

NSCCC Leadership Board Meeting Minutes
Wednesday, March 16, 2022
In-person: Fremont Union High School District
589 W Fremont Ave, Sunnyvale, CA 94087

In attendance: Jenée Crayne (leading), Liz Ambria, Randy Bryant, Karen Filice, Valerie Fong, Tom Keating, Lori Riehl, Natalie Skelton, Julie Vo

Meeting Norms: *start/end on time; come prepared, read materials ahead of time; create a safe space to offer differing opinions, remaining open to discussions*

1. Items for Information

- Adopt February's [LB meeting minutes](#)
 - Last month's minutes need to be approved at every meeting.
 - February LB meeting minutes are approved and all agree that links are helpful.
- [Due dates](#): 3/31: 19/20 and 20/21 and 21/22 Member Expense Report certified by Consortia in NOVA (Q2)
- [Upcoming trainings](#)
 - 3/18 @ 12 PM [CAEP 2022-25 Three-Year Plan March Peer Learning Circle](#)
 - 3/21 @ 11AM [NRS Performance Goals: Part I: Using NRS Tables and CASAS Data Portal](#)
 - 3/21 @ 1 PM [NRS Performance Goals: Qualitative Program Strategies](#)
 - 3/23 @ 1 PM [NRS Performance Goals: Quantitative Data Dive!](#)
 - 3/30 @ 12 PM [CFAD and Governance Certification in NOVA](#)
- Hand out Precision Campus invoices
 - Making progress on PC. Need to re-evaluate questions now.

2. Workgroup Check-ins

- Passport document update
 - It can be a fillable online pdf or filled out by hand. Transition team will help students do this.
 - The Passport was meant to remove roadblocks taking up too much time (searching for student ID and/or login information), making it more efficient for college counselors.
 - Perhaps we can add a CASAS score to help placement, as long as it is explained (numbers without context would have no meaning). Training needed.
 - Can be used for transitioning students, as well as dual enrollment (keeping in mind many places – like DeAnza – don't need transcripts).
 - Julie Vo will notate CTE certificates.
 - Send feedback to the student support work group.

3. Three Year Plan Activity

- Three Year Plan will inform activities and strategies (culled from last Three Year Plan, the Annual Plan, Self-Assessment). The state is looking for persistence and partnering.

Objective of the activity:

1. *Define our Strategies and be able to fill in the Objective section of the plan. Where does each strategy belong? Is it aligned with plans and assessments?*
2. *Okay the Activities so that they can go to the workgroups to be flushed out.*
3. *Flush out one Activity so it can act as a model for the workgroups.*

Objective/Strategy/Activity

Step One: Strategies are broad goals that will have different Activities under them that describe how they will be achieved.

1. As a whole group, rework the 5 Strategies:
 - Make sure they fit the objective
 - Are they in alignment with: Self-Assessment, State Report Data, Student Data, & State Focus.
 - Rewrite them so they include a “why” and a desired outcome/metric

Step Two Guiding Question: For Objectives #1-3, what are the most important activities that NSCCC needs to do that address our students’ educational needs, barriers, and gaps in current educational and workforce services?

1. Break-Out Groups: *Objective #1: Tom, Karen, Liz / Objective #2: Julie, Valerie / Objective #3: Lori, Randy*
2. Each break-out group will look over the Activities under their Objective/Strategy/ies-
 - Are these the Activities we want to focus on?
 - If so, make sure they fit the objectives, new language of Strategies, and are in the correct WGs.
 - What barrier/metric corresponds with them?
 - If not, be prepared to support why not.
 - Are there missing Activities?
 - Star a high priority Activity to work on in step three

Objective #1: Improve Effectiveness of Consortium & Its Services

For Objectives #1, what are the most important strategies that address our students’ educational needs, barriers, and gaps in current educational and workforce services?

Strategy #1.1: The consortium continues to develop its partnerships with NOVACConnect and other community providers to support our students.

- *(consortium team, and community providers in order to support service and foster transition to postsecondary and employment.) (WIB-focus of the State)*
- *Partnerships for particular programing*
- *Community partnerships for services*
- *Marketing and outreach as partnerships*

(can narrow focus – maybe everything should be data driven)

Strategy #1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a

coordinated way.

(strategies should be to develop pathways and we need data in order to do assessment)

Objective #2: Address Educational Needs from Section 2: Assessment

For Objectives #2, what are the most important strategies that address our students' educational needs, barriers, and gaps in current educational and workforce services?

Strategy #2.1: The consortium will expand focused pathway programs (ESL & CTE) and wrap around support services in order to improve student persistence and completion.

Objective #3: Improve Integration of Services & Transitions into Postsecondary Education and the Workforce

For Objectives #3, what are the most important strategies that address our students' educational needs, barriers, and gaps in current educational and workforce services?

Strategy #3.1: The consortium promotes accurate placement and seamless transitions to post-secondary through aligned and articulated programs. (under Strategy 2.1???)
(keep 3.1 and 3.2 separate)

Strategy #3.2: The consortium will continue to improve its transition services in order to remove barriers for students and foster seamless transitions to post-secondary and employment.

Step Three:

1. As a group, take 5 minutes to look over the updated documents
 - Anything glaring— put aside for further discussion
1. From the three starred Activities- choose the one that the whole group will run through the NOVA Activity doc.
 - make it a SMART Goal
 - serve as a model for the WGs.
1. This activity will empower the workgroups to work through the remaining Activities, fill out the Nova Activity sections, and give the LB feedback.
 - [Define our Strategies](#)
 - Strategy #1.2 B) Precision Campus
 - [Edit our Activities](#)
 - Activity Name: Development of policies, practices, and procedures for using the PC tool
 - [Fill out one Nova Activity Template](#)

Activity 1.2 (B)

Activity Name: *Developing, policies, practices, and procedures for using the PC tool*

- *Data Workgroup*

- *Objective: Implement consistent use of the PC tool (prefilled—came from the strategy)*

- *Rationale: for the consortium to use valid data when set performance target and evaluate student achievement*

- (prefilled-came from the strategy)
- (Partners & Stakeholders: If needed If activity can't be completed by the time stated- who are these people and bring them in appropriate time)

Short Term Outcomes (12 months)

- Usability testing of the manual (to inform revision of the manual and the PD to be created)
- Baseline manual published with current 3 yr. plan questions
- Develop PD plan for the manual

Intermediate Outcomes (1-3 years)

- Update manual with current annual plan questions
- Provide PD for manual
- Provide feedback for manual developer
- Provide feed to PC creator on usability and accuracy of the tool
- Trained users (LB, Data WG, & WG CC) disseminate data to inform their work

Long Term Outcomes (3-5 years)

- Update manual with current annual plan questions
- Provide PD for manual
- To have all institutions consistency use the manual & PC to set performance targets and evaluate student achievement

Proposed Completion Date: June 2025

Adult Ed Metrics and Student Barriers: Select the Adult Ed Metrics that align with the projected activity. (Right now we have only chosen English Language Learners- so it will be our only choice.) Post Secondary

Responsible person(s): Note: Responsible persons are selected from agency contacts. Jenée and the Data WG