Location: Foothill Sunnyvale Campus, Room 128

Present: Peggy, Sharon, Alex, Dave, Lori, Brenda, Julie, Adrienne, Liz, Thomas, Valerie

**#1-3:** Minutes (good to go) & 2019 Meeting Planning

* Feb. 7 meeting moved to Wed., Feb. 13 from 9-12 @ De Anza [Thomas will follow up with details]
* Other meeting dates remain the same
	+ March 6 @ FUHSD Adult School Vallco Campus
	+ Other consortium members will sign up to host on the other dates
	+ Sign up to take notes for each meeting

**New Business**

**#4:** 3-Year Planning Process [PRL PPT & Presentation → *Note: Accessible in the Google Drive and on the Website.*]

***Progress to date***

* Leadership Board’s role in the three-year plan is to analyze, determine gaps in the work, and guide next steps
* Internal assessment
	+ SWOT: recommended by the state; we may want to do this in work groups
* External assessment
	+ Potentially doing a White Paper with David Ulate about the data gathered & the work
		- Adrienne mentioned that Anthony Cervantes attended the student support group & there was a suggestion to use Ulate’s data to share what we know about the students
	+ Asset Mapping Webinar on 22 Jan 2019 → suggested
	+ Launchboard will be loading the CC data at the end of January
	+ Greg Hill Comment in three-year planning webinar: If you’re doing a student survey, it may be better to hire a consultant (neutral “observer”)
* Goal setting
	+ Student support workgroup is creating SMART goals. These will need to be presented to the LB

Attention areas for creating OUR plan…

* Including stakeholders
* SMART, Logic Model, Plan… all in one!
* Asset mapping

***Questions***

* Vision & Mission from work groups? Is it that the LB comes up with these and the work groups come up with goals?
	+ The work group will get what this group created & sharing what they are setting up and how it’s connected to what we create. One Mission & Vision
* SMART goals from each group: how is this shared?
	+ SMART goals = outcomes… they will all come to the LB (ideally in February… March latest). That will cause us to talk about the role of the LB… the groups will need support providers. The chairs from each work group will connect with the LB; e.g., we may have the student support group come to the LB meeting to share.
		- There’s a lot of overlap in the groups—so sharing is key.
		- It may motivate people to be active in groups when they are connected by sharing their work.
		- Once sharing occurs, the LB can provide guidance on next steps.
* Work groups: does the PD work group still exist or are the groups being re-visioned?
	+ Once we have the SMART goals, we can determine the needs & then decide whether it’s an ongoing work group or a sub-committee to make a few quick decisions.
		- E.g., we may do some regional PD/training
		- CCAE @ FUHSD Adult School in March is a suggestion from the Consortium Manager/Director group.
* The larger community input piece seems to be missing… how does this group get resurrected to get the input?
	+ How does the work of the Director connect to this?
	+ Suggestion: Advisory Board model… similar to CTE… annual meeting with key stakeholders to gather information & feedback. Have dinner & gather feedback.
		- Calendar in advance…

Schedule [See slide… next time more detailed]

***Questions***

* This is an ambitious timeline… based on conversations with Sacramento folks, we’re looking at fewer goals, deeper strategies
	+ Previous plan had 8 things… and we were only passionate about 1-2… this time let’s focus on those 1-2
* Is the evaluation component of the 3-year plan a self-assessment? How is it evaluated?
	+ Neil Kelly: The state is not approving the plan… consortium members will approve. Do not think of it as something to submit to the state for approval… it’s our plan and we should have it be meaningful for us based on the needs of our community. Reporting progress on NOVA.
	+ Anxiety over the measures in NOVA… are we measuring it?
		- The state is telling us what data we have to enter… data does not necessarily align to the objectives we may want… they are asking us to report on things that the legislature may want, but may not be directly related to our plan.
			* 2 buckets:
1. Attendance, etc. [Legislature to calculate how much it costs to educate a student]
2. Data for our plan (in NOVA we’ll have to massage the data to fit into their “boxes”)
	1. Consistency across the membership will be key (e.g., in-kind calculations, etc.) Peggy will take the lead on communicating ideas around this.
	* We’ll enter the data into NOVA… that data won’t be consistent for 4 years…
	* The state has outcomes they will review… but the local region can decide.
* Non-credit questions: what do we report? Neil said, “0”.
	+ Student service hours won’t count
* Reporting will be consortium-wide… looking at the overall #’s, not individual entities

**Think about:** Do we need a Task Force to support the development of the 3-year plan? If so, who would we want on it?

**#5:** Self-Assessment Activity

1.1—“4”:

* good organization & meet regularly, but do we have procedures? Some specifics we do not have. It is a strong category
* 1.1.3: not great procedures… but wonder how they could help us?

1.2—“3”:

* we have the resources, but are we allocating them correctly? Esp. with who is in the room to make decisions?
* Some was staff oriented… other indicators about leadership (strong)… inconsistent participation over time… which happens a lot & influenced the score.
* Low mark on 1.2.2 b/c it’s a small portion of my responsibility (as a Dean)… don’t have the resources.

1.3—split:

* influenced by my own agency… greater access for students to learning resources; hard to answer globally.
* “3” on 1.3.1 b/c of credentialing.
* I looked at it as the end result of student success… I went “high” b/c the consortium does a good job with student success
* B/c of 1.3.2 we have a limited # of classrooms to expand. As we serve more students, we don’t have space for a tutoring center & CTE programs.
	+ We did talk about this site at [Sunnyvale Center] and whether we could co-enroll?

1.4—“Lower scores”

* At the college… we still don’t have much participation or knowledge
* Low end b/c there’s not a cross-pollinated version of PD
* Training & orientation on consortium & AEBG policies… not part of our orientation (2nd: “nor ours”)
	+ Would people show up? Do they know/think it’s valuable? Interesting? Important? Relevant? Policy workshops aren’t well attended

2.1—6 “3” responses

* How is recruitment happening collaboratively?
* Is this something we want to improve upon?
* Most programs’ enrollment is down… do we have a recruitment plan that we’re working on?
	+ What are the strategies for an actual plan? (e.g., marketing)
* What’s a “stretch goal”? (2.1.1.)
	+ Assumed that it spanned across 2 qtrs or semesters?
	+ Transitioning from adult ed into non-credit at the college? b/c it’s in “recruitment”… transition goals; 2nd: stretch goal for the student… aligned program areas… stretching the student’s goal to go to the next program
	+ Stretching numbers or program area?
	+ PRL will look it up & let us know

2.2—What do we need to be better about?

* Marketing component & the relationship between systems from AE → CC
* Informational brochures from agency to agency… awareness of what’s available
* Catalogues / program promotion: some of us have put the consortium in our catalogues so that it’s clear to students that there are multiple program types that may work for them
* “No wrong door” started with Allies ~9 years ago.

3.1—“Doing ok”

* Sometimes we do… sometimes we don’t
* 3.1.1: do wrap-around services… taking AE students to CC’s, etc. but not necessarily all programs
* We do most of this well, but with an insufficient supply. Weakness among community providers… are they coming directly to support counseling students in AE?
	+ Maybe indirectly
* Question: what’s a list of who could be engaged?
* I gave it a “4” b/c I’ve been sitting in the student support group meetings. I have heard about how they help with bus tokens, food, clothing… I see it informally b/c I may be biased.

3.2—“Predictable” b/c different placement at the 2 colleges… focus on multiple measures

3.3—“All over the place”

* B/c it says “Consortium”…
* Each agency is doing this (e.g., CC’s have to do it)… but it’s not integrated.
* Also, what do we consider an individualized education plan… CC = formal;
* Ownership: how much do students own this? Students may not have a concept of how much they own it.

Stopped here… we’ll come back to this. PRL will share access.

**#7:** Website vs. Instagram (this is very popular as a marketing tool… can only post from your phone)

[Share link to webpage?]

* $185-200 / year
* Leadership Board approved moving forward with GoDaddy and the Build of the Website

Goals: students see themselves on this page… all agencies represented…

* Check out our team = feature key instructors, etc.
	+ Counselors linked here?
	+ Chat line?
* Course offerings
* Could link all of our catalogs…
* Sign-up portals/contacts…
* Events
* Mailing list…
* Also phone compatible

Feedback / Questions

* [LR] Under “Find Out More”: Consider some kind of search / drop down option to see who has which programs / classes & for how much, location, etc.?
* Is this the right direction? Keep going?
	+ Yes… but can we follow through?
	+ Yes… keep building… PRL will bring it back
* Features?
	+ Upload a map with agencies [yes—can do that?] & link to agency
* Paying for it: rotate every year
	+ FUHSD will do Year 1
* Domain name: searching by keywords will be more important; how do we want to be known?
	+ nscadulted
		- easy for Instagram
		- Will come with Outlook

**#6:** Updates will come via email