

## Transition Services:

1. The hub members have identified the following barriers to transition services
  - a. Lack of a regional data tracking system
  - b. Funding levels do not match need
  - c. Personal student barriers
  - d. Lack of communication among agencies
  - e. Lack of comprehensive services for college/career readiness
  - f. System disconnect between agencies and employers
  - g. Bureaucratic process limits access to programs
  - h. Lack of process for identifying and engaging with disconnected individuals

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to effective transition services that you can think of?**

2. The practical vision that hub members have created includes:
  - a. A comprehensive student education and occupation plan for all students
  - b. Formalized agreements between agencies to facilitate student transitions
  - c. Adequate funding to eliminate student barriers
  - d. Robust, formal interagency structure to support ongoing communication and collaboration
  - e. Systemic employment and internship services
  - f. Dynamic student transition database
  - g. Well established network of transitional liaisons between agencies
  - h. Comprehensive one-stop resource hub

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Improve accessibility to programs (e.g. internet courses)
  - b. Eliminate red tape between agencies
  - c. Create common, community driven goals
  - d. Engage community partners
  - e. Increase funding
  - f. Create transition services network
  - g. Sustain regional collaboration
  - h. Build central database

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?  
Please provide examples.**

**Q: Is there anything missing?**

## Curriculum Alignment and Assessment:

1. The hub members have identified the following barriers to curriculum alignment
  - a. Lack of a centralized database prevents uniform collection, maintenance and utilization of data
  - b. Limited funding impacts the ability of agencies to commit resources towards working on collaboration and alignment
  - c. Many separate systems with unshared priorities lead to a lack of alignment
  - d. The lack of shared leadership and vision amongst the different entities within the region impedes a committed collaboration
  - e. Geographic size and spread of the region makes systems and communication alignment difficult
  - f. There is a need to adopt a paradigm shift amongst stakeholders that promotes innovation, collaboration and improvements

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to effective curriculum alignment that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Sufficient funding dedicated to assessment and alignment
  - b. Comprehensive assessment plan that addresses industry expectations, supports appropriate student placement and is understood by all
  - c. Cohesive system of calibrated standards, curriculum and assessment that eliminate gaps and redundancy
  - d. Sustained regional collaboration that promotes shared priorities and a vision that supports workforce and community needs
  - e. Centralized database that is utilized by all stakeholders
  - f. Simple transition for students across systems

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Create accountability
  - b. Leverage resources
  - c. Create and articulate a well-aligned transition plan
  - d. Amplify WIB model to connect resources
  - e. Align curriculum
  - f. Maintain and expand collaboration through technology
  - g. Unify data

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?  
Please provide examples.**

**Q: Is there anything missing?**

## Apprenticeships:

1. The hub members have identified the following barriers to apprenticeships
  - a. Insufficient funding to develop and promote sustainable programs
  - b. Image problem with apprenticeships
  - c. No common definition and understanding of apprenticeship programs
  - d. No existing coordinated program that includes all stakeholders
  - e. Student access issues
  - f. Lack of academic preparation

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to apprenticeships that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Alternative credentialing processes that entice industry professionals into the classroom
  - b. Equitable access for all
  - c. Pipeline of academically prepared students spanning K-16
  - d. Apprenticeship programs valued by all stakeholders as legitimate career options
  - e. Sustainable funding that adapts to industry trends
  - f. Network of committed partnerships that represent all stakeholders
  - g. Economic growth through apprenticeship programs
  - h. Successful national model program valued by industry
  - i. Comprehensive system designed to collect/share information across our region

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Develop collaboration
  - b. Promote positive image
  - c. Build functional structure
  - d. Identify funding sources
  - e. Prepare students
  - f. Make resources accessible

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?**

**Please provide examples.**

**Q: Is there anything missing?**

### **Adult Basic Education (Basic Skills):**

1. The hub members have identified the following barriers to adult basic education
  - a. Student preparedness is inadequate for available programs
  - b. Ineffective use of resources results in inadequate services
  - c. Lack of system resources limits the delivery of programs
  - d. Personal obstacles create challenges for adult learners
  - e. Inadequate performance measures inhibit continuous quality improvement
  - f. Insufficient family and community support

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to adult basic education that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Transitional programs empower students
  - b. Sustainable partnerships among all stakeholders benefit students
  - c. Sufficient funding to attract highly qualified teachers and counselors
  - d. Clearly stated educational pathways understood by all students
  - e. Social systems connect with adult education to remove barriers to student connection
  - f. Fully developed, individualized career strategies
  - g. Open access to current technology for teaching is fully utilized
  - h. Consistent assessment systems understood by all
  - i. Centralized access to all educational related resources

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Collaborate regionally
  - b. Prioritize ongoing teacher-driven professional development
  - c. Provide effective assessment system
  - d. Ensure program quality and consistency
  - e. Align funding with student needs
  - f. Create widespread student support
  - g. Provide connection to accessible resources
  - h. Strengthen career opportunities

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?**

**Please provide examples.**

**Q: Is there anything missing?**

## Short-Term Technical Education Programs (CTE):

1. The hub members have identified the following barriers to CTE programs:
  - a. Difficulty to attract and retain industry professionals due to low pay and credential requirements
  - b. Misalignment within and between educational system and business prevents clear career options
  - c. CTE value is impacted by the lack of understanding of the relationship between CTE, lifelong learning, and career options
  - d. Funding fluctuations across all systems disrupt the ability to effectively support regional workforce development needs through CTE programs
  - e. System inefficiency prevents strategic planning and effective use of resources to support needed change
  - f. Lack of standardized articulation process creates barriers for students
  - g. Our region is limited in work-based learning and career options

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to CTE that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Effective regional strategic plan that supports cradle to career
  - b. Centralized database utilized by all stakeholders
  - c. Programs that produce highly skilled, productive, contributing citizens
  - d. 21<sup>st</sup> Century skills and delivery integrated across all curriculum
  - e. Seamless transition and articulation between programs for all students
  - f. Highly effective regional education and business partnerships
  - g. All students experience industry-based, contextualized learning
  - h. Sustainable and adequate funding for CTE programs
  - i. Clear communication regarding the value of CTE

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Reduce duplication and maximize resources
  - b. Branding and marketing CTE
  - c. Expand Funding Options
  - d. Develop Regional Relationships with employers
  - e. Increase pool of CTE Instructors

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?  
Please provide examples.**

**Q: Is there anything missing?**

## Programs for Adults with Disabilities

1. The hub members have identified the following barriers to programs for adults with disabilities:
  - a. Lack of acceptance and implementation of systems' change at all levels
  - b. Lack of training/cross-training
  - c. Negative perceptions and stigmas
  - d. Need to build internal and external expectations for self-management and advancement
  - e. Lack of adequate resources
  - f. Lack of coordinated information and services
  - g. Need to build and sustain community partnerships
  - h. Need ongoing, lifelong transition services
  - i. Lack of common language/terminology

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to programs for adults with disabilities that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Robust, reliable, accessible, and affordable regional transportation system
  - b. Shared financial and philosophical commitment to serving adults with disabilities
  - c. Comprehensive bridged services from cradle through career
  - d. Fully developed centralized consumer-centered coaching system
  - e. Centralized database for referral, transitions, and resources
  - f. Regional steering committee that directs ongoing professional development and guarantees sustainable partnerships
  - g. Interactive interagency workplace learning
  - h. All stakeholders have adopted a common service language

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Continue/Expand Advisory Function
  - b. Share self-advocacy models
  - c. Create expert-driven, comprehensive business plan
  - d. Build transition pathways
  - e. Develop robust training model
  - f. Create information linkage

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?  
Please provide examples.**

**Q: Is there anything missing?**

## Classes for Immigrants

1. The hub members have identified the following barriers to classes for immigrants:
  - a. Lack of data showing course need
  - b. Lack of adequate compensation to maintain qualified staff
  - c. Insufficient and uncertain funding limits program effectiveness
  - d. Personal challenges limit access to opportunities
  - e. Gaps in program structures lead to dead ends
  - f. No coordinated communication system between education providers and the community

**Q: Which of these stand out for you?**

**Q: Are there additional barriers to classes for immigrants that you can think of?**

2. The practical vision that hub members have created includes:
  - a. Communication among all stakeholders to align programs and curricula
  - b. Stakeholder collaboration connects students with support services
  - c. Reliable, equitable funding leads to sustainable programs
  - d. Delivery options based on diversified student needs
  - e. Clear education and career plans developed with counselors
  - f. Centralized database for tracking and planning
  - g. Quality teachers who implement and share best practices
  - h. Build employer/education partnerships

**Q: Which of these stand out for you?**

**Q: Is there anything missing?**

3. The hub has developed the following strategic directions:
  - a. Collaborate with external agencies
  - b. Increase student opportunities
  - c. Develop and conduct needs assessment
  - d. Improve collaboration among providers
  - e. Create a discrete adult education system
  - f. Improve program awareness
  - g. Collaborate about curriculum
  - h. Address qualifications and pay discrepancies

**Q: Of these goals, which do you feel is the most critical, demanding immediate attention?  
Please provide examples.**

**Q: Is there anything missing?**