hybrid, face-to-face, blended learning, etc. Currently, there are 29 online courses, and an orientation to Canvas is being developed along with a program to support skills for career readiness.
- Course structures and content must align with adult education standards, which include: college and career readiness; English language proficiency; 21<sup>st</sup> century skills; and USCIS citizenship standards.
- Professional development and instructor supports include: Canvas instructor training; teacher certification; Standards in Action curriculum review; mentor trainers; a Slack channel to answer curriculum questions on-demand; and a newsletter with updated resources.
- ConnectAble is a student registration and communication management platform to support program referrals, enrollments and instructor engagement with face-to-face and online adult education and literacy learners. There are currently six programs piloting through this platform that will go live within the next few weeks. ConnectAble is integrated with the Department's data management system (TOPSpro). The Your Future Starts Here campaign's website, [YourFutureStartsHereIowa.org](http://YourFutureStartsHereIowa.org), will soon be connected to [IowaAdultEducation.org](http://IowaAdultEducation.org) to increase enrollment as well as connectivity between instructors and students.
- The future direction of IDEAL includes IET course development and the completion of the Iowa course catalogue access through the platform for all students at any One-Stop location; ConnectAble going live by the end of February 2023; marketing of IDEAL through DMV ads with possible expansion of this effort; and further professional development opportunities, including a teacher certification for Canvas, an IDEAL newsletter and a winter conference.
- Elizabeth told the story of a Western Iowa Tech adult student who was attending high school equivalency classes, but had car issues and was unable to attend classes. The AEL instructors were able to quickly get the student into an online course, which he has almost completed.
- Mike Williams spoke about integrated education and training (IET) and integrated English literacy and civics education (IELCE), which are programs that are responsive to regional and statewide employer and student needs with a focus on industry-specific pipelines and pathways for professional growth; are engaged with employers as

partners to develop culturally-responsive curriculum and implementation plans; strengthen skills building in the classroom and on the job through facilitated discussion about workplace experiences with the guidance of an AEL instructor; and create positive outcomes through increased work, AEL and occupational skills as well as through increased cross-cultural understanding and improved employee-employer relations.

- Stephanie Hasakis spoke about the programs that have been developed at Kirkwood Community College, particularly their partnership with Whirlpool in Amana. They came to the community college asking for English language learner support, and the community colleges have these programs, but more specifically they can offer contextual, customized training depending on employer needs. Whirlpool, for example, has 68 different languages that are spoken on their manufacturing floor. A course outline was developed with Whirlpool along with their trainers and HR department via a job shadow that allowed community college staff to see what skills were needed for their jobs. Approximately 75 students were enrolled in the course that was developed based on this collaboration. Almost all of the students made measurable skills gains, and the Whirlpool noted more participation from these employers and that these workers were also participating more safely in their roles. Along with Whirlpool, Kirkwood also created a communication and cultural sensitivity training for English-speaking employees to further support employee culture and engagement across the board. Kirkwood is currently working with 10 employers in the Cedar Rapids-Iowa City corridor, including Frontier Co-op, General Mills, the Highlander Hotel and Right at Home, to develop customized training. Stephanie also noted that industry-recognized credentials can be integrated into the customized trainings for employers, such as OSHA training or First Aid.
- Teresa noted that adult education has a long and rich history in Iowa, and noted that her father was a beneficiary of adult education through Southeastern Community College, and that she and her five siblings saw that example and it made a very positive impact on them and their lives.
  - Questions: Per fourth quarter employment, Cassandra asked about the parameters for that measurement. Teresa noted that this is for students who attained employment in the fourth quarter after exiting an AEL program. John Robbins asked about how customized trainings are evaluated. Stephanie Hasakis noted that at Kirkwood continuous feedback is received from the employer. Jeremy Varner also noted that outcomes for AEL programs can be shared with the Council at a later date.

## **VI. Guided Pathways – Kelly Friesleben**

- Kelly Friesleben introduced why guided pathways are being used at the community colleges and noted that the “menu” of options for students (courses, programs, etc.) can be very overwhelming which can affect persistence. The guided pathways initiative provides a framework for institutions to better support students. The four pillars of the guided pathways framework are to clarify pathways to end goals; help students choose and enter pathways; help students stay on a path; and ensure that students are learning.

- Guided pathways provide various ways for students to get what they need, including using metamajors for students to explore their potential areas of interest; receiving high school degree audits; receiving credit for prior learning; entering into transfer majors; and using work-based learning experiences to successfully move into a career.
- Guided Pathways began with a planning grant in 2018 of \$88,000 from Ascendium Education Group, and an implementation grant was received in 2019 for \$1.3 million. This grant ended in December 2021, but the work continues at all 15 community colleges.
- Grant outcomes include the community colleges enhancing their understanding of equity and how it affects guided pathways-related initiatives; mapping all of their programs to support better student outcomes; incorporating robust work-based learning; and making progress in areas such as developmental education, advising and data use to better support students.
- Kelly provided the example of meta majors at NIACC, which provides students the opportunity to explore programs before they officially commit to a major. These metamajors also include specific advising that is built to help students discover their career interests.
- Guided pathways is very data-focused, and there are nationally identified momentum and persistence metrics, including: if 6+ and 12+ credits are earned in the first term; if 15+, 24+ and 30+ credits are earned in the first year; whether a student completed college math and/or English within the first year; and persistence from the first term to the second term. All metrics are also broken out by gender, race/ethnicity, age and Pell status. Kelly also shared the credit metrics from the Voluntary Framework of Accountability, which showed that, with the implementation of guided pathways, the overall percentage of credits earned increased and Iowa percentages for credits earned were higher than average for all VFA-reporting colleges.
- Kelly noted the May 2022 data and equity convening where all 15 community colleges participated to learn about how data can be used to assess outcomes of guided pathways efforts. This data includes earnings of students once they exit programs. Davis Jenkins and John Fink of the Community College Research Center were featured speakers during the event along with Vlad Bassis of the Iowa Department of Education who spoke about the Iowa Student Outcomes website, and Roy Salcedo who spoke about the Alliance for Equity and Inclusion. A second event is being planned and it is planned to be an annual event.
- Pathways Pillars in Practice is a new initiative under Guided Pathways that includes webinars where community colleges can share best practices. Two will be provided each semester.
- Annual assessments are also being done so the colleges can reflect on their guided pathways work and note areas for development. There are two options for assessment: Scale of Adoption Assessment (SOAA) and an annual workplan. The college will assess in the spring to look back at their progress; plan for the next academic year and receive feedback and resources from the Department.
- The Data Metrics Workgroup will convene in Spring 2023 to define the data cohort for annual reporting, identify additional data beyond the momentum metrics, create a list

of research questions to be answered by the data collected and identify a timeline for data collection and dissemination.

- Questions: Cassandra Halls asked how this initiative is sustained, and Jeremy Varner noted that the Department gathered the support of the community college presidents initially, and they have continued to support the work with their staff. Within the Department, Kelly supports this initiative through her role as the student success consultant. Jeremy also noted that the community colleges presidents have noted this as one of their top priorities. Kelly also noted that guided pathways has been integrated into the colleges' strategic plans as they are updated.

**VII. For the Good of the Order – Cassandra Halls**

- **Motion:** Cassandra asked for a motion to adjourn. President Welch moved to adjourn seconded by John Robbins.
- **Vote:** Motion carries unanimously.
  - Done and adjourned 5:02 p.m.
  - Next meeting: January 11, 2022, 3:30-5 p.m. – Grimes Building, 400 E. 14<sup>th</sup> Street, Des Moines, IA 50319