Attendees:

* Foothill: Kristy Lisle, Valerie Fong
* De Anza: Thomas Ray, Randy Bryant
* FUHSD: Lori Riehl, Adrienne Moberly, Liz Ambra, Karen Filice
* PAUSD: Alex Scott, Dave Hoshiwara
* MVLA: Brenda Harris, Julie Vo
* Guests: David Ulate (Exec. Director, Institutional Research & Planning); Deborah Abbott & Anne Karoly (Census 2020)

Last Meeting / Logistics

1. Minutes approved (Lori, motion + Kristy, second)
2. Peggy introduced the idea about people who are formerly incarcerated. A lot of progress about partnerships & ideas for working with the community colleges.

New Business

1. Partnerships: Census 2020: Deborah Abbott (Recruitment) & Anne Karoly (Partnership Specialist)
* Shared the purpose of the census
	+ Power: number of delegates in the House
	+ Distribution of $675 billion annually (CA receives $115 billion in federal $$ each year based on population)
* New: ability to self-report via the Internet starting March 23, 2020 (also phone & paper)
* Questionnaire assistance in 12 non-English languages; other items in 59 other languages
* Confidentiality
	+ Information is confidential—reported by population count NOT identifiable by individual
	+ Data not available to the public for 72 years
	+ Employees take an oath of confidentiality for life; penalties for wrongful disclosure
* Hard to count
	+ Homeless: a 3-day period in March where they are counted in shelters or in encampments
	+ Children under 5: any child born as of March 2020 should be counted
	+ People who live in the US on April 1, 2020 count—doesn’t matter if they return to their “home” country for 6 months of the year, etc.
	+ Children in college are counted in their college towns
* Complete Count Committee
* Partnerships
	+ They can come out to meet with groups & share information
* Jobs: deborah.j.abbott@2020census.gov (Recruiting Assistant)
	+ Office workers, supervisors, field managers, recruiting assistants
	+ Online application process for ALL non-management jobs [www.2020census.gov/jobs](http://www.2020census.gov/jobs)
		- Management is at the USA jobs website: [www.census.gov/fieldjobs](http://www.census.gov/fieldjobs)
		- $30 / hour for census workers; $24 / hour for office (with opportunities to advance)
		- 20 “application questions” + 33-question questionnaire: assessment & background
		- Process takes several weeks from application 🡪 job
		- 2,000 people expected to be hired in Santa Clara County; already hired several hundred; office workers available; some positions start in a few weeks, others next year. Work ends in July 2020
			* Part-time work; full-time for some depending on area needs & position
		- Technical help line for students: 1-855-562-2020 (pending application status may last for 1 week during review)
	+ Qualifications:
		- US Citizens
		- Background check [can take 6 weeks]
			* Standard check; no exclusionary criteria (that is stated) beyond citizenship
			* Includes fingerprinting & identification proofing
		- Veteran’s preference (documentation required)
		- Supervisory and/or management experience for management positions
	+ Packets were distributed (1 / site); all are available via PDF (Deborah will send these to Peggy who will distribute to each site). Options for helping with recruitment include:
		- They will come to tabling events
		- “How to apply” workshops in computer labs
		- Train-the-trainers
1. Data Discussion
* “No” vote on data analyst position from Aug. 7; remaining issues
	+ Still data needs
	+ If no analyst: who is going to work on the data & how will we pay for it?
* Kristy’s “green handout” with the data needs & SMART goals
	+ How do we collect data on the strategies we have in our regional plan?
* Peggy’s recommendation: allocate some $$ for someone to load the dashboard so that we have long-term data & can track the cohort
	+ Cohort tracker is not live data… but someone could take this on?
	+ Have groups on Oct. 2 look at this & determine how they will track the data?
	+ Questions:
		- Have we reviewed where or whether any of the data (green sheet) is being collected currently?
			* Data for all 5 agencies is not in one place
		- Defining professional development & ESL: evaluating student completion—each agency has a definition of “completion”—which one do we want to use? E.g., WIOA has one, adult schools have one, CC’s have another, etc.
			* CASAS consortium data shows the 3 agencies, but doesn’t combine them
			* We don’t have students who move from adult school 🡪 CC & aren’t successful… stop going… what are the issues?
		- Need for fuzzy match tool we’ve been using (1-2 times / year) = short-term project; strategy #3 could be collected by each agency’s transition team; student acceleration: “fuzzy match tool” here
		- Action item for #2 under acceleration is not possible
		- State reporting: it is feasible to collect data with existing tools
		- Additional reporting per our plan: e.g., supports that make for success (micro-level)
		- Create a task force or group to determine which of these items (green sheet) are collected via the dashboard vs. transitions team/counselor vs. college data system vs. adult school ASAP vs. data group vs. ???
			* Some of the work is work group work; some of the information might be reflection / analysis not “data” collection
			* Do need the “fuzzy match” data… fundamental issue is identifying the students who transition
		- Contracting someone for a few hours to do the work: what is the availability?
			* Depends on the type of work (data entry vs. data merging & pivot tables)—no resources at this time in David’s group
			* Potential @ De Anza to get additional research done… just needs the tool & getting the data from different agencies
			* Ideal: long-term investment so that re-training doesn’t need to happen with each data cycle; data researchers are generally grant-funded so turn-over is high
				+ Having one person oversee this allows us to be strategic in a timely manner because the data would be monitored ongoing at different levels (pathways the student took)
			* Flat-line / decrease of enrollment @ CC’s is creating challenges for funding & getting data requests through
				+ Adult school students’ transition #’s is a tiny cohort relative to other projects, programs, etc.
			* Vendor who does enrollment / dashboard data: Eric “The Coder” (Precision Campus) can do live data tracking, etc. (review data once / quarter, semester, or year)
				+ Looking at data more frequently allows us to be more agile in our response
		- Is the cohort tracking a responsibility of the college or adult school?
			* Colleges are id’g students via cohort tracker as they enter
			* Adult school counselors could follow up; college counselors could follow up
			* 2 purposes: “fuzzy match tool” does one thing (trends over time); “warm hand off” is also a data-collection opportunity
			* Innovation with regard to how we look at data—especially when looking at dual- and co-enrollment programs—how can we come out of our silos to share resources.
			* Looking at gaps in our community & move forward as a whole
		- Did we receive funds for data collection from the state? Yes—2015-16—spent; also Launchboard
		- Agreement around needing a dashboard: just how we’re getting it, who is doing it, what we’re doing with it (analysis & student support)
		- Lori will put together a Task Force to review the data needs / questions [Oct 2 conversation with Leadership meeting]
			* Thomas will talk to Mallory (who will talk to Eric); David will talk to Eric “the Coder”
1. Foothill’s Sunnyvale Campus—bridge classes? Priorities? [DeAnza could do some courses there too]
* Principals & VPs met on Monday, Sept. 16 to discuss options for the campus **[bold = higher priority]**
	+ **Work Skills / job development class**
	+ **Accounting**
	+ ~~Nursing (CNA, IHHS, Medical Assistance—connect to EMR?)~~
	+ **Advanced ESL 🡪 Foothill non-credit**
	+ **HS Diploma / GED 🡪 running classes that go with dual enrollment options**
	+ Legal pathway (interpreter, paralegal)
	+ Apprenticeship in Social Work (PRL/Foothill idea)
	+ **IT/Data science/networking – web security; cloud computing; Amazon web services**
		- Smaller unit certificates; having the adult school programs lead into a pathway @ the CCs
* Questions for Foothill
	+ Consider starting an LVN? Not possible—De Anza has that
		- Allied health options are very limited—cohorted, expensive, labs, hard to start new ones
			* Pharm Tech is 9 mos with direct links for work—easier to do & provides incentives to go to the next level
			* Dental assisting also easier to do
	+ Construction management—in the works
	+ Can have HS students in the classes as well (e.g., Moffett/independent study or College Now program @ MVLA; FHS/Ed Ops students from FUHSD; PAUSD is looking to increase Middle College)
	+ Who makes the decision to locate a class or faculty at that site?
		- Kristy does that with the Deans based on need, population needs & enrollment success; weekends
* Peggy will organize a meeting with Kristy & Foothill Deans along with key consortium members to discuss the options above (mid-Oct?)
1. Workgroup Participation
* Higher pay rate if CC + Adult school folks together in the room + working on the 3-year plan… $60 / hour if outside of normal work hours & off-campus (DeAnza) (what is on the website is what PRL has as “on the workgroups”); FUHSD’s contract offers a differential
	+ **De Anza** – people need to go through Thomas for additional hours & the higher rate so he can confirm that the person is the correct person for the team; Thomas has spoken to those in question & if they continue to attend they are good to go
	+ **Foothill** – people come through Valerie
	+ **MVLA** – confusion from employees over when/how the $60 rate is applied & for which unit members (teachers? classified?)
* Asking for volunteers—those who will be attending the NSC Leadership Team Retreat should be checking with the appropriate people
* Is there a consistent process we could be using? Contact vs. volunteer vs. work group member
	+ CC faculty: Committee work; service hours; full-time vs. part-time faculty
* Peggy will schedule a Zoom meeting focused just on this. Until then: cannot participate without Principal agreement or Thomas or Valerie
1. Budget—certification that we spent the money correctly for previous year; budgeting correctly for current year
* 2018-19 should be in NOVA—end of the month we will certify that the information is accurate
	+ What did you spend your money on? [Instructional hours & Leveraged Funds review]
		- **De Anza**—counseling support, consortium meetings, conferences, equipment, outreach personnel
			* Spending Year 3 (2016-17) funds by Dec. 31, 2019—do they need validation on that?
				+ No—first in 🡪 first out [See ***FIFO report*** ***Expenditure Summary*** in NOVA]
				+ So far as the state is concerned, they show us as having spent it all through 2018-2019
				+ If sites have carry-over & cannot spend it [Individual Breakdown], what is our plan to spend that down?
			* Now we’re over-spending
		- **Foothill**—non-credit ESL instruction; compensation for 2 faculty to do leadership work w/ adult education & ESL; marketing & outreach; supplies
			* N-C ESL: 80% for consortium funds; 20% earned for the school
			* Donations? [*Can use in-kind support; should be using it every year.*]
				+ Non-credit parenting—funds through grants
		- **FUHSD**—salaries; conferences & training for teachers in the respective areas; student information systems; catalog; in-kind for Vallco (no rent paid)
		- **MVLA**—across program; attendance summary & total cost & enrollment percentage on usage for indirect costs; report with expenses; CalWorks—most are under CTE; fees collected were only CTE fees; no in-kind because it’s already paid
		- **PAUSD**—draft incomplete—review at the next meeting
	+ Calculating in-kind—conversation for next time
	+ OK to “un-submit” & “resubmit” until it’s certified
* 2019-2020: should have appeared & showed up in NOVA
	+ Budget should be in NOVA for certification by the end of Oct.
	+ Do we want to continue the director position? Don’t need to decide today, but need to conclude before doing budget for next year
* Director contract renewal
	+ All 5 schools voted that they would like to keep the director position & are confident in Peggy in the role.
	+ We need to revisit/visit the “evaluation process” for the director
	+ Revising the MOU is needed to clarify objectives & duties with regard to (discussed briefly today; more discussion needed):
		- Work group participation & how the priorities/leadership direction flows (work group 🡪 Board or Board 🡪 work group)
		- Questions about the number of meetings & hours of work group meetings
		- Quarterly reports—how could/should these look given the meeting cycle?
1. Remaining items (#9 – 13) tabled for the next meeting