

North Santa Clara Consortium  
Annual Leadership Board Retreat  
July 10, 2019: 9am-3pm, DeAnza Admin 109

## **Retreat Outcomes**

Outcome 1: Create Benchmarks for Three-Year Plan Goals: We will know we are successful when....

Outcome 2: Make a decision about whether or not to hire a part-time researcher

Outcome 3: Analyze and provide guidance regarding Director goals and activities

Outcome 4: Establish communication protocols for inclusiveness, transparency and clarity

Outcome 5: Complete logistical items for the progress of the consortium work

### Attendees:

Palo Alto: Dave Hoshiwara, Alex Scott

MVLA: Brenda Harris, Julie Vo

FUHSD: Lori Riehl, Liz Ambra, Adrienne Moberly

Foothill: Valerie Fong

DeAnza: Thomas Ray

Consortium: Peggy Raun-Linde

### Unable to Attend:

Kristy Lisle, Sharon Turner, Karen Filice

## **Site Updates/Exciting News:**

**FUHSD:** New: Resource Specialist part time to help support adults with disabilities including IEPs and 504s; change in catalogue: two quarters in one catalogue; new website up July 1; WASC visit in April.

**MVLA:** Updated video promo: when it is ready they will send us a link; focus on collaborating in-house about transition to other programs within the school and community colleges. Creating formalized process. Upcoming in-service for staff on educate and elevate. Moving to e-test this year. Mid-term WASC visit in November.

**PAAS:** Relaunch morning blended class. Margaret Bedzill, former Deputy Sector Navigator. Focus current ESL students with four-year degree who are interested in re-training. Career inventory (CTE). End of fall quarter considering fall resource fair and will invite colleagues. Investigating volunteering opportunities for students who have timed out of program, have no desire or need for college and no right to work. Suggested to contact Randy Bryant at Deanza. Valerie also suggested Theresa

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Ong at Foothill (AVP of Strong Workforce). WASC mid-term is next March. Hoping to hire a part-time person (30 hours) to coordinate wasc and curriculum alignment. Teachers had large raise—16%--as PA was behind other agencies. Hope to recruit and retain more teachers.

**Foothill:** AB705 out in the fall. Guided self-placement. Re-org: Dual Enrollment Coordinator (Josh Pelletier) and AE coordinator (including CTE). Overseen by Simon Pennington AVP Community Relations and Communication. New FTE in ESL: Michelle McNary. Melissa Jaquish moved to Kansas; VESL classes at Google to transition. Mirrored non-credit: Awaiting curriculum approval from state. Mirror levels 3 and 4. Working on redesigning tutorial: Faculty/Tutor model which changed to faculty and peer. Tutoring for expanded population. Guided Pathways: New hire Laurie Scolari as AVP of student services who comes with GP background.

**DeAnza:** Hope that ESL will be able to begin non-credit in Winter quarter. CDC has changed requirement. Just needs DeAnza curriculum committee to approve. For certificates, however, that will need future CDC approval. Randy Bryant is Dean of CTE. Newly created position, probably similar to Simon Pennington's role at FH. PT adult liaison Joselyn's position ends in September. Temporary FT counselor however, beginning August 5<sup>th</sup> and position at least 2 years: Christian Rodriguez. Division office is going through a remodel. New division admin assistant: Garrett Hoang. Hoping to move forward at a quicker pace for warm handoff—envision AE walk students over and handoff. Guided self-placement is active. No dual enrollment coordinator but Magali is liaison.

### **Three-Year Plan and Benchmarks**

Leadership Board (LB) broke into small groups of three to look at an area of focus. Their goal was to determine benchmarks and indicators of success as well as priority timeline. These will lead to the focus for the annual plan and guidance for the Work Groups.

Each team had an area of focus and came up with their priority areas and timelines. They then mixed into jigsaw groups to share their area of focus. In the jigsaw group, colleagues from other groups were to consider two questions:

1. What are the indicators and timeline?
2. Are there any “yikes! It's missing \_\_\_\_”

Teams reconvened to consider feedback and finalize benchmarks and timeline. After looking at key issues/needs identified and already identified benchmarks. (See handout “Three Year Plan Skeleton 2019-2022.”) It was agreed that there would be two focal points for 2019-2020:

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**CURRICULUM:**

Initial Actions:

- A. Focus on creating
  - 1. "Bridge classes" for ESL and ASE Adult School students;
  - 2. Build and implement DeAnza non-credit ESL program.
- B. In September, convene a small task force/planning group: Solicit participation from AE ESL and ASE Coordinators, CC ESL Faculty, transition advisors, counselors to meet and discuss an idea of embedding workshops in current ESL and ASE programs on transition to community college, financial aid, admissions, CTE programs, etc. Reasoning is that curriculum approval for Bridge Courses may take time and steps and this would be an initial action to begin achieving the goal. In addition, address questions raised in share out groups. Eventually take to Work Groups.
- C. Next Step after September meeting: Look at existing curriculum that exists.
- D. Timeline: Offer something (whatever that becomes) by next summer.

**CAREER PATHWAYS**

Initial Actions:

- A. For 2019-2020: Map pathways for Nursing, Accounting and Early Childhood Development. Recommended that the pathway group focus on workforce model standards already in existence as well as state requirements.
- B. Create articulation agreements as needed based on A above. Identified working with Dave Capitolo and Randy Bryant at DeAnza (already volunteered); suggested we contact Teresa Ong at Foothill.

**ASSESSMENT/DATA**

Initial Actions:

- A. Do a deeper dive into analysis of ESL students who transition to community colleges. What is the retention? What is happening with our AE students?

**SUPPORT/TRANSITION**

**Support & Transition (Group 3: Valerie, Lori, Julie)**

Notes from sub-group conversation on July 10, 2019

Priority bullet	Indicator(s) of success:	Timeline?
Student for AEP goal setting & transition plan (p.4)	<ul style="list-style-type: none"> <li>• Clear standards for implementation &amp; aligned practices</li> <li>• Process data collected/shared: e.g., # of</li> </ul>	Implement by end of Winter Quarter 2020

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	students with goals who transitioned, and to where...	
Regularly scheduled [Systematic transition] support services...	<ul style="list-style-type: none"> <li>Unified transition practices (content; frequency)</li> <li>Process data collected/shared: <ul style="list-style-type: none"> <li>AE □ CC checklist for entry with (# students who completed checklist with support personnel)</li> <li>AE events, services, etc. published &amp; systematically provided to relevant students (# s's who attended, etc.)</li> </ul> </li> </ul>	Implement by end of Winter Quarter 2020
Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes, and behaviors that lead to success; identify adjustments in support services & systems to increase total percentage of successful students	<ul style="list-style-type: none"> <li>"AE student tag" in De Anza &amp; Foothill's SIS</li> <li>Identify what questions we want answered, when, &amp; how often</li> <li>Personnel (counselors? Consortium liaisons? Data staff?) trained to run reports using the tag</li> <li>Outcome data collected/shared: Persistence &amp; completion rates for students; grades</li> </ul>	Not sure... depends on process to get the "tag"
Publish an info graphic for stakeholder access...	<ul style="list-style-type: none"> <li>Identify "task force" or sub-workgroup to focus on this <ul style="list-style-type: none"> <li>Plan a day to come up with concept &amp; content for identified student group or target market category</li> </ul> </li> <li>Contract out the work?</li> </ul>	End of Fall Qtr to produce in Winter

**Note:** In this process of identifying 2019-2020 areas of focus and action, we determined that the **Leadership Board would join the co-chair retreat in the fall** to work with them and provide more guidance as needed. A date for retreat was set for **October 2<sup>nd</sup> 9-3 at DeAnza**. Location TBA.

## **Data Analyst/Researcher**

Two groups. Each group discusses the handout of ‘work to be done’ extracted from three year plan. Goal is to answer three questions:

1. Does anything else need to be added to the list of work?
2. Can any in-house person do this work?
3. Should we fund this position?

This was a lengthy with lots of question. Highlights include:

- The work is interesting but will it have impact? What is the real purpose for collecting this data?
- Some felt that items on the list were not realistic to track (e.g. students of high need)
- Could the cohort be covered by a researcher at the colleges?
- If we identify a cohort, Thomas felt he could ask for a researcher from Deanza to get the information. He also suggested the cohort-tracking tool that he has access to.
- After a discussion of the cohort-tracking tool, there was a statement that Thomas could give the task of creating the Cohort to his counselors.
- Valerie commented that at Foothill they have folks who are research-specific. Example AB705, it is extremely helpful to have someone really educated in the context of AB705. Similarly may be important to have someone really educated and grounded in Adult Education.
- Who would manage the researcher? How could the Director of the consortium do that?
- If the work of the researcher supports the work of the Work Groups, then it makes sense to hire.
- WIOA: Work related outcomes tracked at adult school for WIOA.
- Core performance data reported by the site.

Conclusion: The Leadership Board would like a demonstration of the Cohort Tracker to see what it is, if it is a possible tool, and contrast it with the Data Dashboard. Doing so at next meeting and make decision at next meeting. Thomas will arrange demonstration. Peggy will speak with David Ulate and see if he can attend August 7<sup>th</sup> meeting to give feedback.