

Transitions, Pathways, Success – – Oh My!

North Santa Clara County Consortium

www.nscadulted.com

Instagram and Facebook:
NSC Adult Ed

Statewide Consortia, EST. 2015

OVERVIEW:

- Mandates that Colleges and K-12 Adult Schools partner
- 71 total consortia
- Overseen by State Superintendent of Instruction and California Community College Chancellor
- Overall Goal: Fill gaps in services within our region
- Our Gaps: English Language Acquisition, high school and college diplomas, career readiness.

ACCOUNTABILITY:

Accountability monitored by:

- A. Program requirements
- B. Annual Plan Goal achievement
- C. Benchmarks and Data Analysis

ACCOUNTABILITY MONITORED BY:

1. Consortium Director
2. Work Group Co-Chairs and Members
3. Consortium Leadership Board (guidance and certification)

Selected Social Characteristics of the California Adult Population

17 foothill De Anza/ NSCCSTC

Unstable: Population 25 and over except where otherwise indicated.

Area: -121 sq ft
Population Density: -2,488 per sq ft

	Total	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 and older	299,862	16,063	5	28,382	9	33,945	11	9,559	3	12,000	4	51,093	17
Age													
18-24	33,970	2,382	7	7,678	23	12,575	37	1,827	5	2,732	8	2,796	8
25-29	32,594	1,622	5	2,183	7	3,756	12	1,523	5	1,418	4	4,620	14
30-34	33,779	1,692	5	2,858	8	2,485	7	1,462	4	700	2	5,455	16
35-39	32,103	1,272	4	2,557	8	2,939	9	983	3	901	3	4,978	16
40-44	32,556	1,532	5	2,236	7	2,631	8	1,180	4	1,134	3	5,823	18
45-49	31,621	1,550	5	2,255	7	3,060	10	1,137	4	991	3	5,255	17
50-59	57,056	2,832	5	5,131	9	7,258	13	2,485	4	2,249	4	10,175	18
60+	80,153	5,562	7	11,162	14	11,817	15	769	1	4,607	6	14,788	18
18-49	196,624	10,051	5	19,766	10	27,445	14	8,132	4	7,876	4	28,926	15
Sex													
Male	149,053	7,582	5	12,827	9	15,789	11	4,722	3	4,557	3	23,081	15
Female	150,809	8,481	6	15,555	10	18,156	12	4,837	3	7,443	5	28,012	19
Race and Hispanic Origin													
White alone	167,368	8,713	5	17,282	10	23,143	14	5,083	3	6,129	4	13,734	8
Non-Hispanic White alone	145,849	3,269	2	12,086	8	19,658	13	3,901	3	4,680	3	6,660	5
Black alone	4,714	286	6	808	17	1,213	26	387	8	371	8	180	4
Asian / Native Hawaiian or Pacific Islander alone	110,649	3,653	3	6,738	6	6,803	6	3,228	3	4,335	4	32,297	29
Two or more / Other race alone	17,131	3,411	20	3,554	21	2,786	16	862	5	1,165	7	4,883	29
Hispanic (of any race)	32,226	8,688	27	8,199	25	5,422	17	1,672	5	2,271	7	11,358	35
Nativity and Citizenship Status													
Native born	155,203	4,521	3	15,465	10	23,859	15	5,043	3	4,891	3	2,378	2
Foreign born	144,659	11,542	8	12,917	9	10,086	7	4,517	3	7,109	5	48,715	34
Not a U.S. Citizen	69,999	7,225	10	6,651	10	3,596	5	2,375	3	3,231	5	26,694	38
Speak English less than "very well"													
Speak Spanish at Home	11,917	6,365	53	3,162	27	1,243	10	492	4	1,017	9	11,917	100
Speak Some Other Language at Home	39,176	3,203	8	5,372	14	3,245	8	902	2	3,298	8	39,176	100
Veteran Status													
Veterans within the Civilian Population	13,772	508	4	1,807	13	2,465	18	352	3	344	2	389	3
Income													
At or below Poverty Level	12,000	1,950	16	2,502	21	1,825	15	1,099	9	12,000	100	4,315	36
Received Public Assistance Income in the last 12 months	2,130	353	17	383	18	404	19	398	19	482	23	420	20
Employment Status **													
Unemployed	9,559	660	7	1,285	13	1,630	17	9,559	100	1,099	11	1,394	15
Disability Status													
With any Disability	26,036	3,310	13	5,747	22	4,756	18	360	1	2,796	11	6,336	24
With a Cognitive Difficulty	8,327	1,343	16	1,865	22	1,557	19	149	2	1,023	12	2,078	25

Source: U.S. Census Bureau; American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016

* For the population that speaks a language other than English at home

** For the population in the labor market between the ages of 25 - 64

Mission and Vision

Who are we?

We are passionate and dedicated adult schools and colleges who seek to educate and elevate our community by helping students achieve personal and professional goals.

What is our vision?

We create educational opportunities to help students transition between adult schools and community colleges and/or between school and work with the goal of becoming a regional hub of opportunities for personal, professional and economic advancement through robust partnerships.

Mission: What's this mean for the you, the student?

We are the go-to place for you to transform your life through our seamless pathways to academic and career advancement. You will do this through quality educational opportunities and coordinated support services that integrate community resources to help you reach your goals.

Five Agencies Working Collaboratively

SEVEN CAEP AREAS IN COLLABORATION:

1. English as a Second Language
2. Adult Basic Education
3. Short-Term Career and Technical Education
4. Adults with Disabilities
5. Workforce Entry/Re-entry
6. Pre-Apprenticeship
7. Adults Training to Support Child School Success

IN CASE YOU DIDN'T KNOW...

ADULT SCHOOL ANNUAL ENROLLMENT:

FUHSD: 11,247 students; 3,378 CAEP-specific.

MVLA: 8,183 students; 3,948 in CAEP-specific.

PALO ALTO: 1,438 students; 832 in CAEP-specific

COMBINED ADULT SCHOOL TOTALS:

20,868 students; 8,158 CAEP-specific.

Enrollment and Funding for Colleges

1,288 former Adult School Students have taken classes at De Anza or Foothill.

Estimated **\$4,626,280** generated for colleges by Adult Schools*

*Based on 2019-2020 funding formula; previous estimate on 2018-2019 funding formula was \$5,032,069

Adult School Feeder Programs

Key Adult School Feeder Areas to Credit and Non-Credit:

English as a Second Language (ESL)

Adult Basic Education

Career Technical Education

Adults with Disabilities

High School Diploma Graduates

Transition Entry Points Most Used

Non-Credit ESL, Accounting, Business, Early Childhood Education, Nursing and Health, Computer Information Technology

Areas for Potential Expansion, Including Non-Credit Expansion

Communication, IT, Web Services (e.g. Amazon Web Services), Entrepreneurial Education, "Big Data," Legal Services, Pharmacology, Interpreter Certification...

2019-2022 Consortium Action Plan

Overall Objective:

Increase the number of students who transition from the adult schools to the community college as well as increase the number of “completers” (degree or certificate).

Current Benchmark: Increase the number of students who transition from the Adult Schools to the Foothill - De Anza CCD in 2019-2020 by 5 percent.

Three Current Challenges

1. **Credentials:** Difficulty hiring dual instructors:
College faculty: Usually no California teaching credential.
Adult School faculty: Often no masters in the field in which they teach.
2. **Fee Waivers:** Transition Limited
Adult School students need fee waivers to increase transition to community colleges and accelerate achievement to transfer to four-year settings.
3. **Contrasting Contexts:**
Warm and cozy and “Big fish, small pond”
to “small fish, BIG pond”

2019–2020
Work Plan:

Strategies and Work Groups

Work Groups Include:

1. Student Support
2. Curriculum Alignment and Articulation
3. Data
4. Professional Development (Revived)

2019–2020 Action Plan

Student Support Work Group

1. Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes, and behaviors that lead to success.
2. Finalize and implement a consortium-wide Student Transition Plan and have all adult school counselors use it with all students.
3. Complete and implement a college transition checklist to be used with all college-bound adult school students.
4. By June, 2020—increase support for adult school students by a) having dual enrollment fee waivers and b) having two adult school classes articulated with one or more of the colleges.
5. Establish and deliver systematic inter-agency transition services (e.g. College Fair) where unified transition activities (content and frequency) as well as data collection is captured.
6. 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 infographic.

2019–2020 Action Plan

Curriculum Alignment Work Group

1. Create “Bridge classes” for ESL and ASE Adult School students.
2. Create career pathway maps from all adult school programs to the Foothill and De Anza Colleges. Begin by mapping Nursing, Accounting and Early Childhood Development.
3. By September 2020, create a non-credit ESL Program at De Anza College with articulated curriculum and placement measures for transitioning adult school students.

Data Work Group

4. 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.
5. Provide data support for Benchmarks required in the Annual Plan.

Assessing Our Work

Participation:

Adults served by the Consortium: Reportable Individuals, which includes all K-12 adult education or community college noncredit students, who have one or more hours of instructional contact hours in any of the seven program areas and/or received support services.

Progress:

Adults served by members of the consortium who have demonstrated the following measure of progress:

- Improved Literacy and Basic Skills: Includes completion of a course in ABE, ASE, or ESL for levels below transfer or CDCP certificate in basic skills or ESL.
- Transition to a New Program: From ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to CTE.

Completion:

- Completion of High School Diplomas or Recognized Equivalents
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates with more than 48 contact hours, locally approved certificates eligible for inclusion on the Employment Training Provider List or certificates that meet the threshold of Title IV Federal Student Aid, any credit college award, certificate, degree that is no developmental.

Placement into Jobs:

Employment after two or four quarters post exit.

Improved Wages:

Wage gain four quarters after exit, median wage attainment two quarters after exit, attainment of a living wage.

Transition to Postsecondary:

Transition to noncredit or credit CTE program, transition to credit courses that are not developmental.

Data Sources

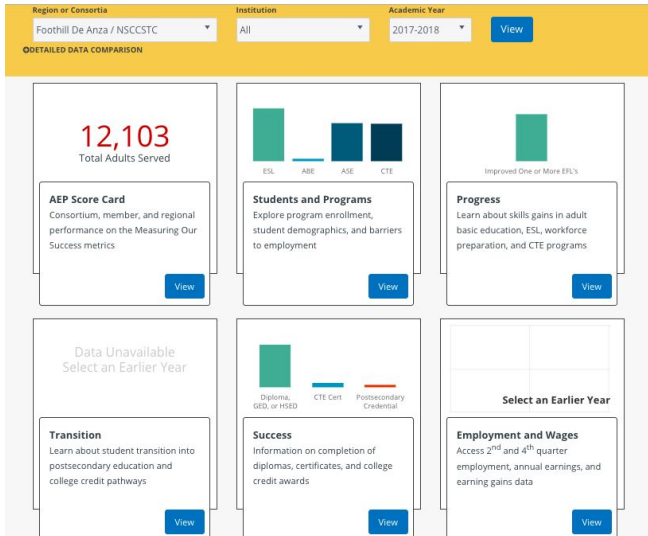


California
Community
Colleges

LaunchBoard



NSC CONSORTIUM
DATA DASHBOARD



Headcount	Source			
Category Name	FUSHD	MVLA	Palo Alto	Grand Total
Mathematics-FD	46	248	16	310
Psychology-FD	28	165	13	206
English-FH	14	175	10	199
Non Credit: ESL-FH	28	86	50	161
Physical Education-FH	9	110	28	147
Biology-FD	19	120	7	146
History-FD	22	112	10	144
Non-Credit: Language Arts-FH	12	93	28	132
Engl as Second Lang-FH	8	83	38	127
English as a Second Lang-FD	73	43	10	125
Non-Credit, Parenting Educ-FH	9	89	12	109
Anthropology-FD	16	86	6	108
Non-Credit: Basic Skills-FH	10	89	5	104
Counseling-FH	6	93	5	104
English/Writing-DA	26	71	3	100
Sociology-FD	13	81	3	97
Art-FH	5	74	12	91
Political Science-FD	9	76	5	90
Chemistry-FD	5	79	5	89
Physical Education-DA	28	51	4	82
Communication Studies-FD	11	61	5	77
Music-FH	7	59	8	74
Child Development-FH	12	56	4	72
Philosophy-FH	17	62	3	68

Want to get involved?

Peaking: Check website often; sign up for newsletter on the website (bottom home page);

Watching: Join a staff development day; read the minutes located on the website at “behind the scenes.” Sign up for newsletter.

Conversing: Join a Work Group (automatically signs you up for newsletter and gives you access to Google Drive for minutes, etc.)

Throwing a Party: Become a Co-Chair or help run a task force or be a point person for an item. All of the above and possibly present work to Leadership Board and present at conferences.

To get involved contact:

DeAnza: Thomas Ray, Dean

Foothill: Valerie Fong, Dean

FUHSD Adult: Lori Riehl, Principal

MVLA Adult: Brenda Harrison, Director

Palo Alto Adult: Dave Hoshiwara, Principal

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Questions?

Download slide deck at:
www.nscadulted.com