

Section 1: Consortium Information



North Santa Clara County (17)

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Since 2015, the North Santa Clara County Consortium (NSC) is making huge strides in developing collegial relationships and practices between Adult School and Community College staff to improve services and academic success for our region's adult learners. This collaboration, through the medium of outcome-driven Work Groups, is overcoming many hurdles through a collective and collaborative effort. In addition, a clear mission and vision is continuing to guide our work.¹

There have been two Work Groups focusing on curriculum articulation and alignment, one with an emphasis on English as a Second Language (ESL) learners and one with a Career Technical Education (CTE)/Adult Secondary Education (ASE) focus. These groups, originally one large group in 2016, have rejoined in 2019 to address the new goals for 2019-2022. Accomplishment highlights for the Curriculum Alignment and Articulation Work Groups include sharing course outlines, curriculum, textbooks and teaching practices. Changes made as a result of sharing these resources include adjustment to Adult School curriculum to create seamless academics and successful student transition and success in community colleges.

In addition, course mapping and a gap analysis for ESL programs for the five agencies occurred. This meant reaching out to faculty, on all campuses, and building inter-agency relationships while collaborating in the work group process. Initial community college involvement was small but this has morphed into a healthy group of consistent participants. Additional work that resulted from this collaboration included support services for both students and staff. This included a resource matrix for staff access. In addition, a writing academy at Palo Alto Adult School was created to fill the gap in college readiness as a bridge. Similarly, a college speech and communication class was held on the FUHSD Adult School campus and co-enrolled students from the adult schools as well as current community college students. While we are still working to achieve dual enrollment fee waivers, adult school partner organizations (e.g. Rotary) gave scholarships to adult school students for the community college tuition. Additional opportunities have been created as well such as the mirrored, non-credit auto tech program to support students with financial need and offer them a short-term, skills-based training program that transitions into the workforce without cost and time required of an Associate's Degree program.

¹ The revised Mission and Vision, approved in December 2018 can be found in section 2.2.

Explicit transition conversations with adult school students by teaching and counseling staff is also an important part of this group as well as our Student Support Work Group. Refining timelines for testing and enrolling at the community college before the end of the adult school term has been a change in practice to improve student transition. This increased focus on personalized transition has also led to a greater focus on student goals beyond merely their college and workforce goals; this, then, creates a more comprehensive service to students.

Key issues that have been identified for future focus include students who transition from the adult school ESL program to the community college program, yet they do not persist. In addition, student interviews demonstrate the need for additional non-credit options at DeAnza College.

Within the Curriculum and Articulation Work Groups, faculty needs were also identified. This resulted in an inter-agency professional development organized by the Professional Development Work Group. A joint adult school/ community college event on the Foothill campus resulted in staff receiving training in Universal Design for Learning which focuses on special need students, accommodations and support.

Another Work Group is Student Support. This group focuses on outreach and improving transition services. Outreach has been focused on both faculty and students. With faculty, making connections between departments at the adult schools and colleges allows for articulation and collaboration on projects; this has included partnerships between the adult schools and community colleges for such programs as Early Childhood Education and Pharmacy Tech. This also includes adult school transition personnel receiving professional development when they learn about programs of study and how to advise students on the system, process and timelines. An example includes a recent training of staff from the Nursing Education and the Health Technician Programs at DeAnza College.

Student Support outreach is highly focused on student outreach. Much of this results on building relationships between community college and adult school faculty and continually re-affirming that all agencies can do things for each other and gain value from one another. This group is dedicated to consistently finding ways to know more about our adult learners and to improve services consortium-wide. This has resulted in discussion with employers and Nova Connect (WIB). These actions have also resulted in articulation of programs by aligning pathways, sharing of facilities, coordinating transition services and inter-agency referrals.

The Student Support Work Group also identifies barriers limiting student participation at the community colleges and takes action to address these barriers. An example to support a “warm handoff” is in coordinating a student’s arrival to campus and having the college

counselor meet them in the parking lot or take them to obtain disability services, something that provides comfort for students who struggle with the unknown. Continuing to increase system practices of the “warm handoff” is at the forefront of our past and future work. It is also through Work Group meetings that we will align evidence-based practices that address the needs of each school’s diverse student population and provides students across the consortium the same services (e.g. completing FAFSA with students prior to transition). Members also use this group to share best practices.

The final work group is our Data Integration workgroup. This group has focused on data reporting and accountability, calibrating practices for data collection and submission. In addition, this Work Group partnered with Dr. David Ulate and his researchers at Foothill College to create an in-house Data Dashboard to support analysis and accountability within the consortium; this was created when no statewide data system was in place to meet the consortium’s need.

This Data Dashboard uploads student data from the adult schools and matches the records for those who have transitioned to our two community colleges. There is much we can discover as we now have access to such things as student grades by quarter, the date given and the class title. We can potentially identify which classes have the greatest passing success, and there is so much more that we could potentially discover. In our plan, we identify the need for a part time data analyst.

Goals for 2019-2022

The overall focus for 2019-2022 is to increase the number of successful transitions and “completers” from the three Adult Schools to our two Community Colleges in credit and non-credit programs. Having worked to build collegial relationships, align services and curriculum, and create transition support through many new programs and personnel—our goal now is to capitalize on what has been built and increase the number of students positively affected by our new infrastructure and services. Some of this work will be a continuation of previous work such as increasing the number of integrated pathways. Some of this work will be new projects based on hurdles we have encountered such as utilizing multiple measures for guidance and placement.

While detailed strategies and actions will be shared in Section 2.4, each Work Group will have goals and strategies for 2019-2022. For example, the Data Work Group will develop a definition of persistence that will be used to identify successful transition from the adult schools to the community colleges; while this will include the act of enrolling into the community college from the adult school and continuing in a program, further details of the parameters (grade received,

advancement to another level, completion of a series of courses, etc.) need to be articulated and mapped. As mentioned, their goal is to hire a part time research analyst to manage the in-house Data Dashboard, dig deeply into data and provide analysis, and complete projects needed by the Leadership Board and Work Groups.

Both Student Support and Curriculum Articulation and Alignment will also partner with the Data Work Group. The definition of persistence will allow, for example, the ability to track a cohort that the Student Support Work Group will survey quarterly to identify the actions, behaviors and attitudes that are common for successful adult school students who transition to the community college.

Other examples of strategies of the Work Groups include an emphasis in support services that familiarize students with the community colleges prior to transition. Whether through field trips to the college, presentations in adult school classrooms from college staff or joint college fairs on the adult school campus. Other strategies include developing an AEP goal setting and transition form to help students identify their individual transition goals and understand opportunities and pathways available from the adult schools to college and employment. In tandem with this is the goal to create a checklist, which outlines specific procedures that will be completed by each transition counselor and student to help with a successful transition to the community college.

The Curriculum Articulation and Alignment Work Group are building on their previous work aligning curriculum, textbooks and activities. One of the next steps includes identifying assessment measures that 1) are in use at the adult schools; 2) are in use elsewhere and might provide a viable assessment for the future; 3) identify how these multiple measure might be used in articulation and placement of students; and 4) create procedures and policy based on the decisions and integrate these with decisions made to fulfill the AB705 legislation.

This Work Group is also seeking to create career pathway maps that align the adult school programs to the community college programs while having them support the Guided Pathways decisions at each of the community colleges. Specific to this goal will be clearly articulating the access points and participating in Guided Pathways to integrate goals and activities. This group will also support the work of DeAnza ESL Faculty who will be creating the non-credit ESL program; this would include providing guidance, aligning curriculum, identifying transition support and placement measures.

Many more details are listed in section 2.4. It is easy to see that the use of data, increasing student support and successful student transition, and aligning career pathways and systems at

the varying agencies are all part of the collective work the North Santa Clara County Consortium will take on during the years 2019-2022.

2.2 Pre-Planning Assessment

For the North Santa Clara County Consortium (NSCCC), pre-planning assessments involved the following actions:

1. Reviewing and revising the consortium mission and vision;
2. Completing and analyzing the CAEP self-assessment tool;
3. Analyzing data from CalPass Launchboard Data Pipeline;
4. Analyzing data from our in-house Data Dashboard;
5. Clarifying the expectations of roles and responsibilities of all leadership consortium-wide.

Mission and Vision

The Leadership Board was guided through an exercise to review the mission and vision of our school by creating 30-second 'elevator speeches' to get at the heart of who we have become. As a result, the vision and mission was re-articulated, refined, and approved by the Leadership Board on December 7, 2018. This is the new 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 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.

This mission and vision was then taken to the workgroups who:

- A. Affirmed that this clearly states who we are, what we believe, and what we are seeking to achieve;

- B. Identified how they have been carrying out/"living" the mission and vision in their work group to-date;
- C. Reviewed progress of achieving objectives within the workgroups and overall satisfaction at the work the groups have completed;
- D. Utilized the mission and vision as the foundation for creating the 2019-2022 SMART goals so that workgroups could continue to be successful at carrying out the mission and vision.

CAEP Assessment Tool Results

The CAEP Assessment tool gave NSCCC a clear picture of our aligned views about our services and productivity. Each Leadership Board Member individually took the survey. Members then met in pairs to share their thoughts and calibrate their reflections. As a large group, the Board then went through each sub-point and discussed their views and came to consensus about the rating to mark. As a result, the Board identified several strengths and areas needing improvement.

The following areas were seen as strengths:

- Collaborative processes are in place to support planning, implementation and accountability;
- Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities. That said, unification of these practices consortium-wide is needed.
- Students do complete individualized educational plans to assist in educational and career options. That said, alignment of best practices and implementation with every student is our next level of growth;
- Collaboration between counseling staff at both the Adult Schools and Community Colleges is effective and collaborative. Unifying support services to promote persistence and long-term success is our next step;
- Consortium-wide, there are staff members in place who provide coordinated, ongoing and consistent student support. Next steps will include the use of data to track the effectiveness of this support and to make changes based on the results.

Areas for improvement include:

- Professional development needs of staff should be revisited;
- Engaging students from communities of high need to provide services aligned with program areas;

- While NSCCC believes strongly in, and is moving toward, a “no wrong door” consortium-wide approach—process, curriculum, and collaborative practices can be improved. This, in turn, will improve orienting adult learners in more responsive ways that promote self-efficacy and confidence;
- While articulation of curriculum has happened in various pockets within the consortium, particularly with ESL and Foothill non-credit ESL, aligning and articulating programs between agencies and within agencies (e.g. Guided Pathways at the community colleges) is still needed as well as support services to transition students to these articulated programs;
- FUHSD Adult School has a model for Integrated Education and Training (IET) programs, and sharing this consortium-wide to provide this opportunity at the other adult schools is needed. In addition, IET at all adult schools with an application for additional WIOA funds will be explored;
- The data shows us that we are effective in transitioning students to post-secondary education. That said, consortium-wide only 33% improved one or more functioning levels in 2016-2017, 1% completed a post-secondary credential and 2% earned a post-secondary CTE certificate. Aligning pathways and processes for transition are needed;
- Integrating partnerships and local workforce and community service providers into programs of study are occurring but improvement in this area is possible;
- Conducting regular program improvement planning with all regional stakeholders is an area of focus, and hiring a Director of our consortium in January 2019 was one infrastructure action to begin working on this area of improvement.

As a result of the self-assessment, specific goals have been added to continue our growth and service to our population, and we anticipate adding additional goals as the work unfolds and we prepare our annual plans.

Data Results from Launchboard Data Pipeline

Consortium-wide statistics from the Launchboard Data Pipeline (2017-2018) paint the following picture about our students:

- A. In 2017-2018 we served 12,103 students, 7,555 of whom had 12 or more hours of instructional contact;
- B. Of the 7,555 students:
 - 37% were in English as a Second Language (ESL), 27% in Adult Secondary Education (ASE), and 27% in Career Technical Education (CTE)² and 2% Adult Basic Education (ABE);
 - 17% were Adults with Disabilities and 10% in Adults Training to Support Child School Success (10%)
 - 1,304 improved one or more educational functioning level, up from 1,241 in 2016-2017;
 - 1,092 completed a workforce preparation milestone, down from 1,169 in 2016-2017;
 - 1,412 earned a GED, diploma or high school equivalency;
 - 161 received a post-secondary certificate;
 - 102 completed a post-secondary credential;
- C. While there is no data for 2017-2018 for the number of students who transitioned to ASE or Post-Secondary, in 2016-2017 5% transitioned to ASE and 12% transitioned to post-secondary, something to track in the future.
- D. The population that we serve is primarily female (65%) and not reflective of the surrounding demographic population;
- E. Age-wise, there is a larger number of students who are 55 and older (17%) with the two largest “ranges” being students 40 years of age and above (34%) and students falling between the ages of 20-24 (21%). Like the demographics for our region, we serve at least 10% of each of the 7 “pockets” of age groupings;
- F. The largest ethnic groups served include Asian (32%), Latino (30%), and White (22%).

Data Results from In-House Data Dashboard

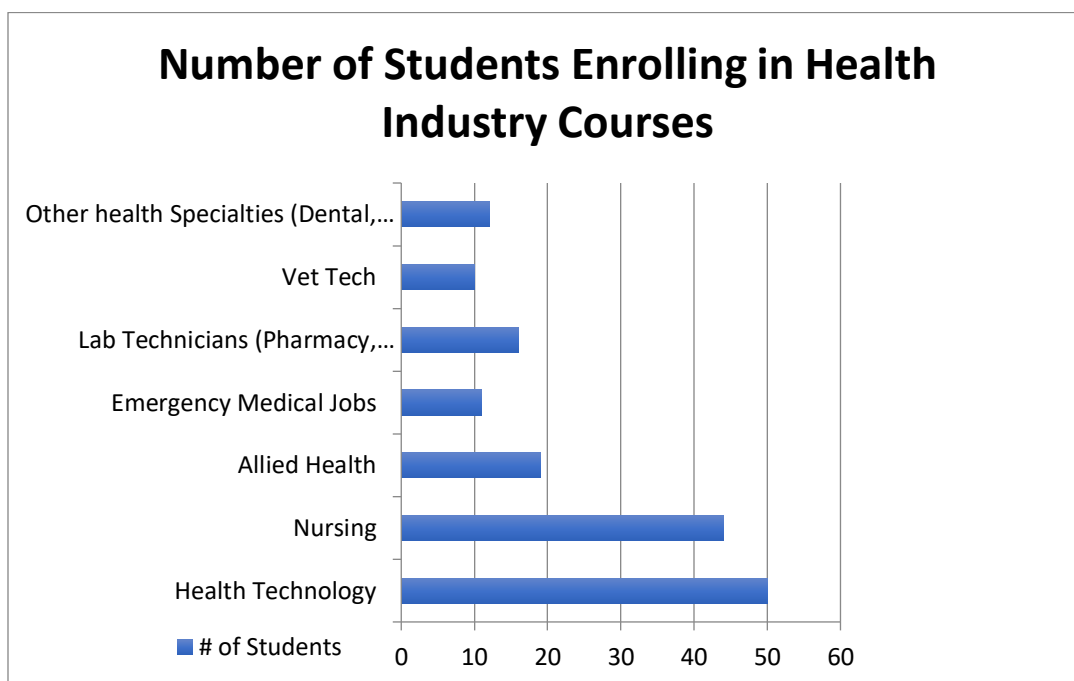
As part of our work within our Data Workgroup, we have created an in-house Data Dashboard. This Dashboard uploads student data from the adult schools and matches the records for those who have transitioned to our two community colleges. Foothill’s researchers then capture data based on questions asked by the workgroups, Leadership Board, and data subgroup. There is much we can discover as we know college grades by quarter and date given and class title; we have their names so we can individually follow-up with students to survey them and have

² It should be noted that Mountain View-Los Altos data was not captured accurately. An additional 1,438 students were not captured on Launchboard due to reporting practices. This will be accurately reflected in the 2018-2019 numbers.

conversations about their experiences, needs and success. We can potentially identify which classes have the greatest passing success and will be able to utilize this by having counselors work to create a “success schedule” for their first quarters after transition. And there is so much more that we could potentially do with this, but we need dedicated personnel and processes to make this happen. And, we know we want to make this happen from what we already have learned.

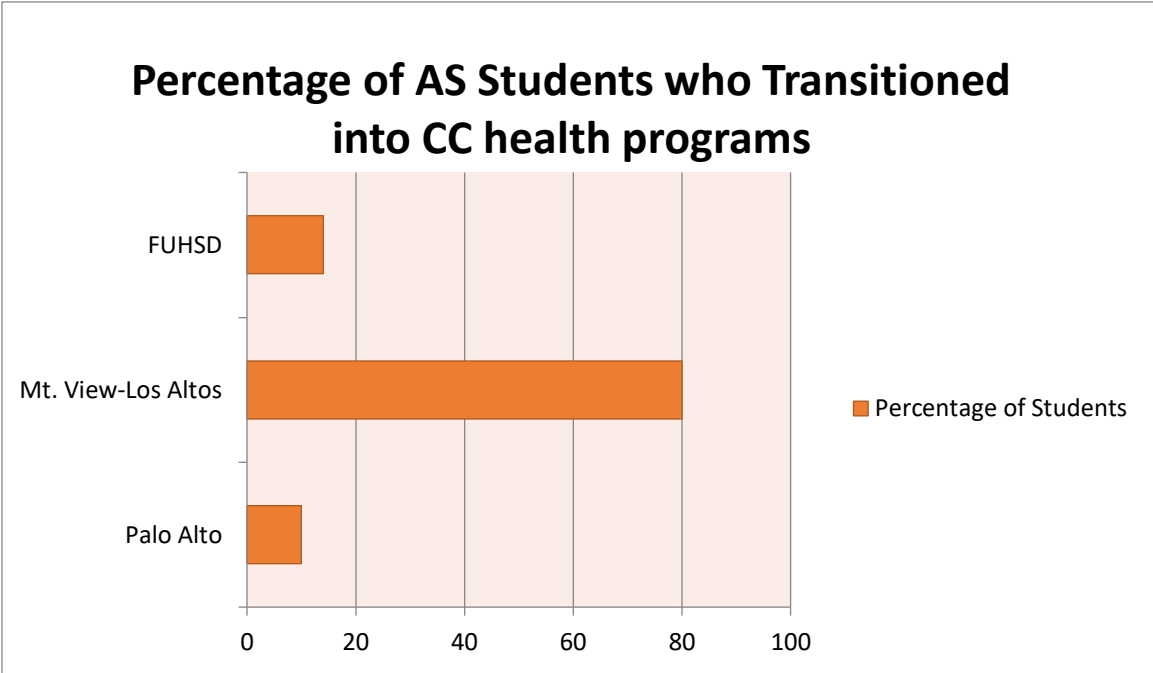
For example, we know that our population has specific characteristics for students who enroll in DeAnza and Foothill Community Colleges from one of our Adult Schools:

- The three adult schools have 1,288 students (from data submitted in 2016-2017 [2 schools] and 2017-2018 [3 schools] who have accrued \$5,032,069 in revenue for the Foothill-DeAnza College District³;
- Of the 1,288 students—252 went to credit-bearing ESL and 161 to non-credit for a total of 32% of the student transitions;
- The academic areas most enrolled include mathematics (310), psychology (206), English (199), Physical Education (147), Biology (146), History (144) and Anthropology (108);
- The CTE programs most enrolled in for 2017-2018 and the start of 2018-2019 include Accounting (63), Child Development (72), numerous health industry professions:

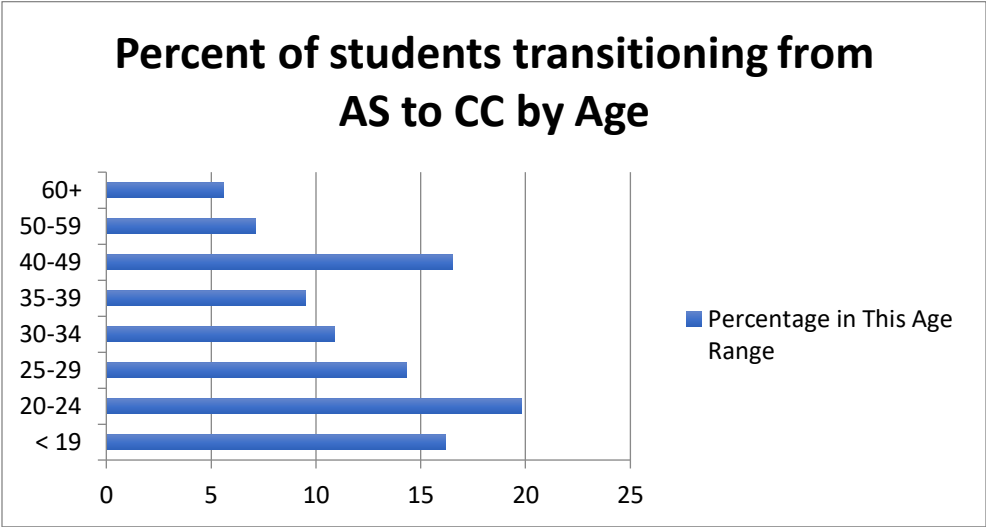


- Through our data, we can also see that one adult school (MVLA) has significantly higher transitioned students into the medical classes and programs:

³ Data Dashboard 3/4/19



- Similar to the Launchboard data, more women than men transition to Foothill and DeAnza Colleges at a 3:1 ratio;
- The age of students who transition to the DeAnza and Foothill Colleges from the three adult schools varies by category:



- Ethnicity for transitioned students is similar to the adult school ethnic breakdowns with the three largest groups being Asian (31%), Latino (31%) and White (28%);

- We also are beginning to dive deeper into course-taking patterns and success rates, which you can find in section 2.3, Community Need and Customers.

Clarifying Expectations of Leadership Roles and Accompanying Responsibilities

Our consortium has grown and expanded the breadth and depth of its work over the prior four years. This expansion moved to the point of needing to rethink consortium leadership. The leadership responsibilities and facilitation of action items and the growing scope of the work became more intensive than the Leadership Board's capacity. As a result, the Leadership Board chose to hire a consortium Director who handles accountability tasks, facilitation of meetings, outreach, workgroup co-chair mentoring, action-plan oversight, marketing, career pathways, goal implementation and more. This position began January 1st, 2019.

Hiring the Director also meant reflecting on, and refiguring, the roles and responsibilities of the Leadership Board. Previously, many Leadership Board members facilitated workgroups. This role has changed to expand non-Board members as chairs of the workgroups and thus enabling the leadership Board to increase their role of guidance, something all workgroups cited as a need in January and February of 2019; the overall effect will be to help the workgroups be more successful and in a more timely manner with more guidance for 2019-2022. In addition, interface between workgroup members/chairs and the Leadership Board at monthly Board meetings is already occurring as a result of this change.

An additional assessment will assist in further clarifying and refining these roles. In June 2019, the Director will survey workgroup members and workgroup chairs to identify if the increased guidance has been effective and if there are additional guidance needs. The Leadership Board will utilize the survey results at the annual retreat in June to continue refining the Board's and Director's roles and responsibilities.

Section Summary

By reviewing and refining the mission and vision of the consortium, utilizing the CAEP Assessment Tool, and pairing the results with data analysis as well as reflecting and adjusting leadership, there is a clear assessment of overall needs and actions. These needs and actions are present in the rest of the three-year plan that follows. In addition, this pre-planning directly influenced goals, objectives and desired outcomes reflected in the coming pages.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Center for Employment Training (CET)	Education	701 Vine Street, San Jose, CA 95110	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accelerated train to work courses in Culinary, automotive, ECE, electrical, HVAC, Construction and more. Cetweb.edu
Mission Community College	Education	300 Mission College Blvd., Santa Clara, CA 95054	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education Provider
West Valley Community College	Education	14000 Fruitvale Avenue, Saratoga, Ca 95070	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education Provider
Center for Training and Careers (CTC) Partner Affiliate Center	Employment	749 Story Road, Suite 10, San Jose, CA 95122	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Day employment center for those transitioning into the workforce or needing immediate income.
ConXion to Community	Education	749 Story Road, Unit 10, San Jose, CA 95122	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Provider/Conxion.org
YearUp Bay Area	Workforce Education	https://www.yearup.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intensive Training and Internship Program
NOVA Connect	Education and Workforce Readiness	505 W. Olive Ave., Suite 550, Sunnyvale, CA 94086	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Career counseling, skills assessment, job search workshops, classroom and on-the-job training.
Hope Services	ADW/Workskills	30 Las Colinas Lane, San	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education Provider AWD

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Asian Law Alliance	Legal Services and Immigrant Assistance	991 West Hedding Street, Suite 202 San Jose, CA 95126	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immigrant assistance via phone, walk-in and legal clinic
Institute for Career Development	Education	1080 N. 7 th St., San Jose, CA, 95112	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE Education in primarily office and retail industries
San Jose City College	Education	2100 Moorpark Ave, San Jose, CA 95128	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education Provider
Work 2 Future	Workforce Ed.	www.work2future.biz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	America's job center of California (AJCC)
Catholic Charities of Santa Clara County	Education and Workforce Readiness	2625 Zanker Road, Suite 201, San Jose	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Food, housing, health, education
Columbia Neighborhood Center (health clinic)	Education and Health Services	785 Morse Ave Sunnyvale CA 94085	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Health services and education
University of California Santa Cruz Extension Certificate Program	Education	3175 Bowers Avenue, Santa Clara, CA 95054	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Education Provider
See NSCAAdultEd.com->for full asset list			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$8,740,046	\$8,740,046	\$8,740,046
CalWORKs	\$200,564	\$200,564	\$200,564
CCD Apportionment	\$39,658,602	\$39,658,602	\$39,658,602
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$25,807	\$25,807	\$25,807
WIOA II	\$759,682	\$759,682	\$759,682
Other			
Donations	\$340,602	\$340,602	\$340,602
Strong Workforce	3,682	3,682	3,682
In-Kind	\$678673	\$878673	\$878673
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$10,070,383	\$10,070,383	\$10,070,383

2.3 Community Need and Customers

There are several things we have learned in our analysis of community need and our customers.

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 51,093⁴. 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)⁵, there is a great need to expand services for English language acquisition. Of those 2,829 students, 89% reported the biggest barrier to employment is their lack of English skills. In addition, 30% report that cultural barriers are keeping them from employment; the accompanying EL Civics and immigrant integration content that are integrated within the ESL curriculum is yet another reason to expand services. One key factor that inhibits increasing service to the English Learner population is a lack of daytime classrooms available for use for the Adult Schools. We know this from the waiting lists for placement and high demand for testing and entry. Similarly, we also know that persistence is a key indicator of success and increasing persistence within the adult school program and through the transition, and within, the community college program will be critical for student success.

One similarity to the above data is that 37% of the 2,037 career technical education (CTE) students report that English Language proficiency is the largest barrier to employment⁶. 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 in 2016-2017 to 2,037 in 2017-2018)⁷. 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 needs⁸. 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 increase the number of Adult Secondary Education students served within our consortium. Serving 2,066 in 2017-2018—this was the highest number served to-date, topping

⁴ AEP Community Data 11/13/18

⁵ CalPass Plus Data Pipeline (Launchboard)

⁶ CalPass Plus Data Pipeline (Launchboard)

⁷ CalPass Plus Data Pipeline (Launchboard)

⁸ AEP Community Data 11/13/18

the 2016-2017 number of 1,882. Long-term unemployment (45%) and low income (32%) are key barriers to employment for the Adult Secondary Education program students⁹. 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.

One surprising statistic is that only 62% (7,555/12,103) students served in 2017-2018 had 12 or more contact hours¹⁰. The fact that 4,548 students are receiving less than 12 hours of contact is something to explore to figure out who these students are, what is leading to the attrition, and why are they leaving. Understanding what factors are leading to this lack of persistence will allow us to analyze our systems; the assumption is that if their needs were being met, they would remain in our programs.

Another statistic that is surprising is the number of students who exit in a given year as “employed” and are still employed two quarters later. The most recent data, which shows that 2016-2017 students have only 17% still working 2 quarters later; this is a drop from 2015-2016 at 34%¹¹. That said, we know that the way data is collected has been changing and may affect some of the results. This also needs to be contrasted with those employed four quarters after exit. Unfortunately data is not available for 2016-2017.

As we dig deeper into our in-house Data Dashboard’s¹² transition data, we can see, for example, that students who transition are achieving at the community colleges. We also see a need for further need analysis via a dedicated researcher who would have the time and skill-set to dig deeper and analyze trends. To illustrate this, the following data for mathematics enrollments are:

Adult School	# of unduplicated students taking math at Foothill or DeAnza	# of Math attempts	# of Math completions	# of passing grades	Success percentage
FUHSD	10	16	12	6	50%
MVLA	96	169	120	79	66%

⁹ CalPass Plus Data Pipeline (Launchboard)

¹⁰ CalPass Plus Data Pipeline (Launchboard)

¹¹ CalPass Plus Data Pipeline (Launchboard)

¹² See section 2.2 for an explanation of NSC’s in-house Data Dashboard

Palo Alto AS	0	0	0	0	N/A
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From this data above, we see that MVLA has a large number of unduplicated students taking math with the highest passing rate. The need for a dedicated researcher becomes clear in that being able to disaggregate the actual math courses taken with the corresponding grade, credit, quarter and year are available. A deeper dive into MVLA’s data may allow us to see patterns of areas where students are more successful and classes taken at the adult school that were most helpful in preparing them for success. This “micro data” for adult schools could be huge for advancing student support.

We also know that in our Data Dashboard we can utilize Student Attribute Codes to create and track a cohort of students over time. Through course codes that identify career tags, we can see where students have CTE course-taking patterns and identify sequences and pathways that appear successful. This can then be added to the work of Guided Pathways to further support student success. Again, the issue here is the need for a dedicated researcher to compile and analyze the data and work with Work Group members to assist them in increasing student support and success. As a result, you will see this need reflected in our action plan for 2019-2022.

Summary: Community Need and Customers

In summary, we have a large population who need English as a Second Language (ESL) services. Many will enter our ESL programs but we also have a large population who find their English skills and cultural mores are keeping them from employment. In addition, we have a population who does not have a high school diploma or equivalent or only has a high school diploma and need additional Adult Secondary Education (ASE) services. We also know that we are feeding a number of students into career pathways and, as outlined in the data in section 2.2, we would do well to share best practices and dig more deeply into the individual data to increase the number of student transitions to our community colleges.

Finally, we would do well to have clearly articulated guided pathways where articulation is defined in three ways: 1) those who receive skill readiness at the adult schools in curriculum that is articulated for transition to the college curriculum; 2) articulated classes that allow students to enter colleges and receive college credit for previous adult school coursework; and 3) increased opportunities for students to take non-credit courses in ESL, ASE and CTE to help ready them for employment without financial impact to their already-difficult financial landscape. Finally, support for financial stability through job placement is a key need for long-

term unemployed students, and understanding *why* the large percentage (38%) of students who have less than 12 hours of contact are not persisting is key to reflecting on systems, procedures, and student needs to have greater success in student persistence and, ultimately, educational goal attainment.

2.4 Identifying Goals and Strategies

The overall focus for 2019-2022 is to increase the number of successful transitions and “completers” from the three Adult Schools to our two Community Colleges in credit and non-credit programs. Having worked to build collegial relationships, align services and curriculum, and create transition support through many new programs and personnel—our goal now is to capitalize on what has been built and increase the number of students positively affected by our new infrastructure and services. Some of this work will be a continuation of previous work such as increasing the number of integrated pathways. Some of this work will be new projects based on hurdles we have encountered such as utilizing multiple measures for guidance and placement.

Here are the specific goals and strategies by Work Group:

Data Work Group:

1. Develop a definition of persistence that will be used to identify successful transition from the adult schools to the community colleges. For example, is persistence continuing for 2 or more quarters or is it completing a series of courses or programs to “qualify” as persistent?
2. Establish a cohort of students for 2019-2020 for whom we will collect data and support the work of the Student Support Work Group. (See Student Support activity 3b.)
3. Hire a part time research analyst to manage the in-house Data Dashboard, dig deeply into data and provide analysis, and complete projects needed by the Leadership Board and Work Groups.

Student Support Work Group:

1. To improve student success, persistence and completion at the community colleges, we will create a sense of belonging and excitement for transition by familiarizing students with the college campuses prior to transition. Strategies to achieve this goal will include:
 - a. Formalize regular college field trips/visits, adult school college fairs, and college recruitment presentations by community college faculty;
 - b. Find a dedicated counselor from Foothill College who can serve in the same capacity as the new (April 2019) DeAnza counselor hired to serve the adult school students.

- c. Create common goal-setting activities to ready students for transition (e.g. career interest inventory);
2. Formalize the process of transition for every student in our consortium. Strategies to achieve this goal include:
 - a. Develop an AEP goal setting and transition form to help students identify their individual transition goals and understand opportunities and pathways available from the adult schools to college and employment.
 - b. Create a checklist that outlines specific procedures that will be completed by each transition counselor and student to help with a successful transition to the community college. Within this process will be explicitly articulated procedures for a “warm handoff.”
 - c. Identify CTE training expectations and train staff and establish a process to provide students a warm handoff from AS to CCC.
3. Research actions, behaviors and attitudes of successful students who have transitioned from the adult schools to the community colleges. Use this data to identify adjustments needed in support services and systems to increase student success, persistence and completion.
4. Create a set of support resources for student success. Strategies to achieve this goal will include:
 - a. Creating and publishing an info-graphic that contains programs contacts and services students, counselors and marketing;
 - b. Creating a resource database of local support services that will centrally located on the consortium website for all stakeholders to access, and update these resources regularly.

Curriculum Articulation and Alignment Work Group:

1. Create a seamless transition to the next program or agency that relates to each students’ stated personal and professional or academic goal. Strategies to complete this goal include:
 - a. Creating Bridge classes for ESL and ASE adult school students;
 - b. Create articulated pathways and curriculum;
 - c. See Student Support 2a.

As a side note, we also are keenly aware that persistence is a key indicator of success. Within the transition work, there is a need to increase persistence within the adult school program and then eventually through each student’s transition to the community

college program; doing so will be critical for increasing the number of successful transitioned students.

2. Implement consortium-established processes and procedures for articulating adult school and community college classes. Strategies to complete this goal include:
 - a. Creating articulation agreements that allow for college credit to be assigned to approved courses taken at the adult schools;
 - b. Articulating curriculum, student outcomes and instructional activities for various classes and programs at the community colleges and increase the number of students transitioning. Areas of focus will include, but not be limited to, the following:
 1. Nursing Education
 2. Accounting
 3. The new non-credit ESL at DeAnza
3. Identify assessments measures that 1) are in use at the adult schools; 2) are in use elsewhere and might provide a viable common assessment for the future; 3) might be used in articulation and placement of students; and 4) align with policy and procedures and established to fulfill the AB705 legislation.
4. Create career maps that align all adult school programs to the community college programs. Integrate with Guided Pathways decisions at each of the community colleges. Specific to this goal will be clearly articulating the access points and participating in Guided Pathways to integrate goals and activities.
5. Support the work of DeAnza ESL Faculty who will be creating their first non-credit ESL program; this would include providing guidance, aligning curriculum, identifying transition support and placement measures.

Professional Development Work Group:

1. Support the needs for all Work Groups by identifying, sharing, and/or implemented needed professional development.¹³

¹³ One anticipated need will be in creating a professional development opportunity sharing the data acquired from the Student Support goal to research actions, behaviors and attitudes of successful students who have transitioned from the adult schools to the community colleges and reflect and change support services, curriculum, and systems to increase student success, persistence and completion.

Figure 1. Logic Model

Goal Statement: Increase the number of successful transitions and “completers” from Adult Schools to Community Colleges in credit and non-credit programs.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> 1. A robust, unified set of transition procedures and practices; 2. Improved student transition resources; 3. Agreed-upon and aligned placement procedures; 4. Expanded non-credit options in the FH-DA College District; 5. Processes and procedures for articulating Adult School and Community College courses and assessment measures; 6. Consortium “Data Dashboard” expansion with analysis support (see section 2.3 as an example). 7. Increased guidance role of Leadership Board and expanded workgroup leadership. 	<ol style="list-style-type: none"> A. Common practices for transitioning students to the colleges including goal setting, exploratory activities in common, guidance on guided pathways and meta-majors. B. Formalized consortium-wide college visits and expand to bi-annual Adult School college fairs; C. Create a quarterly survey for a cohort to track behaviors, attitudes and skills that make students successful and pair cohort data; D. Establish a persistence-rate “equation” for data analysis of consortium progress; E. Create pathway maps from the Adult School programs to the corresponding Community College programs. 	<ol style="list-style-type: none"> 1. Annual increases in total number of students placed into FH-DA by the Adult Schools; 2. Increased persistence and completion rates for transitioned students; 3. Inter-agency Guided Pathway processes and procedures implementation; 4. A common, supplemental AEP transition form in use; 5. Co-Taught (CC/AS) Transition Bridge Courses on adult school campuses; 6. Clearly articulated pathways, maps and CC access points for student transition from AS; 	<ol style="list-style-type: none"> A. Common transition practices by all Adult School counselors; B. Pilot Bridge Classes which are co-taught by university and adult school instructors; C. Annual outreach and ongoing activities plan formalized; D. A published infographic of transition options, pathways, programs, contact information, etc. E. Ongoing data delivery to Workgroups to support goal achievement; 	<ol style="list-style-type: none"> 1. Increased total numbers of students placed into FH-DA by the Adult Schools; 2. A resource data-base for support services published and shared as well as staff training on the materials; 3. Fee-waivers for Adult School students co-enrolled in CC classes; 4. Co-developed multiple measures identified and implemented for placement from AS to CC in non-credit; 5. Non-credit course options at DeAnza college for ESL AS student to transition into; 	<ol style="list-style-type: none"> A. A shared Guided Pathways Model that integrates Adult School placement and advising; B. Alignment of AS classes and curriculum with CC non-credit courses for seamless transition & warm handoff; C. Increase the number of transitioned ESL non-credit students in proportionate amounts to both DeAnza and Foothill Colleges.

Assumptions	External Factors
<ul style="list-style-type: none"> • By analyzing successful students and surveying current students, additional information about needs and goals will help analyze our systems of support; • By expanding member leadership and providing coaching support, the Leadership Board can shift into a guidance role—something requested by Work Groups and desired by the Leadership Board. • By utilizing SMART Goals consortium-wide, clarity of action and consistency of practice as well as accountability deliverables will be improved. • Sharing “drilled down” data consortium-wide will improve practice and meet greater student need. • Guided Pathways will be an ongoing program for the next 5+ years and that inter-agency articulation and alignment is possible. 	<ul style="list-style-type: none"> • Co-Enrollment fee-waivers for adult school students is not currently available. Changing community college policy to all mirrored K-12 co-enrollment policies is needed. • Current state data is limited in specific student-trends within our Consortium; an ongoing, in-house Data Dashboard is needed.

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By August 31st, 2019, create a resource database of local consortium program contacts and services to be used for students support as well as a marketing tool with an info-graphic available by September 30th, 2019. (See additional details in the table below.)
2. 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. (See additional details in the table below.)
3. By June, 2020—increase support for adult school students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) have two adult school classes articulated with one or more of the colleges. (See additional details in the table below.)
4. By September 2020, create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning adult school students. Success will be evaluated based on the following: For the 2020-2021 school year, transition an amount of adult school students equal to or above 50% of the total students transitioned to Foothill College Non-Credit in 2019-2020. (Note: DeAnza College anticipates piloting two classes in September 2019.)
5. By June 2021, members of the Curriculum Alignment and Articulation Work Group (with assistance from other Work Groups) will map career pathways for all Adult School programs to both Community College programs. These maps will be produced in a format that can be used as counseling materials as well as by published on the Consortium website.

2.5 Piloting and Implementation

For the three of the five smart goals, details of the implementation activities are added below.

Smart Goal	Pilot Parameters and Activities	Responsible People/Group(s)	Indicator(s) of Success
By August 31 st , 2019, create a resource database of local consortium program contacts and services.	Create both a resource matrix of information and an infographic. Work with Director of Consortium to put on website and utilize in social media and, if applicable, marketing campaign.	Student Support Services. Project managers: Adrienne Moberly (FUHSD AS) and Dave Capitolo (DeAnza CC)	By September 30 th , 2019: Put in use as a resource tool for staff and students on the consortium website; put into use as a marketing tool on at least social media.
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.	By September 2019, a) create survey questions for incoming community college freshmen who are transitioning from the adult school; b) identify a cohort of students and administer the survey quarterly beginning in October 2019; c) engage the help of the Data Work Group to define and set data parameters of persistence; d) by September 2020—utilize the survey results to 1) develop a matrix of student actions, behaviors and attitudes that are commonly shared by successful students who have transitioned from the adult schools to the community colleges; b) work with the Professional Development workgroup to carry out a consortium-wide training about these actions, behaviors and attitudes and generate	Student Support Work Group. Project managers TBD. Data Work Group to determine definition and data parameters for “persistence.” Professional Development Work Group to help train consortium-wide staff and faculty in the results.	By June 2022, see a minimum of a 10% increase in former adult school student persistence and completion rates at the community colleges.

	<p>activities at the community college to further this support;</p> <p>c) have consortium-wide transition procedures, services, and curriculum that all adult school students receive</p>		
<p>By June, 2020— increase support for adult school students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) have two adult school classes articulated with one or more of the colleges.</p>	<p>a) Dual Enrollment Fee Waivers: Leadership Board members and the Director of the Consortium will work with the colleges to change Board Policy to allow for the same dual enrollment fee waiver as K-12 students;</p> <p>b) CTE members from the Adult Schools with administrative support from CCs will collaborate with specific CC departments to find the first two areas where there can be an alignment of curriculum. They will go through the specific department process for creating the articulated agreement.</p>	<p>Leadership Board, Consortium Director and Curriculum Articulation and Alignment.</p>	<p>a) a written policy and process for fee waivers will be disseminated by June 2020;</p> <p>b) an MOU or equivalent document will be signed establishing the articulated agreement and the opportunity will be advertised in adult school brochures and websites as well as the consortium website.</p>