

NSCCC Working Agenda/ Minutes

September Leadership Board Meeting

9/22/21 | 9:00am - 11am

<https://fuhsd-org.zoom.us/j/91445681677?pwd=UXN2TloybFRocXdkZWxiZlkvDZHUT09>

Please review and adopt this agenda before the LBR, thank you

Rv 9/21, 4:00pm

1. Items of Information: (DISCUSSION ITEM) (9:00am – 9:10am)

- Brown Act Update
 - Get a further leaga update (AB361) in this week's CAEP Newsletter
 - <https://www.nossaman.com/newsroom-insights-everything-local-public-agencies-need-to-know-about-california-virtual-meeting-laws>
 - https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB361

2. Budget Update: (DISCUSSION ITEM) (member accountability) (9:10am – (9:25am)

- *NOVA due dates update*
 - It is okay to have a bit of wiggle room for turning in reports that also have a certification date, but please try and get them in as close to the due date as possible.
- *Quarterly reports updates*
 - State recommends not having over-expenditure in any object code.
 - State is going to start requiring a more robust "Summary of Activities": Include specific, clear, and concise activities in the "Summary of Activities" section (from CAEP Newsletter 9/15 and also confirmed by TAP).

3. Workgroup Check Ins: (DISCUSSION ITEM) (9:25am – 10:00am)

- *Data: meeting 9/21, 2-3pm*
 - The direction the State is going with data reporting and analyzing for member effectiveness (annual plan cont strategy a)
 - CAEP Summaries, NRS table 4/4b, NRS Persister, (Karen)
 - What reports & data years do we want to use across the consortium? NRS 18-19 or 19-20 for adult schools? CAEP

reports 2020-21? (Action Item that needs to be done by the group)

- Persistence and completion rates are important hard data points
- Data inputting from Precision Campus (David & Karen)
 - Eric is building the site on his end. Peter and David are looking at it for possible corrections.
 - Action Item: Data transfer process: AS to David- David to Eric. A uniform file- this is being worked on now.
 - Action Item: Start testing PC with FUHSD first start in October- if they are ok with it. L & K will reach out to David on this.
- Start conversation on how the workgroup can help adult schools and colleges align their data inputting process across schools: (cont strategy a)
 - TE (Karen) & COMIS (David)
 - ACTION Item: Collect guidance 7 definitions from CASA start building our DATA dictionary
 - ACTION Item: Jenée reaches out to Thomas and Valerie to see who from the colleges can join the meetings- align data analyzing protocols across the whole consortium.
- Look at section Section 3 in the 3yr planning memo dealing with Metrics (pg. 9-10) (Jenée)
 - ACTION Item: This section will be the Data WG's responsibility for the 3 yrs planning process.
- Curriculum Articulation & Alignment: meeting 9/24, 1-2:30pm
 - CTE subgroup: ECE pathway (Lori & Teresa) (new strategy b)
 - ESL subgroup: finish entry / exist skills: (cont strategy d)
 - Need tangible examples from the courses SLO's so the adult schools can make sure they are teaching that
 - What does college ready mean in tangible examples?
 - Improve alignment with cc and adult schools calendars so that adult school students can have a better chance of getting into open classes. (cont strategy e)

- What are the barriers for opening a new section of a asynchronous online class that has a waitlist and interest from adult school students
- Are colleges open to restarting the discussion around targeted articulation agreements with the adult schools for the 3 year plan?
 - What are the barriers to the articulation process?
- *Student Success:* (finish scheduling this afternoon)
 - Work on finishishing & implement Passport: (cont strategy c)
 - Work on survey a cohort of AS transition students regarding their experiences with and perceptions of transition activities and transition support services, including transition passport/checklist and transition plan (continuing strategy b). This student info can be used for the 3 yr plan
- *Transition Team Meeting:* meeting 9/29 (3-4pm)
 - Improve calendar alignment and communication between adult schools and colleges for class offerings (continuing strategy e)
 - Improved communication & alignment for transition counselors/advisors offering orientations/presentations to adult school students (continuing strategy e)
 - Transition presentations could be made once a month discussing different aspects of community colleges. Some adult school students don't have community colleges in their home countries, so the concept is new to them.
 - They could be offered during class time via Zoom or in person as part of a lesson.
- *Workgroup Structure/Workflow*
 - Jenée reports on workgroup progress / ideas for the three year plan at LB meeting?
 - When do workgroups report to LB at meetings- only when finished product and / or need help?
 - Create a job description for members & chairs- tasks for the workgroup?

4. 3 Yr Plan Plan Check in: (10:00am – 11:00am)

“We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate, and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.”

<https://www.sonyareneetaylor.com/about>

We all understand that everyone is feeling stretched and drained right now. And, although the 3 year plan process is an important responsibility for our consortium this year, the thought of having to put the time and energy into creating it probably feels daunting– at best. Therefore, I would like us to come together and decide the appropriate boundaries for this process, so we can get it done, have our health, and still be able to accomplish the myriad of other things that also need to be completed.

The 3 Year Plan

1. collectively assess the impact of services provided over the previous period,
2. identify educational and workforce needs among adult education beneficiaries and providers in the region, and
3. define strategies and activities to meet these needs over the coming three years.

Guidance Memo: 5 sections

Section 1– Consortium Details: In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated. Provide an Executive Summary that includes: summary of participants, needs identified by assessment, metrics, objectives, activities, and outcomes.

Section 2– Assessment: Gather data needed to describe existing adult education services, barriers, and needs; then evaluate both the needs for and the current levels and types of education and workforce services in the region to identify gaps in current services (focus first).

Section 3- Metrics: Identify barriers and metrics to be addressed by the consortium and specific targets to be reached. (look at in Data WG)

Section 4- Objectives: Define the consortium's strategies to address the barriers and metrics. (assessment first)

Section 5- Activities & Outcomes: Define the consortium's activities and their intended outcomes related to these strategies. (assessment first)

Section 6- Funds Evaluation: Describe how the consortium's available funds will be leveraged to impact the barriers and metrics identified in the plan.

Section 2- Assessment: 6 sections

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

1. Overview & Preparation - (the how we did it)
2. Regional Alignment and Priorities
3. Evaluate the Educational Needs of Adults in the Region
 - a. Guiding questions & resources
4. Contributions by Entities- (who did it- and what)
5. Regional Service Providers: Participants by Program Area
6. Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region
 - a. Guiding questions & resources

Past Strategies for Assessment

- What have you done in the past that you felt worked well?
 - WASC reports
 - WIOA CIP reports
 - CASAS Data Portal and TE accountability reports
 - Summary

- DIR

- New options
 - The Consortium Program Quality Self-Assessment Tool
 - Hanover: JOBSEQ Hiring Trends 2021
 - LMI
 - WHITV
 - My Healthy Places: <https://map.healthyplacesindex.org>
- How can the Workgroups take on some of the responsibility
 - Data wg- metric section
 - Ss &caa- more when we get into strategies & activities?
- Addressing Mission Statement & Charter review- should this be done after the assessment part of the 3yr plan is accomplished? (new Strategy a)

(complete Assessment by November 3, so I can write up a summary of them and present it at the November LB meeting)

Extra curricular Self-Care:

12 Mindless Habits That Are Secretly Exhausting You

<https://www.huffpost.com/entry/habits-exhausting-you | 61489344e4b0175a18347a6f>

1. **Watching emotionally charged television shows**
2. **Waiting too long between meals**

3. **Working at a messy desk**
4. **Planning too far in advance** (really funny!)
5. **Having too many tabs open** (anybody??)
6. **Taking calls right away**
7. **Leaving off in the wrong spot**
8. **Slouching** (yep!)
9. **Taking shallow breaths** (apparently so)
10. **Letting little tasks pile up**
11. **Not dimming the lights at night**
12. **Not ~~tweaking~~ adjusting advice to suit your personality or lifestyle**