

NSCCC Leadership Board - Meeting Minutes

Meeting Date:	2/5/2020
Attendees:	Kristy Lisle, Peggy Raun-Linde, Alex Scott, Adrienne Moberly, Dave Hoshiwara, Raji Visvanathan, Felisa Vilaubi, Chtistian Rodriguez, Janie Garcia, Randy Bryant, Liz Ambra, Karen Filice, Sharon Turner, Valerie Fong (remote) [Absent: Thomas Ray, Julie Vo, Brenda Harris, Lori Riehl]
Facilitator:	Peggy Raun-Linde
Minute Taker:	Janie Garcia

Minute Items

1 Due Dates and Reminders:

- Preliminary allocations for funding 2020-2021 and 2021-2022 on or before Feb. 28. COLA increase of 2.26%
- Q2 Expenses to be in by March 1st. (To be certified by 3/31)
- Distant Deadline: Annual Plan 2020-2021 due August 15

2 Last Meeting Follow-Up/Logistical Items:

- Approval of Minutes:
 - Alex motioned. Dave seconded.
 - All in favor.
- Left over hours from 2019 Director's contract hours.
 - Peggy worked with Brenda and Thomas to pre-pay and log verification of hours retroactively.
 - Expecting same thing to happen this year/
 - Dave- suggest Leadership Board be proactive on working with Peggy to determine how to ensure hours are used and zeroed out.
 - Peggy- Leadership Board will also be able to decide how her role will change when she relocates or if they want to go with another candidate all together.

New Business:

- Update on CC work group participation/pay. Put together a document and run by Thomas in terms of policy and procedure for compensation for work group work. (Document compiled by Valerie exists with full details.)
 - Written to encourage consistent participation.
 - One document written for full-time & part-time faculty.
 - Participation includes: representing FHDA colleges in CAEP work groups, including attending monthly meetings, serving as a liaison, distributing meeting minutes (Chair specifically), solicit input from appropriate FHDA faculty and staff to ensure alignment to district's institutional programs, policies, and/or procedures.
 - Part-time: participation is paid at Consortium rate of \$60/hour.
 - Thomas confirmed workable for De Anza
 - Kristy and Valerie discussed looking at pay scale steps. Schedule G.
 - Need to decide/differentiate between faculty expertise and non-instructional rate.
 - Full-time: Expectations of participation need to be determined through larger conversation with deans to ensure consensus and consistency.
 - Second document written for full-time classified staff.
 - Peggy- How can I help as Director?
 - Valerie- List/scope of work would be helpful.
 - In order to receive compensation:
 - participant needs to communicate with appropriate budgeteer within FHDA (Thomas and Valerie.)
 - Hours to be submitted via appropriate form. (TBD depending on Schedule G decision.)
 - Peggy- Moving forward, if we have people who want to participate/have stopped participating, can they just start or resume? Or should they communicate with Thomas/Valerie first?
 - Valerie- for FH, just let her know.
 - Karen- Will full-time faculty staff not receive additional compensation for CAEP participation?
 - Valerie- That has yet to be determined by Foothill or De Anza.
 - Kristy- negotiations may affect this decision depending upon what happens at the table.
 - Valerie- overall goal is that CAEP participation expectations do not differ between teaching disciplines. Thus, determining what's reasonable for faculty from all departments is necessary.
 - Peggy- Previously, Amy Sarver mentioned faculty could not participate more than 2 hours per month. Seemed like the feeling amongst faculty was that they couldn't participate in one full monthly event if it exceeded 2 hours.
 - Valerie and Kristy are not familiar with that limitation on hours.
 - Kristy- may come from hours/position or even budget restrictions for contract in some way, but not sure. (In Amy's case, Guided Pathways funding dictated set hours.)
 - Peggy- At this point, can word get out that those wanting to participate from FHDA can go ahead and contact Valerie and Thomas?
 - Valerie- OK for Foothill. Thomas (not present) should weigh in for De Anza.
 - Classified Staff:

- Participation includes: same as outlined above for faculty.
 - Participation **outside of hours or over and beyond the normal work responsibilities** will be compensated at consortium rate of \$60/hour. (This sussed out language to be applied to both faculty and classified.)
 - Must complete a Non-teaching Stipend Log and submit to appropriate budgeteer (Valerie and Thomas)
 - Direct supervisors must approve participation and participation that takes place during regular work hours.
 - Participants must inform appropriate budgeteer (Valerie and Thomas) of intent to participate.
- Valerie: brought question of how GED results can be applied/used at FHDAI
 - Collected feedback on whether or not folks at Foothill want to have a conference call with (CAP?) regarding data?
 - Valerie reached out to testing and assessment supervisor, as well as dean of counseling, to check if they have looked into this possibility
 - Two pieces:
 - Looking at GED for placement
 - Not necessary due to AB _____
 - Students without eligibility to place with GPA would just go through guided placement
 - Looking at GED for credit (articulation)
 - Needed to bring in articulation officer to determine possible credit. He had questions/concerns:
 - Has this been vetted through state chancellor's office
 - Would this impact our transfer students? (Concern related to existing transfer agreements in place)
 - Have discipline faculty been involved to validate credit options?
 - Where/how would credits be applied?
 - What if the credit is not the total of a full course?
 - Ex: English is a 5.0 credit requirement class.
 - Curriculum Committee also need to be involved through approval process.
- Update on proposal on Judy's desk for Special Admit program for Adult Students
 - Currently at VP level
 - Needs to go through APM
 - Academic senate or VPI needs to initiate the proposal to be considered.
 - Process: APM to Senate (first and second read) to Chancellor Advising Committee
- Work Group Strategy Updates and Progress:
 - Student Support (Strategy 1&2):
 - Bridge Activities: for ESL/Adult Ed students:
 - Draft Letter for Adult Ed Staff- list of goals on how to support students (college preparedness, stress of college, onboarding process, support services)
 - letter to have staff consensus to make sure there is nothing being left out
 - Edits being made to make sure staff understands the information being requested
 - Date being identified to have this information to being creating potential activities
 - Potential activities will be adjusted to the needs of students. Bridge activities already exist but may not be tailored for adult ed

- Student Survey:
 - Survey is currently on Survey Monkey- will be sent as a link (text/email). For students that started this Fall (current academic school year)
 - Current Challenge: FERPA parameters
 - FHDA- survey would have to go through Communications Department
 - Proposed to be sent out by the Adult Schools so it would not have to go through FHDA Communications
 - If sent by Transition Advisors, could increase responses because there is at least some type of rapport established
- Articulation & Alignment (Strategy #3):
 - Seamless Transitions
 - Raji- Data was looked into to see where students end up
 - Mapping Spreadsheet started
 - Health science, Med Tech, Information Technology identified
 - Helps inform work being done in the workgroup (local labor demands)
 - Like creating apprenticeships (students work/take classes)
 - Idea to open up dual enrollment to not just be held at a high school
 - 750k for Vet Tech, allows to build program (hire, reach more students)
 - Discussion around education system- the way classes are articulated can impact students negatively (example- apprenticeship experience not the same as course/units, equity issue)
 - Alex- Why is it that articulation process is seemingly so much easier at Mission?
 - Same culture shift that is necessary for FHDA now is something they have experienced in previous years when they were faced with low enrollment.
 - Extremely high rigor of academics at FHDA
- Student Support (Strategy 4&5):
 - Much work has been done in terms of sussing out plans and getting approved by Leadership Board to ensure alignment across institutions.
 - Next step is how to align the ways data is tracked surrounding transition services.
 - Also acknowledging that transition services can happen between students and Adult School staff besides Transition Advisor/Counselor
 - Checklist/Passport for Students
 - Tangible tool to guide transition from Adult School to Community College
 - Must include areas that show all necessary information (in addition to checked off steps)
 - E.g.: FAFSA login info, CWID
- Student Support (Strategy 6)

- See notes above
- Articulation & Alignment (Strategy 7):
 - Currently analyzing data dashboard information to inform identification of student transition, success and pathways.
 - Also working toward comparing data on placement from multiple measures
 - Another next step is CASAS reading tests given to same group at three Adult Schools
- Data (Strategy 8)
 - Consistency of gathering Data- outcomes are reported in 6 areas to the state.
 - Demographic data at the adult school is really accurate
 - Struggling with capturing outcome data. Need to get teachers and counselors to be on board with collecting this data consistency.
 - There is no penalty for recording a verbal account of a student saying that they will be attending a college- that gives the AE's credit for that transition.
 - Still to do- outcome data needs to be more consistent across all campus- incoming data again is solid, outcoming data needs more consistency.
 - Need for a data dashboard.
 - MVLA is getting a 50% return rate on their surveys so they will be doing a presentation about how they do that.
 - There is a need consortium wide to make similar "bubbles" post-secondary vs. college---those trigger different outcomes so how is the consortium going to be consistent with this kind of data?
- Student Support (Strategy 9):
 - Consortium has established 3 joint activities:
 - De Anza Welcome Day, including counselor connection (September)
 - Foothill Adult School Visit (Spring)
 - FUHSD College Fair (Spring)
 - What we have in the works: we have had separate tours with Foothill from the AE sites, we are now going to work on making it more robust and seeing if we can get all three AE sites and cater it to specific AE students--which will differ slightly from the new HS student matriculation
 - We are also going to invite Foothill and De Azna outreach to the next student support meeting to talk about timeline to get them involved.
 - How are we going to specifically support AWD students? How do we make sure to highlight the services available for students who need accommodations vs just letting people know that the resources are available.

Student Support (Strategy 10)

We had talked about having a database that we were going to use internally about resources for students and Transitions Folks- we have collectively decided that using 211 is the best options- its up to date and its in students best interest to use up to date information.

In-Custody Meeting

- In-Custody Meeting- Elmwood Correctional Facility
 - w/ Dr. Marshall
 - Randy- has never engaged in interaction with this demographic intentionally on campus previously

- They are ready to try to implement the specific educational elements- they have both male and female populations and they would like us to start a pilot with females in custody.
- The training for instructors is 40 hours. which is incredible.
- Teresa (associate vice president of workforce)- we talked about how the community college would need to cover the financial piece of instructors.
- They talked about a hybrid course
- They talked about the need to make sure that we are getting people prepared for higher earning jobs and not just entry level positions
- We need to be aware of service areas and getting permission to be in areas that are not ours.
- Milpitas Adult School has a program with Elmwood which is how we started talking about it. There is a need still to encourage further learning after the GED
- Second Chance Friendly- getting them skills to get able to get jobs out of jail.
- Starting with a short unit pathway as a pilot with the women.
- How do they screen participants?
 - Everyone in custody has the option to join any program. (Jail not Prison, low security)
 - It seems like this is a group who is in custody for a lesser amount of time and it also helps with early release as an incentive to join programs.
 - Everyone needs to have the programs offered but are there ways for them to create incentives to be able to participate.

It looks like 5 keys is in there- they also have Milpitas Adult ESL, GED, HSD- but there isnt a huge emphasis on certificates. There is coding through Ohlone-

Important to note that there is a list of employers who will hire people after custody.

Sharon will also do some research about programs where CC's are working with jails already so she can find out what is happening and what we can take from them.

Kristy likes the San Quentin program where there is entrepreneurship elements

Note to Felisa- Ask Susan Edman who taught english at San Quentin if she wants to help in retirement?????

Updates from Peggy:

EIEIO California Adult Ed Administrators Association Conference (CAEAA) in Sacramento

Data trend information (via screenshots) to be sent out by PRL

In CAEAA-

There are key issues- homelessness and fire

Adult Schools need to do their best to show how they connect to this information

the other thing is that CCSE is having their annual conference tied to Leg Day- they are asking that people participate and bring folks and students to show how we fit the priority.

Caroline Zachary presented on the preliminary findings- shows that high school data doesnt match- so what is says in CASAs and in spreadsheets dont match.

The other thing is that time accounting processes is something that everyone is supposed to be doing-for federal stuff WIOA-

Supplementing vs Supplanting- Sequoia is paying with WIOA for classes which is Supplanting- this is something that is starting to be looked at. This is starting to be looked at

PAAS is being monitored and thats happening the middle of April- They have to have everything uploaded by the end of March

PAAS is going to see if a portable can be used for some of their overlapping funding.

CalWire- Peggy is going to look this up and let people know later- this ties to cal jobs so if they enroll in the AS and then they go to a CC, their information comes up. Its something that there is buzz about and we will have Peggy update us as she learned more.

Nova Stake holders meeting- they have us as inactive-They are going to make us all active- Peggy volunteered for two subcommittees-one on mental health 101 and one on CTE-- Peggy is getting us back on the radar! Get it!

How did we get unbolded- Peggy thinks it might just be from not being active at meetings, etc. It's hard to know.

The WIOA grant is due the 28th.

The Ultimate Counselor Connection at Skyline- Sharon Update: It has previously focused on CTE pathways- this last one was a little more industry sector focused including data from LinkedIn- Peggy will send out the report.

Sharon- one of the best things that came out of it was understanding the model that the CTE counselors and CTE folks have at Skyline.

Workforce panel- what are the skills that people should have? Peggy kept a running list and will send it out to folks. It would be good for the Transitions Folks to have that information.

Next Agenda:

- March 25th; Location: Foothill Sunnyvale Center
- Articulation agreements discussion/overview (?)
 - Peggy to meet with other consortia who have agreed to share their articulation processes.
 - Ex: Mission College articulation day.
 - Kristy- helpful to know what the subject areas are.
 - Janie could use that info to create subject/curriculum mapping

- Raji- this could highlight the largest needs/most worthwhile opportunities for students and institution.