Annual Plan Strategies 2019-2020

Gaps In Service

Strategy #1

Focus on creating "Bridge classes" for ESL and ASE Adult School students with the goal of having one or more classes available by summer 2020; create articulation agreements as needed.

Strategy #2

Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes, and behaviors that lead to success; complete by summer 2020. Complete an analysis that identifies adjustments needed in support services & systems to increase total percentage of successful students in 2020-2021. By September 2020, develop a matrix of student actions, behaviors and attitudes that are commonly shared by a cohort of successful students who have transitioned to the community college from the adult schools.

Seamless Transitions

Strategy #1

Create career pathway maps from all adult school programs to the Foothill and DeAnza Colleges. We will begin by mapping pathways for Nursing, Accounting and Early Childhood Development.

Strategy #2

Finalize and implement a consortium-wide Student Transition Plan and have all adult school counselors use it with all students to establish a system of consortium-wide services that all students receive; implement by the end of winter quarter 2019-2020. Collect and process data on student completion of plan, student transition to college and success and student goal achievement by July 2020.

Strategy #3

Complete and implement a college transition checklist to be used consortium-wide with all college-bound adult school students. Collect baseline data (e.g. the number of students who completed checklist with support personnel at both the giving and receiving agency).

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Student Acceleration

Strategy #1

By June, 2020—increase support for adult school students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) have two adult school classes articulated (i.e. receive a waiver on pre-requisites, college credit, prioritized admission to career programs with wait-lists, etc.) with one or more of the colleges.

Strategy #2

By September 2020, create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning adult school students. Success will be evaluated based on the following: For the 2020-2021 school year, transition an amount of adult school students equal to or above 50% of the total students transitioned to Foothill College Non-Credit in 2019-2020.

Professional Development

Strategy #1

Complete a deeper dive into ESL student data. Specifically, look at the retention, completion, and movement of students within the college and between our five agencies. Utilize the results to make programmatic changes and deliver resulting staff development.

Leveraging Resources

Strategy #1

Establish and deliver systematic inter-agency transition services (e.g. College Fair, adult school classroom presentations by colleges, etc.) by the end of spring 2019-2020 where unified transition activities (content and frequency) as well as data collection (e.g. number of participants, etc.) is captured.

Strategy #2

By August 31st, 2019, create a resource database of local consortium program contacts and services to be used for student support as well as a marketing tool with an info-graphic. Publish the info graphic for stakeholder access (program contacts, services, counselors, and marketing items) and put this data on the website. Produce in hard and soft copy by the end of winter quarter 2019-2020.