

**North Santa Clara County Consortium
2019-2022
Three-Year Plan Skeleton**

Overall Objective for 2019-2022:

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).

Key Issues/Needs Identified:

- Increase ESL transition students’ persistence and completion rate at the community college.
- Align and articulate programs between and within agencies.
- Increase Leadership Board guidance to Work Groups resulting in greater success and more timely completion of goals.
- Flesh out “warm handoff” (via Student Success Work Group).

Already identified benchmarks:

1. Increase the number of students transitioning from adult schools to community colleges. %?
2. Transition students from adult schools to DeAnza College non-credit ESL with the goal of matching the number transitioned to Foothill College.

Goals and Strategies:

Curriculum (Group 1: Thomas, Adrienne, Karen)

- Integrate local partnerships, workforce, and community service providers into programs of study (e.g. pre-apprenticeship).
- Identify CTE training expectations and train staff; establish definition of “warm handoff” and procedures for “warm handoff.”
- Create “bridge classes” for ESL and ASE students.
- Support DeAnza non-credit ESL program.

**** Indicator(s) of success:***

Timeline?

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Pathways (Group 2: Brenda, Dave, Liz)

- Increase integrated (and clearly articulated) pathways; begin with nursing, accounting, and non-credit ESL at DeAnza. This includes mapping all adult schools to both colleges and increasing the total number of students who transition annually. In addition, incorporate needed items into the transition tool used by counselors at all sites.

**** Indicator(s) of success:***

Timeline?

- Career Pathway Maps created with clearly identified “access points” (p. 4). Integration of curriculum, identified transition support, placement measures and aligned adult school curriculum. This includes mapping all adult school programs to the community college programs and integrate within

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Timeline?

Assessment and Data (Group 2: Brenda, Dave, Liz)

- Assessment measures integrated between adult schools and community colleges as well as fulfill AB 705; procedure and policy established including integrating and supporting guided pathways (p.4).
- Consider and, if appropriate, hire a part time data analyst/researcher (p. 19).

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Support and Transition (Group 3: Valerie, Lori, Julie)

- Student for AEP goal setting and transition plan (p. 4).
- Support for students' financial stability via job placement.
- Dedicated counselor participating from Foothill.
- Regularly scheduled support services (e.g. CC field trip, CC classroom presentations, CC checklist for entry, warm handoff).
- Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes and behaviors that lead to success; identify adjustments in support services and systems to increase total percentage of successful students.
- Publish an info graphic for stakeholder access (program contacts, services, counselors, and marketing items; put this data on the website.
- Establish community college fee waivers for co-enrolled adult school students.
- Support Professional development of all Work Groups; revive the Professional Development work Group.

**** Indicator(s) of success:***

Timeline?