

17 Foothill De Anza / NSCCC

Plans & Goals - Consortium Approved

Executive Summary

The 2019-20 school year saw many accomplishments. Our vision is reviewed and affirmed annually and continues to guide our work: “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.” The NSC took on 10 hefty strategies pulled from our California Adult Education Program (CAEP) three-year plan: Consortium Strategy #1 (Seamless Transitions): Focus on creating “Bridge Activities” for ESL and ASE Adult School students. [Work Group: SSWG] In progress. The SSWG has identified potential bridge activities. A survey was created for teachers who help identify student needs. This ongoing strategy is delineated further in this report. Consortium Strategy #2 (Gaps in Services): Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes, and behaviors that lead to success. [Work Group: SSWG] This strategy is in progress. A survey was given to a student cohort to determine which common factors particular to our schools, transition services, and unique regional context; our first survey had statistically insignificant data. This strategy has been revised for 2020-21. Consortium Strategy #3 (Seamless Transitions): Create career pathway maps from all adult school programs to the Foothill and De Anza Colleges. [Work Group: CCWG] This strategy is continuing. The CCWG created a google sheet for mapping curriculum, textbooks, and courses. A graphic prototype for sharing these maps was developed. In 2020-21, the CAAWG will complete the maps and move to three new pathway maps for 2020-21. Consortium Strategy #4 (Seamless Transitions) Finalize and implement a consortium-wide individualized Student Transition Plan to establish a system of consortium-wide services. Collect and process data. [Work Group: SSWG] The first part of Strategy 4 is complete. Data collection will be a revised strategy for this and strategy #5 in 2020-2021. Strategy #5 (Seamless Transitions) Complete and implement a college transition checklist to be used consortium-wide with all college-bound adult school students. [Work Group: SSWG] Strategy complete. All students at the three adult schools are offered a list of support services that have been agreed upon consortium-wide and is located on the Consortium website. Consortium Strategy #6 (Student Acceleration) Increase support for adult school students with financial barriers by having dual enrollment fee waivers for co-enrolled adult school students in all academic areas [Work Group: SSWG] Strategy complete. A SSWG sub-committee developed Board Language that was submitted to the office of the FHDA Chancellor in November 2019 and subsequent approvals culminated on August 3, 2020. Consortium Strategy #7 (Student Acceleration) Create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning adult school students. [Work Group: CAAWG] Due to COVID-19, this strategy was greatly impacted and will be carried out in 2020-21. Two De Anza non-credit “stacked” classes are being held in the fall of 2020. Consortium Strategy #8 (Professional Development) Complete deeper dive into ESL data. SLook at the retention, completion and movement of students within and between the five agencies. [Work Group: Data] Strategy is still in progress. The Dashboard Data was explored in January 2020 by the CCWG. There is clear consensus that loading 2018-2019 data onward would allow us to accomplish the goals as the CAA identified how we could define “success,” “persist,” and other benchmarks within the data set. This will be a revised strategy in 2020-2021 as the Leadership Board voted to fund the loading of data. Consortium Strategy #9 (Leveraging Resources) Establish and deliver systematic inter-agency transition services where unified transition activities are delivered and resulting data captured. [Work Group: Student Support] Strategy complete with the exception of data collection to be addressed in 2020-2021. The three joint activities to be carried out annually are: 1. DeAnza Welcome Day and Counselor Connection, September 2. Foothill Adult School Visit and Counselor Connection, Spring 3. FUHSD College and Career Fair, Spring The SSWG identified an additional goal for data collection in 2020-21 and to internally “advertise” the work that is being done and services provided to students. Strategy #10 (Leveraging Resources) Create a resource database of local consortium program contacts and services for student support and marketing. Publish the info graphic. [Work Group: Student Support] Strategy complete. Resource page created and loaded to website. The SSWG amended this strategy as no info-graphic is needed and using 211 is more efficient than updating asset list.

Regional Planning Overview

The three year plan is evaluated along with progress on the annual plan. This evaluation is done in work groups and taken forward to the Leadership Board. The Leadership Board determines final changes to the three year or annual plan. Currently

we believe our three year plan is sufficient and can extend an additional year as the volume and detail of our strategies will need the 2022-2023 school year to complete.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

For our region, one of our largest populations in need includes those who speak English less than “very well.” For those 25 and older, this number is estimated at 51,093 . In addition, we know that this number of those in need is actually higher as we serve a number of individuals who work in our region but do not live in our region; the cost of living has pushed many to live outside of the boundaries of our consortium, so there are many more potential students in our workforce. Given that we served a total of 2,829 ESL students in 2017-2018 (which was 37% of our total students served) and 2,975 (43%) in 2018-2019-- there is a great need to expand services for English language acquisition. The biggest barrier to employment reported has consistently been the lack of English skills. In addition, 30% report that cultural barriers are keeping them from employment. In 2018-2019, the North Santa Clara County Consortium (NSC) served 9,774 adult learners a dramatic decrease from 2017-2018 with a high of 12,526. While it was anticipated that the total served would be lower due to economic issues and numerous students moving out of the area, this was more dramatic than expected—down 22%. Students who earned a high school diploma or high school equivalency totaled 100, and 165 earned a post-secondary credential. The high school diploma student participation dropped significantly from 2,170 to 1,308. Our annual plan goal of sharing best practices and aligning data procedures may shed some light on these numbers. Of the 9,774 learners in 2018-2019, 70% (6,858) continued their learning in one of our five agencies and had more than 12 hours of instruction. The Percentage of learners completing one or more educational functioning levels remains stable at 36.3% in 2018-2019 similar to 37% in 2017-2018. Additionally, 1,914 students (28%) completed a workforce preparation milestone in 2018-2019; This was a 13% increase from 2017-2018 and digging into this data at a student level will give insight into what programs are most successful and best practices can be shared. This is addressed in the our 2020-2021 plan. One similarity to the above data is that 37% in 2017-2018 and 33% in 2018-2019 of the career technical education (CTE) students report that English Language proficiency is the largest barrier to employment . In 2018-2019, 63% were identified as having the challenge of long-term un-employment. Developing co-enrollment opportunities in ESL as well as embedded language improvement within CTE are key areas to consider as we work on our career pathways and curriculum articulation and integration. Desire for CTE training in our community is supported by the increase in enrollees [1,578 (2016-17) to 2,037 (2017-2018) and 2,058 (2018-19) . With 9,559 community members unemployed (85% of whom fall between the ages of 18-49), this is a significant pool of individuals who may have training needs . Further, we know from NOVA Connect (WIB) that there is a large population of formerly incarcerated individuals in need of career training and education. We continue to serve a consistent number of Adult Secondary Education students, 21% in 2017-2018 and 19% in 2018-2019, though total numbers served has decreased overall. Long-term unemployment (51% in 2018-2019, up from 45% in 2017-2018) and low income (17% in 2018-2019, down from 32% in 2017-2018) are key barriers to employment for the Adult Secondary Education program students . Workforce readiness and job placement as well as developing additional pathways from the Adult Schools into non-credit and credit career pathways are two key areas that could assist the needs of this population.

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

Data utilized for identifying gaps came from the LaunchBoard, the Bay Area Community College Consortium regional data, labor market data and our in-house Data Dashboard which is described elsewhere in this report.

How will you measure effectiveness / progress towards meeting this need?

Analysis of data through our Data Dashboard and Launchboard will take place consistently throughout 2020-2021 and will allow us to take a deeper dive into individual data. The Data Work Group will lead much of this exploration. We are exploring google as a way to share the Data Dashboard with all consortium members in a new system of coding students by random numbers; this will allow more widespread access and analysis. Overall the Consortium Director and Data Chair will be responsible for overall analysis. Each work group has SMART Goals with clear data points for analysis of the strategy completion and success. Work Groups, with the assistance of the Director, analyze effectiveness throughout the year and present and receive guidance from the Leadership Board quarterly.

Gaps In Service

New Strategies

Strategy #1

Strategy 1 [Consortium Strategy #2]: Track a cohort of transition students in 2019-2020 to analyze their actions, attitudes, and behaviors that lead to success; complete by summer 2020. Complete an analysis that identifies adjustments needed in support services & systems to increase total percentage of successful students in 2020-2021. By September 2020, develop a matrix of student actions, behaviors and attitudes that are commonly shared by a cohort of successful students who have transitioned to the community college from the adult schools. [Work Group: Student Support] This strategy is in progress. We will know we've accomplished this strategy when: a. Matrix, results, and recommendations in a white paper and/or via a PowerPoint presented to Leadership Board; b. Presentation and slide deck from school sites regarding their site adjustments based on findings. A survey was given to a cohort of students that were identified by the Transition Advisors at the Adult Schools. All students had been provided support to transition to Foothill or De Anza College. Our goal was to survey students to glean what behaviors, actions and attitudes were held in common for success. While much research exists about successful behaviors, actions and attitudes, our goal here is to determine which common factors particular to our schools, transition services, and unique regional context help our adult school students in their transition success. The goal was to implement the survey twice but our first survey had such a low return rate, it was statistically insignificant. This resulted in our request to the Leadership Board that we fund our Data Dashboard so that we might have a larger pool to survey as well as student-level data about their transition success to analyze along with their survey responses. In August and September, 2020—the Data Dashboard will be loaded with the 2018-2019 and 2019-2020 adult school data and matched with the Foothill-De Anza data. From this data the following will occur: 1. A cohort who transitioned to the colleges in 2019-2020 will be identified and surveyed; 2. We will analyze the student level data for 2019-2020 and enrollment in 2020-2021; 3. Create Matrix of success results and parenthetically label each data set where results were gleaned; 4. Repeat steps 2 and 3 with a second survey in the spring; 5. Create a white paper of the results and systemic interpretations and present to the Leadership Board; 6. Board Leadership Retreat: Review recommendations of the white paper. Create process for site dialogue and adjustments in services and timeline for October 2021 presentation. 7. In October 2021, there will be a presentation at Leadership Board of site-specific adjustments being made based on white paper results. Director will facilitate the creation of a slide deck where each agency will present their site analysis, including practices they will continue and changes they will make, based on their analysis of the recommendations. Sites will also identify a timeline and process of how they will carry this out in 2021-2022. 8. The Director will compile these activities and add them to the white paper that will be presented to the entire consortium. 9. In 2021-2022 a new cohort will be identified and the process will be repeated.

Strategy #2

Strategy 2 [Consortium Strategy #11]: The Data Work Group will meet quarterly to identify processes and practices that can be aligned for more complete and accurate consortium-wide data. Quarterly meetings have been agreed upon to continue this work, including a sharing of best practices (e.g. MVLA and follow-up WIOA surveys). This is a new strategy in 2020-2021 which evolved from the Data Work Group in 2019-2020. In addition, this group (or a data sub-group) will analyze the new data loaded into our in-house Data Dashboard and provide analysis support for the other work groups. The details of this strategy will be developed, along with a timeline, in the fall of 2020.

Seamless Transitions

New Strategies

Strategy #1

Strategy 1 [Consortium Strategy #1]: Focus on creating “Bridge Activities” for ESL and ASE Adult School students with the goal of having one or more options available by summer 2020. [Work Group: Student Support] This strategy is in progress. We will know we have accomplished this strategy when: a. We have a definition of needed “bridge activities” b. The activities are “calendarized” and carried out. To-date, the Student Support Work Group (SSWG) has identified potential bridge activities and

identified the gaps in services these activities would fill. They have created a survey for teachers who will, based on knowledge and conversations with their students, create priority needs. In the fall of 2020-2021, this survey will be sent out for a second time to the three adult schools and the results will be analyzed and combination with the transition services questions in the cohort survey. The SSWG will identify the activities most needed by the majority of students and schools and then present its findings to the consortium Leadership Board, seeking guidance about next steps and which person at each agency can serve on an implementation subgroup. The SSWG will convene a sub-group to develop the first activity, timeline, implementation guidelines and needed support. With the support of the SSWG, the site representatives will carry out the activities at their site. The SSWG will then assess the effectiveness of the bridge activities and make recommendations.

Strategy #2

Strategy 2 [Consortium Strategy #3]: Create career pathway maps from all adult school programs to the Foothill and De Anza Colleges. We will begin by mapping pathways for Health Science/Medical Technology, Business and Finance, Information and Communication Technology. [Work Group: Curriculum Alignment and Articulation]We will know we have accomplished this strategy when:A. Pathway map spreadsheet is complete;B. Graphics of maps posted on web and distributed consortium-wide;C. Next mapping “targets” identified and shared with the Leadership Board for feedback on annual planning.For this strategy, the Curriculum Alignment and Articulation Work Group (CAAWG) created a google sheet for mapping curriculum, textbooks, and courses for the chosen pathways. This group included representatives from Foothill’s Guided Pathways. Within this work, exploration of sector data on labor market and high school and college enrollment took place. In addition, an exploration of mathematical concepts taught at the adult schools and colleges also took place with the goal of identifying whether prerequisite knowledge in math was covering what students transitioning from the adult school’s Adult Secondary Education Program. In addition, how pathway maps would be graphically expressed for both digital and print distribution was also explored and a prototype shared with the Leadership Board. The Director will hold a joint meeting with Transition Advisors/ Counselor and other appropriate personnel to discuss how to get these pathway maps to students and guide students in their career choices.For 2020-2021, the CAAWG complete the maps for the other two pathways identified for 2019-2020. Key questions still need to be analyzed for the three areas:1. Is there anything that is duplicated at an adult school and community college that thus would benefit from an articulated agreement?2.Are there emerging “candidates” for a new path need to be mapped at the community college level under credit or non-credit?Finally, exploring dual enrollment opportunities within the pathways will also be added to the task for a potentially new strategy to be written into our plan. The group will also move to the three new pathway maps to repeat the cycle int 2020-2021.

Strategy #3

Strategy 3:Consortium Strategy 12 (Seamless Transitions):The Student Support Work Group has identified an additional goal for 2020-2021 to internally “advertise” the work that has been done to-date and what services are provided to students. Increased exposure of opportunities to adult school teaching faculty about the work, agreements, activities and events that the transition advisors and college outreach and counseling provide will hopefully accelerate student awareness of these opportunities. The work group will determine a detailed plan to carry out this strategy and may include staff or department presentation.

Student Acceleration

New Strategies

Strategy #1

Strategy #1 [Consortium Strategy #13]: An FHDA “passport” will be created for the student to take with them to the receiving college. This provides two benefits: The Passport will include all of the important information needed and it will be in a format that a non-adult school trained college counselor can utilize to provide a seamless transition based on the documents layout. A detailed timeline will be created in the fall.

Strategy #2

Strategy #2 [Consortium Strategy 7]:By September 2021, articulate curriculum and placement measures for transitioning adult school students to De Anza non-credit ESL courses. [Work Group: Curriculum Alignment and Articulation]We will know

we have accomplished this strategy when: 1. Students are counselled and apply to De Anza College non-credit ESL2. A recommendation is given to the Dean and Department Chair regarding the use or non-use of multiple measures. Due to COVID-19, this strategy was greatly impacted. After much collaboration, it was agreed that De Anza, who has an additional writing assessment, would give this writing assessment at the Adult Schools. Some presentations were made and a schedule was in the process of being developed when COVID-19 hit. This process included:

- Give the De Anza writing test at the adult schools and have them graded;
- Give the same CASAS reading test to the same group of students at the three adult schools;
- Give the De Anza reading test to the same group of students on the college campus;
- Give the data from all three tests to the consortium Director for initial analysis with the work group and present the findings to the Consortium Leadership Board.

Transition advisors assist students in applying to De Anza non-credit via an established process. Create a document that outlines the various “pathways” for ESL transition. Identify these pathways (based on what we learn from the data) where students might transition which includes community college, private settings and community-based organizations. As soon as COVID-19 lifts and students are back to traditional learning and assessment activities, this strategy will be resurrected and fleshed out with a timeline to be completed by the CAAWG ESL sub-group. Should COVID-19 continue indefinitely, the group will explore how to transition this strategy to an online platform or a hybrid.

Strategy #3

Strategy 3 [Consortium Strategy 14]: The Curriculum Alignment and Articulation Work Group will continue their work from 2019-2020. This work will determine the following: Is our adult school-community college curriculum still aligned given the change in ELPs and EFLs and does the previous matrix need updating? In addition, exploration of the merging of writing and reading in the community college curriculum to see the degree to which it aligns with the adult school curriculum. Finally, revisiting and updating the Foothill-De Anza crosswalk will also be part of this strategy’s task. In addition, this group will create an ESL Pathway Map to the colleges. The timeline, outcomes and details of this strategy will need to be fleshed out in the fall of 2020 within the CAAWG.

Professional Development

New Strategies

Strategy #1

Strategy 1 [Consortium Strategy 15 (Revised Consortium Strategy #8)]: Complete a deeper dive into ESL student data. Specifically, look at the retention, completion and movement of students within the colleges and between the five agencies. Utilize the results to make programmatic changes and deliver resulting staff development. [Work Group: Data]

- The Dashboard Data for 2016-2017 and 2017-2018 was explored in January 2020 by the Curriculum Alignment group. See minutes from 1/24/2020. There is clear consensus that loading 2018-2019 data onward would allow us to accomplish the goals as the CAA identified how we could define “success,” “persist,” and other benchmarks within the data set.
- While this timeline and specific activities need to be fleshed out, running a joint SSWG and CAAWG activity on this data exploration will be considered.

Strategy #2

Strategy 2 [Consortium Strategy 16]: The Consortium Director will provide distance learning and anti-racist resources and support through Director office hours and web resources. This work will build on the spring work which was developed as a result of the two national pandemics, the COVID-19 pandemic and the racism pandemic.

Leveraging Resources

New Strategies

Strategy #1

Strategy #1 [Consortium Strategy 17 (Regional Structures)]: In partnership with NOVA Connect and all WIB partners, hold a Partner fair. The goal is to share resources and build collaborative relationships that extend and complement the monthly

partner meetings. Prior to the pandemics, some materials were fleshed out and the Consortium Director is part of the planning sub-committee for this event. Once the social distancing context changes, this strategy will be resumed.

Fiscal Management

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

Fiscal Allocations Resources from CAEP funds are used only in the approved program areas and for activities stipulated in the Consortium Three-Year Plan and in the Consortium Annual Plan. For adult schools, these funds support the operation of the adult schools and the infrastructure that supports student learning. Both adult schools and colleges utilize the CAEP funds to carry out the work in the annual plan. For example, the transition support is possible because we fund dedicated counselors at both the adult schools and colleges to support student transition and improve services as outlined in this plan. Prior to AB86/AB104, these five positions did not exist. In 2019-2020, the fifth consortium counselor/outreach person was hired at Foothill College. The annual plan strategies are possible because of these individuals. Another example is allocating funding to load our in-house Data Dashboard with the most recent data so that the strategies outlined in this plan can be carried out, assessed, and revised as needed. This data is also used for staff development purposes.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

To ensure that expenditures are consistent with the annual adult education plan, the Leadership Board representatives present their budget to the Leadership Board prior to certification for the upcoming year. At the close of each fiscal year, the agencies provide and update to the Board on expenditures, any carry over funds, and plans for expending these carry over funds by the deadline and in alignment with the new annual plan. Once the plan is clear and the audit by the group is considered satisfactory, the “close” and certification of the previous year takes place.

Certification

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