



AEL AND CTE: CREATING CONNECTED PATHWAYS

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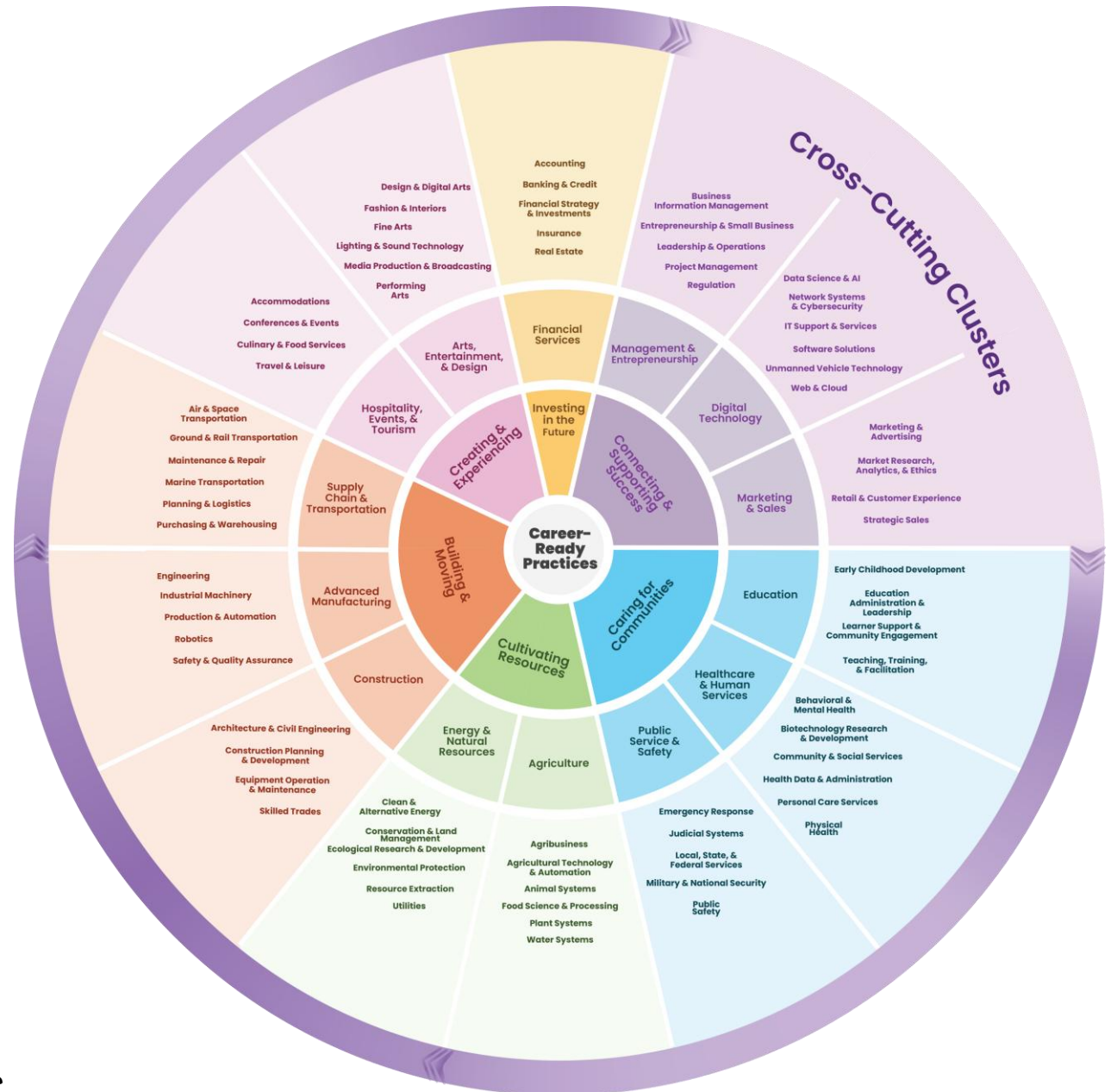
TODAY'S OBJECTIVES

- Define CTE and its importance to workforce needs.
 - Understand the connection between community college CTE programs and AEL.
 - Identify effective strategies for building and maintaining community partnerships (ex-community colleges, employers, and workforce organizations)
 - Apply relationship-centered approaches to connect students with education and career pathways.
 - Develop strategies for guiding students through the education-to-employment pipeline.
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**WHAT HAPPENS WHEN A
STUDENT FINISHES THEIR
HISET/GED?**

WHAT IS CTE?

- Programs that provide secondary and postsecondary education students with the skills and knowledge required for specific jobs or fields of work
- Academic and technical skills
- Aim to increase the number of individuals with recognized postsecondary credentials
- High schools, trade schools, community colleges
- Align with middle-skill, well-paid, in-demand jobs
- Responsive to local needs



Postsecondary Goals



GOAL

60%

Attainment for ages 25-64 by 2025

PROGRESS

52.1%

Statewide Postsecondary
Attainment Progress

Postsecondary CTE Enrollment

14

Community Colleges

104,917

Public Community
Colleges Enrollment
(full and part-time)

32,688

Postsecondary CTE
Concentrators

53,847

Total Postsecondary
CTE Enrollment

62

Area Technical
Centers

WHY CHOOSE CTE?

- Short-term
- Meets workforce need
- Typically more hands-on programming
- Often times more wrap around services
- Accessible



CTE PROGRAMS AT MACC

ASSOCIATE OF APPLIED SCIENCE

- Aviation Commercial Pilot
- Business Administration
- Early Childhood
- Information Technology—Networking
- Information Technology—Programming
- Mechatronics
- Veterinary Technology

CERTIFICATES

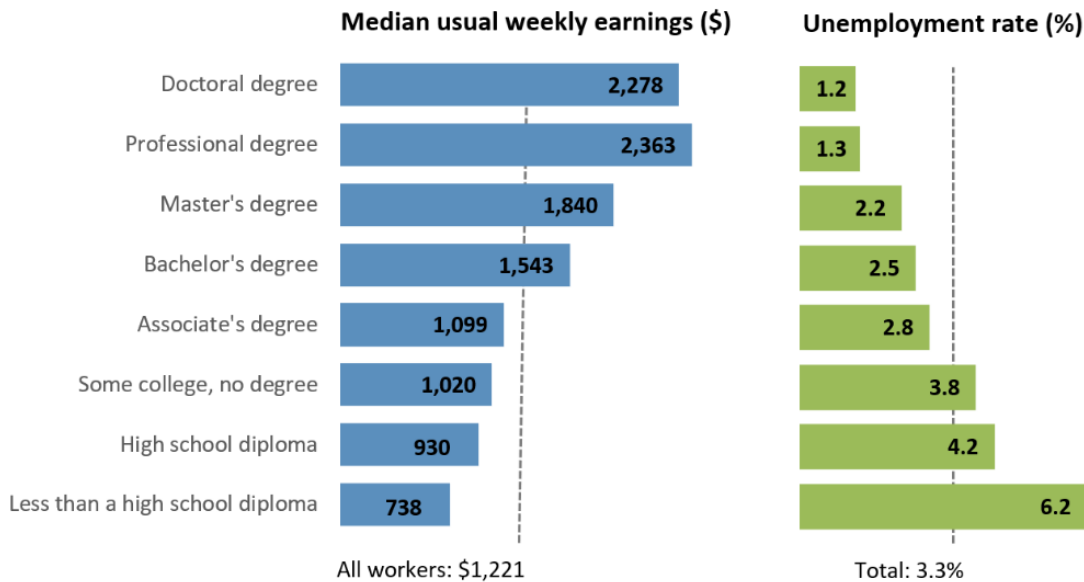
- Accounting
- Advanced Manufacturing Management
- Office Technology
- Early Childhood
- Networking
- Programming
- Mechatronics
- Cybersecurity

WORKFORCE TRAINING

- Emergency Telecommunications
 - CNA/CMT
 - Certified Production Technician
 - CDL
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THE NEED FOR CONNECTED PATHWAYS—THE WHY

Earnings and Unemployment Rates by Educational Attainment, 2024

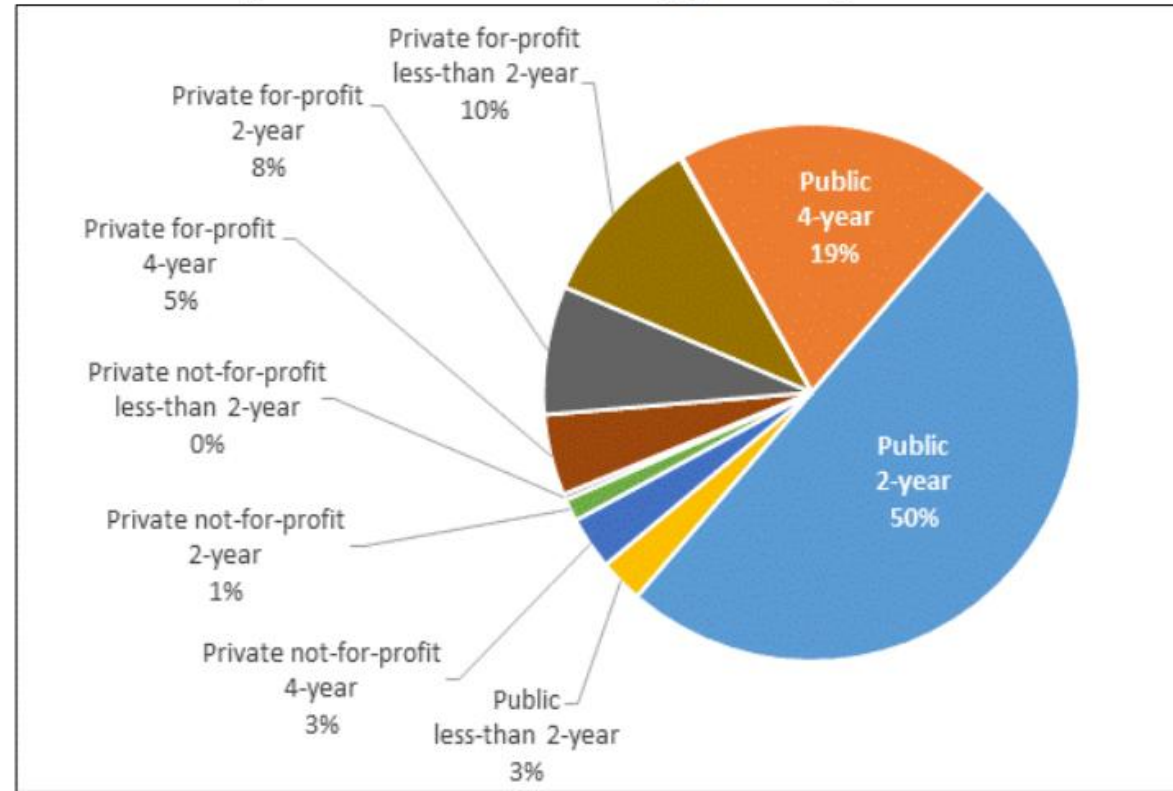


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

- Students want to keep learning
- Desire for a clear path forward
- Lots of opportunities but sometimes lacking awareness of opportunities or missing connection
- Demographic cliff
- Community colleges are a great entry point
- Need credential to move up within company
- Benefit to higher ed and workforce/industries

Figure 5. Percentage of CTE Program Completions for Associate's Degrees and Subbaccalaureate Certificates, by Institutional Sector

Degrees and Certificates Awarded from July 1, 2023, to June 30, 2024



Source: Figure prepared by CRS based on data downloaded from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) on institutions in the 50 states, the District of Columbia, and Puerto Rico that participated in the federal student aid programs authorized by Title IV of the Higher Education Act (HEA), as amended.

Notes: Percentages indicate the percentage of the total number of CTE associate's degrees and subbaccalaureate certificates awarded. The following CIP codes that represent non-CTE areas were excluded from the graph: Liberal Arts and Sciences—General Studies and Humanities; Social Sciences; English Language and Literature/Letters; Theology and Religious Vocations; History; Area, Ethnic, Cultural, Gender, and Group Studies; Foreign Languages, Literatures, and Linguistics; and Philosophy and Religious Studies. The data do not reflect completions at institutions that are not Title IV-participating and are distinct from the data presented in **Figure 3**, which depicts initial enrollment in CTE.

CONNECTIONS AND GUIDANCE—THE HOW

- Prolonged support
- Partnerships
- CTE Coordinators
- Integrating information into classes
- Designated information person
- Goal setting
- Goal vs Plan (Brooks Harper)

Goals of advising:



Goal 1: Helping students enroll in appropriate courses



Goal 2: Establishing meaningful relationships with students



Goal 3: Connecting students to relevant academic supports



Goal 4: Connecting students to relevant nonacademic supports



Goal 5: Helping students navigate the complexities of college



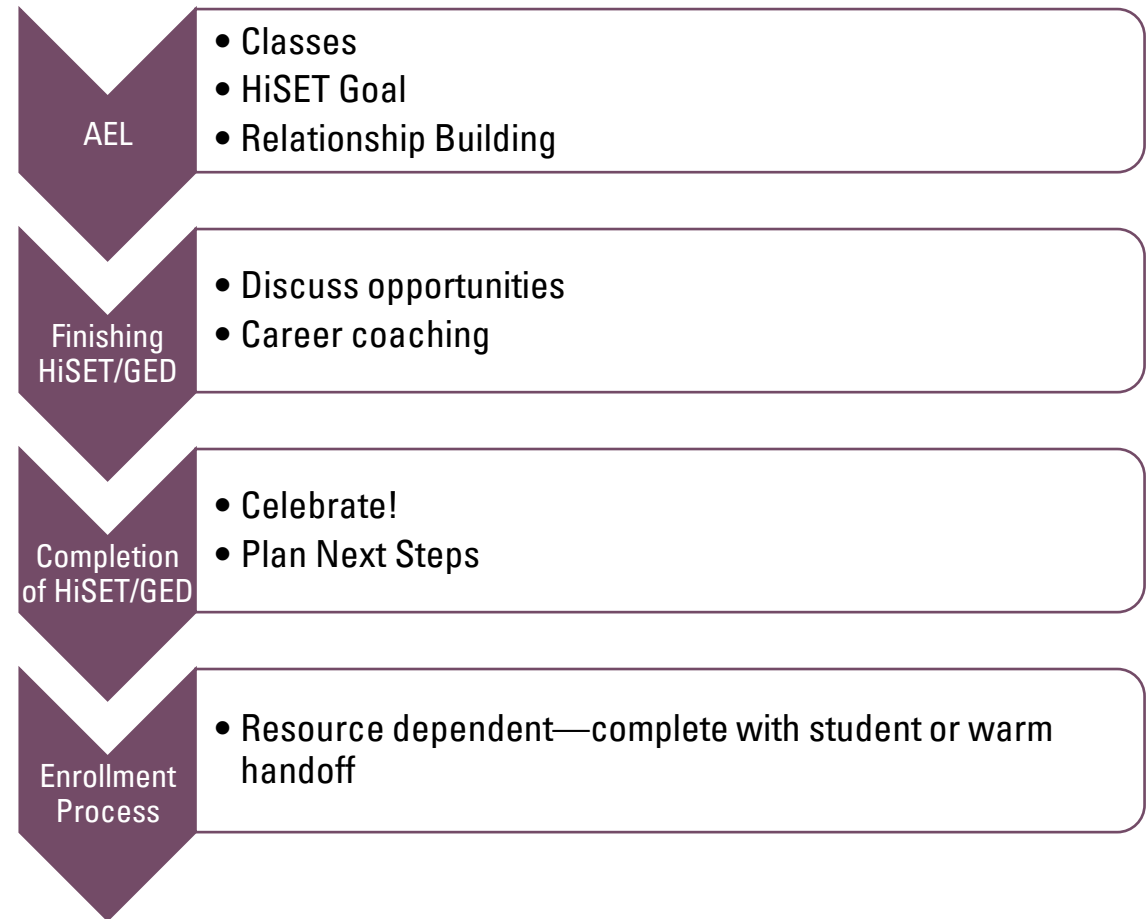
Goal 6: Helping students navigate life challenges



Goal 7: Helping students plan for and transition to next steps

WHAT DOES A CONNECTED PATHWAY LOOK LIKE?

- Opportunity awareness
 - Program availability
 - Stackable credentials
- Guided transitions
 - Advising
 - Career coaching
 - Financial information
- Partnering agencies
 - Community colleges
 - Community organizations
- Knowledge! Support! Connection! Time!



THE IMPORTANCE OF RELATIONSHIPS AND COMMUNITY PARTNERSHIPS



RECENT EXAMPLES

Student #1	Finished HiSET-->AEL connected her directly to a CAN program-->just finished and invited AEL team to graduation
Student #2	Finished HiSET-->soft handover to academic advising/admissions at MACC-->started classes and is about to finish his 2-year degree
Student #3	Finished HiSET-->helped with her transition to out-of-state college, will graduate in October with her associate's degree
Student #4	Finished HiSET (long journey!)-->completed her first semester at MACC, passed her math class!
Student #5	AEL TEAS prep course and has stayed in touch. Needed to drop a summer class on the last day to do so. Called me to help!

CAPACITY

The total amount
that can be
contained or
produced
(Cambridge
Dictionary)



NEXT STEPS

Evaluate Program Strengths/Weaknesses

- What does your program already do well with students?
- How can your current strengths help build more connected pathways?
- Where can you see current or potential barriers/struggles?
- What resources would your program need?
- If you are already doing this, what is working and what isn't? Are you tracking it?

What changes can be made for next year?

- Start slow!
 - Familiarize yourself with local certificate and AAS programs
 - Reach out to individuals at your local community college
 - Keep reaching out!
 - Start asking students who are close to finishing what their future goals are
 - Include some career exploration in prep
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**WHAT IS ONE THING YOU COULD
IMPLEMENT IN YOUR PROGRAM TO
CONNECT STUDENTS TO MORE
POSTSECONDARY OPPORTUNITIES?**

That is not too much of a strain on time or resources!

SOME RESOURCES

- [Homepage - ACTE Online](#)
 - [MO ACTE--Homepage - Missouri](#)
 - Career coaching—DeBruce Foundation Agilities → [Expanding Career Pathways - DeBruce Agilities](#)
 - [My Next Move](#)
 - [O*NET OnLine](#)
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