Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 14, 2018, 5:56 PM UTC Action Taskman

17 Foothill De Anza / NSCCSTC

Plans & Goals - Consortium Approved

Executive Summary

Over the past three years, the NSCCSTC made consistent progress in meeting the goals set forth in their three-year Adult Education Plan and, more importantly, in meeting the needs of the region's current and potential adult learners. In 2017-18, the NSCCSTC continued to make progress in key areas that include: 1) increasing the scope of transition and support services, 2) accelerating student progress through more contextualized and enriched curricula, 3) developing data systems and processes to track student outcomes; 4) increasing collaboration across the adult schools and community colleges; and 5) establishing new partnerships with community-based organizations (CBO)s and community groups, including new partnerships with organizations focused on serving immigrant and undocumented populations. For the 2018-19 year, the NSCCSTC developed an annual plan that continues to align consortium efforts with priorities and strategies set forth in the three-year plan, but also allows for the flexibility and innovation to continue to meet the evolving needs of the region's adult learners. Over the coming year, the NSCCSTC will continue to focus on developing and strengthening the regional adult education system through the following objectives: • Expand safety-net supports through new and current partnerships with local CBOs and community groups • Strengthen collaboration between adult school transition staff and their counterparts at community colleges • Increase the number of aligned and, where possible, articulated curricula and CTE programs • Identify opportunities to expand CTE programs to high-demand professions • Create more work-based learning opportunities through new partnerships with local businesses • Align ABE and ESL curricula to the evolving math and English placement standards • Increase professional development opportunities for AEP faculty and staff • Provide more leadership and guidance for the NSCCSTC workgroups With the progress made over the past three years, the NSCCSTC continues to move forward with creating an accessible, coordinated, and comprehensive adult education system that works for all of the region's adult learners.

Regional Planning Overview

The NSCCSTC has taken several steps to prepare for the three-year planning process next spring. First, the development of a student transition data tool will provide members with crucial data points to help understand adult learner outcomes and trends after transitioning from adult schools, which can inform priorities and strategies of the next three-year plan. Second, the NSCCSTC is planning to hire a consortium director who will be expected to lead the three-year planning process. Having a centralized and local individual to lead planning activities will greatly increase participation of all members to co-create the annual plan. Lastly, the NSCCSTC is waiting for more guidance from the state as to what the planning process will entail. This will allow the Leadership Board to decide what other courses of action are needed to ensure that this will be an effective, rigorous, and inclusive process.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Many of the region's adult learners face social and economic barriers to meeting their academic and career goals and may benefit from access to additional social safety-net supports and resources.

How do you know? What resources did you use to identify these gaps?

The NSCCSTC region has a poverty rate of 6%, while at the same time the region includes some of the wealthiest zip codes in the United States. Adult schools in the region have traditionally served a population with limited resources for tuition, and other expenses, to help ease the burden of the high cost of living in the region. As the cost of living has dramatically increased

in the past few years, the NSCCSTC partners have had to increase the level of supports and safety-net services they can provide to adult learners or connect them to. To address this, adult schools have engaged CBOs and community groups to raise funding for tuition scholarships. The schools have also used AEP funds to pay for transportation vouchers and on-site childcare. Similarly, the NSCCSTC continues to build partnerships with community-based organizations that provide social safety-net services to refer adult learners with social and economic needs. To understand regional socio-economic trends, the NSCCSTC looks at a variety of data sources that include the AEBG regional fact sheets and US Census Data. These data are also triangulated with input from adult learners and faculty. In the coming year, the NSCCSTC will work with the student support workgroup to develop and implement strategies to expand the NSCCSTC's network of community groups and safety-net providers.

How will you measure effectiveness / progress towards meeting this need?
The NSCCSTC will measure effectiveness of addressing this need through documentation of existing and new access to student support services, resources available to adult learners, and partnerships with CBOs.

Regional Need #2

Gaps in Service / Regional Needs
Adult learners need more structured support and resources to successfully transition from adult schools to community colleges and careers.

How do you know? What resources did you use to identify these gaps?
Faculty and staff at both adult schools and community colleges report that transitions from adult schools are particularly challenging for adult learners, both in terms of meeting college curricula standards as well as navigating the community college's systems for enrollment and registration. Over the past three years, both the community colleges and adult schools have hired transition and academic counselors, and held various cross-agency events. Both of these strategies aim to: 1) ease the transition of adult learners to community colleges by familiarizing them with the campus environment, enrollment and registration process, and curricula standards; and 2) provide them with planned and ad hoc supports, counseling, and tutoring to increase their likelihood of success at community colleges. In the 2018-19 academic year, the NSCCSTC aims to make current transition efforts a more formalized and systemized process to ensure continuity of services and supports across all NSCCSTC members. Additionally, the NSCCSTC aims to systemize a process, in the coming year, to track adult students who transition from career technical education into workforce placements.

How will you measure effectiveness / progress towards meeting this need?
The NSCCSTC will measure the effectiveness of addressing this need by tracking the number of successful student transitions, the number of meetings between adult school and community college transition counselors, and the number of cross-agency events for transitioning students. Recently, the NSCCSTC data group developed a tool that will track adult students who transfer from one of the NSCCSTC adult schools to a community college. This tool is still in a beta phase of development, but early demonstrations indicate that this tool will allow NSCCSTC members to track student progress of former adult school students at Foothill and De Anza College. This will allow the NSCCSTC to better measure the impact of transition services and better understand what the facilitators, barriers and challenges are for the transitioning student experience. Lastly, in order to track students who transition into workforce placements, the NSCCSTC will look to expand practices and strategies used by the FUHSD Adult School to track these students for 243 WIOA monitoring.

Regional Need #3

Gaps in Service / Regional Needs
Adult education services for immigrants and undocumented individuals

How do you know? What resources did you use to identify these gaps?
Immigrants make up more than 37% of Santa Clara County's population and are a sizeable share of the regional adult learner population. According to the AEP Regional Fact Sheet, the NSCCSTC rate for limited English is 7%. The NSCCSTC is currently meeting 36% of the region's ESL need. Over the past year, the NSCCSTC ESL programs have also noted that student enrollment for ESL courses has been decreasing out of fear of Immigration Control and Enforcement (ICE) showing up at adult schools. The amount of ESL programs offered at the community colleges have also been reduced due to budgetary

reasons. The NSCCSTC aims to address these gaps by exploring opportunities to provide adult school ESL courses as "safe locations" through partnerships with local churches and faith-based institutions, to reduce the fear of ICE encounters. The NSCCSTC will continue to lead ESL Core workgroup efforts to develop appropriate and effective ESL curriculum that uses contextualized learning and consistent ESL standards.

How will you measure effectiveness / progress towards meeting this need?
The NSCCSTC will measure the effectiveness of their capacity to serve immigrant and undocumented adult learners by measuring the current and new level of ESL and VESL capacity and new partnerships and programs developed to serve this population.

Gaps In Service

New Strategies

Strategy #1
In the 2018-19 academic year, the NSCCSTC aims to make the delivery of transition supports a more formalized and systemized process to ensure continuity of services and supports across all NSCCSTC members. The NSCCSTC will also begin to develop processes to track the progress and outcome of students who transition using the recently developed student data tracking tool. Additionally, the NSCCSTC aims to systemize a process to track adult students who transition to workforce placements.

Strategy #2
The NSCCSTC will continue to build partnerships with CBOs that serve adult learners, provide social safety-net services, and/or serve immigrants and undocumented individuals. Increasing these types of partnerships will help the NSCCSTC address a range of gaps and barriers for adult learners, including addressing socio-economic disparities of adult learners, supporting immigrant and undocumented adult learners, and increasing the level of student supports and resources.

Strategy #3
The NSCCSTC will continue to explore strategies to better support language learning and integration of immigrant populations. The Student Support Workgroup and members of the NSCCSTC leadership will continue to lead efforts to support immigrant and refugee populations, including increasing ESL and VESL course availability and accessibility. The NSCCSTC will continue to explore opportunities to contribute to the development of an immigration integration pathway at the local and state level.

Seamless Transitions

New Strategies

Strategy #1
Increase Transitions from Adult Schools to Community Colleges: The NSCCSTC has developed a solid infrastructure to support effective transitions through the hiring of dedicated transition and academic counselors at adult schools and community colleges and establishing cross-agency events for transitioning adult learners. The NSCCSTC would like to focus their efforts on identifying and formalizing established and ad hoc, transition-supporting services, events, and initiatives.

Strategy #2
Use Data Tools to Track Student Transitions: The Data Workgroup is currently in the process of developing a data tool that will allow agencies to track students who transition from adult school to community college. in 2018-19, the NSCCSTC and Data

Workgroup will work to refine the tool and develop a plan to implement the use of the tool into the Consortium's reporting activities. NSCCSTC expects that the reports provided by this tool will help inform the three-year planning process in 2019.

Strategy #3
Establish an Articulation Process: In the coming year, the NSCCSTC will explore alternative approaches to aligning career technical education across adult schools and community colleges, including the development of a process to allow adult education courses to meet pre-requisite requirements for community college pathways.

Student Acceleration

New Strategies

Strategy #1
Increase Soft and Workforce Skill Integration in Adult Education Curricula: In the 2018-19 year, the NSCCSTC will continue to identify practices and strategies to ensure that adult learners are equipped with work and life skills that support continued success beyond the classroom. The adult schools will continue to develop course materials for ESL courses that can also support student success in specific CTE Pathways.

Strategy #2
Increase Partnerships and Collaboration with Local Businesses: The NSCCSTC members will explore opportunities to create new partnerships with local small and large businesses with the aim of creating more education-to-employment pipelines, work-based learning opportunities, and opportunities for new curriculum development.

Strategy #3
Align Curricula with College Preparatory Standards: As colleges explore ways to implement new math and English standards to ensure students enter and complete transfer-level coursework, the NSCCSTC adult schools, along with the Curricula Workgroup, will explore ways to align and realign basic skills, CTC, and ESL coursework to prepare students for credit-level courses at community colleges.

Professional Development

New Strategies

Strategy #1
Provide More Leadership and Guidance to the Workgroups: The NSCCSTC Leadership Board aims to develop new strategies to maintain regular contact with workgroup members and lead workgroups in working on strategies for the region's adult education system. Part of this strategy is also linked to hiring a full-time consortium manager who will be expected to take on leadership and coordination of the workgroups. The NSCCSTC expects to hire a consortium director by early 2019.

Strategy #2
Expand Shared Professional Development: The NSCCSTC's professional development goal for this year is to conduct at least one professional development event for faculty and staff from adult schools and community colleges. Both community college and adult school members should jointly sponsor this event. Successful completion of this event will include representative participation levels of community college and adult school staff and faculty.

Strategy #3

Increase Regional Awareness of NSCCSTC AEP Efforts: An ongoing challenge for the NSCCSTC has been creating awareness and understanding of adult education across the region. In the coming year, the NSCCSTC is focusing efforts on developing a marketing plan to increase awareness of adult education programs and services among community members, stakeholders, and students. The NSCCSTC will create a taskforce to lead the development of the marketing plan in response to this strategy.

Strategy #4
Expand Role of NSCCSTC Workgroups: This strategy aims to: 1) recruit new members to the workgroups including AEP-funded staff at both adult schools and community colleges; 2) provide opportunities for leadership among workgroup members; 3) review and realign workgroup objectives and timeline; and 4) increase the role of workgroups in AEP implementation, including participation and report-outs at monthly board meetings.

Leveraging Resources

New Strategies

Strategy #1
Increase Resources for Adult Students: The NSCCSTC will increase resources for adult students by strengthening partnerships with business-focused community groups, such as Rotary, Kiwanis Local Chambers of Commerce, businesses, and regional collaboratives. NSCCSTC leadership will identify potential and untapped resources and collaborations that can both bolster adult education programs and serve as a potential resource for adult students.

Strategy #2
Advocate for Adult Education to Local and State Legislators: The NSCCSTC Leadership Board recognizes that there is a need to advocate to local and state legislators about the benefits and importance of adult education programs, the populations adult education programs serve, and the impact and outcomes of adult education. This strategy includes the use of data to demonstrate adult education program outcomes and impacts advocating for the need to invest in ways to serve immigrant populations.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

In 2017-18, the NSCCSTC adult education and community college members continued to make progress towards achieving stated goals in their annual plan and three-year plan. Over the past three years, members used AEBG funding for a wide range of the consortium's adult education needs, including faculty and staff salaries, curricula materials, academic and transitional supports, and professional development opportunities. Each year prior to the CFAD submission, the NSCCSTC reviews each member's allocation amounts, budgets, and funded programs. This process allows the Leadership Board to review each member's progress, identify where progress has been made, and where there are still areas for growth. This process ensures that the NSCCSTC adult education programs remain aligned with the three-year plan, but can still adjust to an ever-changing landscape of adult and post-secondary education in the region. The NSCCSTC feels that maintaining a consistent allocation schedule for the coming year will support continuity of current AEBG-funded programs and services. The NSCCSTC has agreed to provide all five members with a 4.1% COLA increase. The NSCCSTC foresees a need for all members to have additional funds for potential shared costs such as hiring a consortium director, attending professional development events, or supporting other shared adult education efforts. The NSCCSTC engaged in annual planning activities in July 2018 to further align its adult education funding, activities, and objectives.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

As a direct-funded consortium, all members are responsible for incorporating carry-over funds from their individual allocations into the planned strategies for 2018-19. All members must report their carry-over amounts to the consortium members at monthly leadership meetings, CFAD planning, and for quarterly reporting in NOVA. Members are expected to manage individual carry-over amounts through their institutions' fiscal management systems and processes.

Certification

De Anza College, Member Representative

Thomas Ray
Sharon Turner

Approved

2018-08-14

Foothill College, Member Representative

Sharon Turner
Paul Starer

Approved

2018-08-14

Fremont Union High School District, Member Representative

Peggy Raun-linde

Approved

2018-08-14

Mountain View-Los Altos Union High School District, Member Representative

Brenda Harris

Approved

2018-08-14

Palo Alto Unified School District, Member Representative
Dave Hoshiwara
Approved
2018-08-14

2018 © California Community Colleges
NOVA Site Version: 4.0.1