

17 Foothill De Anza / NSCCC

Plans & Goals - Submitted

Executive Summary

The North Santa Clara County Consortium's overarching goal for 2019-2020 is to increase the number of successful transitions and "completers" from the three Adult Schools (AS) to our two Community Colleges (CC) in credit and non-credit programs. This supports the Consortium's overall vision to create educational opportunities via transition between ASs and CCs and/or between schools and work. Having built collegial relationships, aligned services and curriculum, and created transition support through many new programs and personnel—our goal now is to increase the number of students positively affected by our new infrastructure and services. The work for 2019-2020 has been prioritized by the Consortium Leadership Board (LB) and is the basis of this annual plan and result from the following 2018-2019 accomplishments: •Hiring of a consortium Director and subsequent support of Work Groups (WG); •SMART goals established by LB and WGs; •WG investigation of potential multiple measures to consider for ESL students admittance into credit and non-credit courses; •Joint meetings between ASs and DeAnza College development of non-credit ESL courses; •Hiring of numerous CC personnel in the area of counseling/ outreach; •Creation of in-house Data Dashboard for specific student data analysis (transition success, course-taking, retention, revenue to CCs); •Development of common AS transition activities; •Joint five-agency activities to support students (e.g. College and Career Fair); •Draft of a resources contact list; •Increased knowledge and practices between ASs and CCs with presentations by college; •Decision to revive the Staff Development WG; •AS participation in Guided Pathways work; •Joint staff development (e.g. Career Ladders); •Creation of consortium website and Instagram; •Classroom presentations by colleges (e.g. financial aid); •Co-Enrollment fee-waiver for AS students at Foothill College. As a result of the above accomplishments, the Leadership Board (LB) identified the following three-year plan goals and actions for 2019-2020: Curriculum Articulation and Alignment: •Create "Bridge classes" for ESL and ASE Adult School students with the goal of having one or more classes available by summer 2020; •By September 2020, create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning AS students. Evaluate success based on: For the 2020-21 school year, transition a number of adult school students equal to or above 25% of the total students currently transitioned to Foothill Non-Credit in 2019-20. •Begin mapping pathways for Nursing, Accounting, Early Childhood Development, and Instructional Technology •Create articulation agreements. Data and Assessment: •Complete a deeper dive into ESL student data. Identify retention, completion, and movement of students within the college and between our five agencies. Utilize the results to make programmatic recommendations and guide staff development. Student Support and Transition: •Finalize and implement a consortium-wide Student Transition Plan; implement by end of winter quarter 2019-20. Collect and analyze data on student completion, transitions, success and goal achievement by July 2020. •Establish and deliver systematic inter-agency transition services (e.g. College and Career Fair) by end of spring 2019-20 where unified transition activities (content and frequency) and data collection is captured. •Complete and implement a college transition checklist. Collect baseline data (e.g. the number of students who completed checklist with support personnel at both the giving and receiving agency). •Track transition AS cohort to analyze actions, attitudes, and behaviors that lead to success. Complete analysis of support services & systems to increase percentage of successful students in 2020-21. •Create resource database of consortium program contacts for student support and marketing. Publish info graphic for stakeholder access by the end of winter quarter 2019-2020. •By June 2020—increase support for AS students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) having 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 on colleges. Consortium fiscal resources will be used to focus on accomplishing the above goals by providing meeting time, staff development, personnel and other tools and resources needed to achieve the above goals and accomplish the overall three-year plan with the 2019-2020 strategies and activities.

Regional Planning Overview

The three-year plan clearly articulates overall mission, vision, and expected outcomes. Further, this plan clearly delineates the roles within the consortium to accomplish the plan. Implementation will have three prongs of responsibility: 1. The Leadership Board will provide oversight and guidance throughout the process of implementation. This will result from: a. Monthly Leadership Board meetings; b. Leadership Board participation in activities resulting from Work Groups; c. Articulated guidance provided to Work Group Chairs and the Director; d. System assistance regarding changes to program, policy and leadership as

needed.2.The Work Groups will focus on established SMART goals, completing the work, analyzing the work, and making recommendations for adjustments or next steps and communicating with the Leadership Board with regular updates. Each work group has Co-Chairs and additional “leader volunteers” who will support the work.3.The Director will interface with the Work Group Chairs and Work Group Members, providing guidance, support, and staff development to accomplish the goals set forth in the plan. The Director will also be the hub of communication and be sure information is shared in all directions for clarity of what is happening within the consortium. The Director will utilize formative assessments to track consortium progress on the work plan and make recommendations accordingly. The Director will also participate in related activities (e.g. Guided Pathways) and build partnerships (e.g. formerly incarcerated Adults) to increase outreach and partnerships that tie directly to the three-year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

For our region, one of our largest populations in need includes those who speak English “less than very well.” For those 25 and older, this number is estimated 51,093. In addition, we know that this number of those in need is actually higher as we serve a number of individuals who work in our region but do not live in our region; the cost of living has pushed many to live outside of the boundaries of our consortium, so there are many more potential students in our workforce.

How do you know? What resources did you use to identify these gaps?

By using our in-house Data Dashboard, AEP Community Data (11/13/18), NOVA Connect WIOA application data, and CalPass Plus Data Pipeline (Launchboard), we know many things. For example, we identified that we served a total of 2,829 ESL students in 2017-2018 (which was 37% of our total students served), and there is a great need to expand services for English language acquisition. Of those 2,829 students, 89% reported the biggest barrier to employment is their lack of English skills. In addition, 30% report that cultural barriers are keeping them from employment; the accompanying EL Civics and immigrant integration content that are integrated within the ESL curriculum is yet another reason to expand services. One similarity to the above data is that 37% of the 2,037 career technical education (CTE) students report that English Language proficiency is the largest barrier to employment. Developing co-enrollment opportunities in ESL as well as embedded language improvement within CTE are key areas to consider as we work on our career pathways and curriculum articulation and integration. Desire for CTE training in our community is supported by the increase in enrollees (1,578 in 2016-2017 to 2,037 in 2017-2018). With 9,559 community members unemployed (85% of whom fall between the ages of 18-49), this is a significant pool of individuals who may have training needs. Further, we know from NOVA Connect (WIB) that there is a large population of formerly incarcerated individuals in need of career training and education. We continue to increase the number of Adult Secondary Education students served within our consortium. Serving 2,066 in 2017-2018—this was the highest number served to-date, topping the 2016-2017 number of 1,882. Long-term unemployment (45%) and low income (32%) are key barriers to employment for the Adult Secondary Education program students. Workforce readiness and job placement as well as developing additional pathways from the Adult Schools into non-credit and credit career pathways are two key areas that could assist the needs of this population. One surprising statistic is that only 62% (7,555/12,103) students served in 2017-2018 had 12 or more contact hours. The fact that 4,548 students are receiving less than 12 hours of contact is something to explore to figure out who these students are, what is leading to the attrition, and why are they leaving. Understanding what factors are leading to this lack of persistence will allow us to analyze our systems; the assumption is that if their needs were being met, they would remain in our programs. Another statistic that is surprising is the number of students who exit in a given year as “employed” and are still employed two quarters later. The most recent data, which shows that 2016-2017 students have only 17% still working 2 quarters later; this is a drop from 2015-2016 at 34%. That said, we know that the way data is collected has been changing and may affect some of the results. This also needs to be contrasted with those employed four quarters after exit. Unfortunately data is not available for 2016-2017. As we dig deeper into our in-house Data Dashboard’s transition data, we can see, for example, that students who transition are achieving at the community colleges. We also see a need for further need analysis. We know, for example, that MVLA AS has a large number of unduplicated students taking math with the highest passing rate. To disaggregate the actual math courses taken with the corresponding grade, credit, quarter and year would allow for more insight. A deeper dive into MVLA’s data may allow us to see patterns of areas where students are more successful and classes taken at the adult school that were most helpful in preparing them for success. This “micro data” for

adult schools could be huge for advancing student support. Our issue at the moment is the bandwidth for research and analysis. We also know that in our Data Dashboard we can utilize Student Attribute Codes to create and track a cohort of students over time. Through course codes that identify career tags, we can see where students have CTE course-taking patterns and identify sequences and pathways that appear successful. We have also explored the FHDA Cohort Tracker Tool as an option for ongoing data analysis. Again, the issue here is the bandwidth to compile and analyze the data and work with Work Group members to assist them in increasing student support and success.

How will you measure effectiveness / progress towards meeting this need?

Our three-year action-plan focuses on the above populations and increasing their success. Specifically, we will measure the total number who have transitioned and completed certificates or degrees. Our overall goal is to increase the total number of students who transition and achieve success on a yearly basis by at least 5%.

Gaps In Service

New Strategies

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

New Strategies

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).

Student Acceleration

New Strategies

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

New Strategies

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

New Strategies

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.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

All CAEP funds will be used to achieve the three-year plan. For 2019-2020, agencies will focus on sustaining the infrastructure to achieve the goals listed in the annual plan as well as create systems and expertise to complete years 2 and 3. Budgets incorporate the following areas for spending: operational costs to provide the programs for students; staff development directly related to the plan's goals; instructional and classified salaries and hourly rates to achieve the plan; salary related

benefits; consultant (e.g. Director); materials and resources needed to accomplish the goals including hardware, software, tools, resources, books, materials, and other items needed; indirect rate as outlined by the state.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

To-date, North Santa Clara County Consortium has not had an issue with fund expenditures and carry over. At minimum the Leadership Board considers the budgets and carry over, making sure a) there are enough funds to accomplish goals; b) all agencies are spending based on consortium goals; and c) there is an agency plan for any remaining carry over funds. In 2019-2020, the Leadership Board will revise its Charter to include a policy and procedure for carry over funds as recommended by CAEP leadership.

Certification

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