

# **North Santa Clara County Consortium for Adult Education 2025-26 Annual Plan**

## **Consortium Information**

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Website:

<https://www.nscadulthood.com>

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## Guidance

The California Adult Education Program (CAEP) annual planning process along with the member work plan and budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the current program year.

The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2)).

Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

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## Executive Summary

*Provide an Executive Summary of your consortium's implementation plan for the current program year.*

*Briefly, the summary should include the achievements and progress on initiatives from the previous program year, the consortium's vision and primary goals for the current program year, and a clear justification for how the planned allocations align with the current three-year adult education plan.*

*Be clear and concise: This Executive Summary is included in the consortium snapshot for the California Legislature.*

The North Santa Clara County Consortium (NSCCC) comprises five member institutions: FUHSD Adult School, Mountain View Los Altos Adult School, Palo Alto Adult School, Foothill College, and De Anza College. Our main goal is to help consortium members cooperate, coordinate, and collaborate<sup>1</sup> to build, guide, and support students through education and career pathways. With this focus, NSCCC remains a key partner in advancing education and economic opportunity in the region.

### **Progress & Success**

Over the past three years, NSCCC has advanced in three areas: CAEP data, 22–25 plan activities, and transitions to college via dual enrollment.

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<sup>1</sup> Please see full Degrees of Partnership: Cooperation, Coordination, and Collaboration in the Index

2024–25 CAEP Summary data shows we continue to meet outcomes in adult school student enrollment, persistence, and performance:

- 4,183 students were served (vs 4,163 in 23–24; 3,693 in 22-23)
- 3,341 students earned 12 or more instructional hours (vs 3,233 in 23–24; 2,952 in 22-23)
- 2,690 ESL students were served [less than 2,843 in 23–24 (due to reclassification of ESL to Workforce Prep) but surpassing 2,478 in 22-23]. Of these ESL students:
  - 2,391 earned 12+ instructional hours (just below 2,399 in 23–24 (see above reason for dip) but surpassing 2,045 in 22-23)
  - 2,247 completed student outcome data sets (SODS) (vs 2,200 in 23–24; 1,870 in 22-23)
  - 1,725 completed valid pre- and post-tests (vs 1,652 in 23–24; 1,434 in 22-23)
  - 1,122 achieved Educational Functioning Level Gain (EFL) (vs 1,034 in 23–24 & 849 in 22-23)

2022-25 Plan activity highlights include: exceeded 2% target gains across all metrics; hosted External Stakeholder Event and Member Summit; presented twice at the State level on dual enrollment; funded teacher credential stipends; aligned ESL, CTE, and ASE TE updates; created a consortium-wide Data Vision; launched a Healthcare Pathway to boost CTE participation; and developed a Member Handbook for onboarding.

Additionally, the number of students taking dual enrollment courses and the number of courses taken has steadily increased over the past three years, and 2025 summer data shows strong engagement:

- 22–23: 56 students took 108 courses
- 23–24: 93 students took 169 courses
- 24–25: 98 students took 238 courses
- 25–26 (Summer only): 53 students are taking 60 courses

## **Current Challenges**

Although NSCCC continues to make progress with goals, challenges still remain: lack of classroom/facility space, staff turnover and burnout, lack of teachers with CTE credentials to expand programming at the adult schools, and adult school waitlisted students due to not enough program capacity for the number of qualified applicants.

## **Current Needs Assessment & Key Findings**

The 25–26 Annual Plan was collaboratively developed with external and internal stakeholders through events to gather input, reviewing goals with various teams, and aligning with the labor market and student needs using CAEP Fact Sheets, DataVista, LaunchBoard, local labor data, and community surveys to analyze trends.

Key findings show an urgent need to support English learners, underemployed adults, and those without high school diplomas. With an aging, largely foreign-born population, there's a clear need for ESL, career training, and accessible student support services.

Therefore, the plan will focus on English language support, workforce alignment, service awareness, and stronger regional partnerships.

## **Consortium Goals & Objectives**

*Addressing Educational Needs:* Expand regional partnerships with workforce boards and CBOs, and enhance data systems to set goals and track student progress consortium-wide.

*Improving Integration of Services and Transitions:* Continue aligning CTE and ESL pathways through IET, dual enrollment, and bridge programs; expand tutoring, mentoring, and career events to support student transitions.

*Improving Effectiveness of Services:* Strengthen adult school–college alignment, expand dual enrollment and work-based learning tied to labor market needs, and invest in professional development.

## **Outcomes & Key Strategies**

By 2028, the consortium aims to:

- Expand targeted programs and partnerships to support underserved populations;
- Improve service alignment and wraparound supports for smoother transitions;
- Enhance staff development and data use to boost retention, career pathways, and equity.

## **Funds Evaluation**

CAEP funding will grow from \$10.5M in 24–25 to \$10.8M in 25–26, with full use expected in future years. The consortium is working to combine funding sources to support pathways and student services. The plan targets 2% annual growth in college transitions, employment, and credential attainment, reflecting a strong commitment to equity, alignment, and data-driven decisions.

## **Conclusion**

NSCCC's 25–26 Annual Plan focuses on equity, alignment, and student success through a collaborative, data-driven approach. It aims to close educational gaps, strengthen transitions, and improve service effectiveness by building pathways, boosting workforce readiness, and supporting lifelong learning to better serve the region's adult learners.

## Plans & Goals

### 1. How (if at all) do the consortium's previous program year goals differ from the current year's goals?

- ☒ Goals remain the same
- ☐ Goals have changed or new goals have emerged for the upcoming year

### 2. How much progress did the consortium make towards its previous program year goals?

- ☐ No progress at all - no goals were met
- ☐ Very little progress - few goals were met
- ☐ Some progress - around half of the goals were met
- ☒ A good deal of progress - most goals were met
- ☐ Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

### 3. What barriers did the consortium face in making progress towards its previous program year goals?

- ☒ Lack of financial resources
- ☒ Lack of human resources
- ☒ Lack of time
- ☒ Other
- ☐ Lack of physical/facility access, Staff turnover and burnout, Lack of CTE credentials to expand programming ( AS), Waiting list for students / not enough program capacity for number of qualified applicants

### 4. What are the goals for the consortium for the current program year?

- ☐ Add new program offerings
- ☐ Add student and staff support
- ☒ Address gaps in services
- ☐ Align offering with regional needs

- ☐ Collect and review data
- ☒ Develop career pathways
- ☐ Develop industry-based programs
- ☐ Diversify program delivery modalities
- ☐ Expand current program offerings
- ☐ Hire teachers/teaching assistants/tutors for ESL courses
- ☐ Identify community needs
- ☐ Implementing best practices
- ☐ Improve instruction
- ☐ Improve support services
- ☒ Improve the integration of services and transitions
- ☐ Increase awareness of services through marketing and outreach
- ☐ Increase course offerings (new and existing)
- ☒ Increase employer collaboration
- ☐ Increase enrollment x
- ☐ Increase professional development for staff
- ☒ Increase transitions to postsecondary
- ☒ Increase transitions to workforce
- ☐ Increase workforce-specific offerings
- ☐ Provide credentialing opportunities for staff
- ☐ Restore education plans
- ☐ Track transition program efficacy
- ☐ Upgrade facilities
- ☐ Other

Note for jenée: We will check in on these quarterly

## 5. How will the consortium measure progress towards the goals set for the current program year?

- ☒ Conducting progress review meetings
- ☒ Course completion/graduation
- ☒ Gathering feedback from partners/participants
- ☐ Number of courses offered
- ☒ Participant surveys or interviews
- ☐ Program assessments
- ☐ Self-studies
- ☐ Student assessment scores
- ☒ Student enrollment numbers
- ☒ Student retention
- ☐ Students using support services
- ☐ Other

Students using support services Note to LB: in year 1 identify what this activity means to us and how we are going to track this: Students using support services. For college, continue working on identifying who these students are (past dual enrollment) Aiming to check in year 2.

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## Assessment

*Guidance: Provide an assessment of current program year needs, as well as future year funding plan usage.*

### Regional Needs Assessment

1. Please identify the categories of needs in your region.

- ☐ Access to technology
- ☒ Alignment of education and workforce needs (incl. addressing labor shortages)
- ☐ Basic /(life) skills attainment
- ☒ Citizenship support
- ☒ Digital literacy
- ☐ Educational advancement (degree programs)
- ☒ English language needs (English language learner supports (e.g., incl. programming availability)
- ☒ High school/equivalency education needs
- ☒ Immigrant/refugee needs
- ☒ Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.
- ☐ Increased awareness of services available to employers
- ☒ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- ☐ Literacy programming
- ☒ Living wage job attainment (/career development)
- ☐ Rural geographic needs
- ☐ Services for adults with disabilities
- ☒ Short-term Career Technical Education (CTE) training
- ☒ Strengthening partnerships
- ☒ Student access supports: transportation, childcare, etc
- ☒ Other (please specify): Labor shortages/ Quality jobs that include OJT, healthcare benefits, fixed schedules, retirement benefits



## 2. Please identify resources used to identify these gaps.

- ☒ CAEP consortium Fact Sheet
- ☒ Community stakeholder input
- ☒ Data gathering/student needs assessment
- ☒ DataVista
- ☒ Employer input
- ☐ External consultant/research firm
- ☒ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ☒ Partner meetings
- ☒ Population demographic data (U.S Census, etc.) (CAEP Factsheets)
- ☒ Regional plans
- ☒ Student data (TOPSPro, MIS)
- ☒ Survey, interview, and/or focus group data
- ☒ Other (Previous 3 yr/annual plans)

## 3. How will you measure effectiveness/progress toward meeting this need?

*Please be sure to identify any local indicators planned for measuring student progress.*

The Data Team is responsible for collecting and analyzing data in order to help the consortium measure effectiveness, keep on target with the metrics identified in the three year plan, and keep on track with tracking and reviewing the added data points in the consortium's Data Vision.

### Three Year Plan Metrics & Data Vision Data Points

#### ■ Enrollment Data

- Reportable Individuals (# of Adults Served)
  - All Non Credit CAEP Students (ESL, CTE, AwD, ASE) w/ at least 1 positive attendance hour
  - Consortium Metric 3 Yr Plan Metric: Number of Adults Served (AE 200 - Overall) 1+ hrs. of instruction or received services
  - We also disaggregate into ESL (1002) (*Optional 3 Yr Plan Metric*), CTE (*Optional 3 Yr Plan Metric*), & ASE
- English Language Learners Reportable Individuals
  - All Non Credit CAEP (ELL) Reportable Individuals with an English Learner Barrier (149AE) (*Consortium Metric 3 Yr Plan Metric*)
- ELL Grant: # participants enrolled in the healthcare pathway Grant
  - MVLA: IET Medical Terminology, MA, & CNA
  - FUHSD: IET Medical Interpreter & CNA
  - PAAS: VESL Intro to Health

- De Anza: COUN5, HTEC 50, Phlebotomy
- Foothill: NCEL 403A&B, Intro Health, CHW, EMT

## ■ **COURSE SUCCESS / GENERAL PERSISTENCE DATA**

- Adults who Became Participants (AE 202 - Overall) (*Member 3 Yr Plan Metric*)
  - We also disaggregate into ESL, CTE, & ASE
- College students who have returned the subsequent quarter
  - All CAEP (non-credit ESL, CTE, ASE, AwD) students who have returned a subsequent quarter regardless of pathway or sequence
- ELL Pathway Course Completion
  - CAEP ELL Healthcare Pathway Students (credit/non credit) within a cohort who pass a specific course

## ■ **PATHWAY PROGRESS DATA**

- Participants who completed an Educational Functioning Level Gain (400AE) (*Member 3 Yr Plan Metric*)
- College students who move up levels in particular pathways (ESL)
  - CAEP Non-credit ESL students who move up one level within ESL sequence
- College participants who move up levels in particular pathways (CTE)
  - CAEP CTE students who successfully complete course within non-credit CTE pathway
- ELL Pathway Progress
  - CAEP ELL Healthcare Students completing a course and moving to the next course in ELL pathway)

## ■ **TRANSITIONS DATA**

- Participants in ESL, ABE and ASE who Transitioned to a Non-developmental Credit College Course (e (637AE)) (*Member 3 Yr Plan Metric*)
  - All Non Credit CAEP Students (ESL, CTE, AwD, ASE) who transition to CC credit
- College: Non-credit ESL to Non-credit CTE (ELL Pathway) or Non-credit to credit CTE (636AE) (*Member 3 Yr Plan Metric*)
- Participants who earn a Postsecondary Credential (624AE) (*Member 3 Yr Plan Metric*)
- ELL Pathway Transition
  - Adult School students who have transitioned to ELL Pathway at Community Colleges credit and non-credit

## ■ **PATHWAY COMPLETIONS / SUCCESS DATA**

- CC Career Pathway Certificates
  - CAEP Students in who complete certificates in ECE, (Potentially other courses in the Healthcare Pathway)
- ELL Pathway Completion
  - CAEP ELL Healthcare Students completing a healthcare pathway CTE certificate

## ■ EMPLOYMENT DATA

- ELL Pathway Employment
  - Employment information for CAEP students who complete an ELL Grant HC Pathway
  - Employed Two Quarters After Exit (505AE) (*Member 3 Yr Plan Metric*)

## Reports and databases Utilized for Tracking Effectiveness

### 1. CAEP Summary

- a. Number served:
- b. Overall (M)
- c. ESL/ELL students with 12+hrs (column E)
- d. ESL/ELL students with complete student outcome data sets (SODS) (B)
- e. ESL/ELL students took both a valid pre & post test ©
- f. ESL Persistence Rate (C/B)
- g. ESL Performance Rate (D/B)
- h. ESL/ELL students who achieved an EFL Gain (D)
- i. HSD/HSE Achieved
- j. CTE outcomes

### 2. CAEP Barriers to Employment

- a. English Skills, Cultural Barriers, & Low Literacy

### 3. CAEP Fact Sheets

- a. Demographic data

### 4. CAEP DIR

- a. Demographic data & Student info

### 5. DataVista

- a. Demographic data & Student Progress

### 6. NRS (table 4/4b & NRS DIR)- just for adult schools

### 7. Labor market data from our local WIB (NOVAworks & Work2Future)

4. Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique.

In Northern Santa Clara County, one of our largest populations in need still includes those who speak English “less than well.” According to the 2024 CAEP Fact Sheets<sup>2</sup> for our consortium’s region, this number has increased to 18,089 from 15,049 in the 2022 Fact Sheets. However, when you look at the larger Santa Clara County region, that number jumps to 145,530 up from (129,258<sup>3</sup> in the 2022 Fact Sheets). In addition, we know that the 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.

In order to understand the needs of our community members, we utilized the assessment tool that was provided in the 2025-28 Three Year Plan. We analyzed LMI that NOVAworks compiled for each of the cities that make up our region. Utilized information from O\*NET for developing our career pathways. Looked into Demographic via the 2025 CAEP Factsheets. Utilized the 2024-25 CAEP Summary and DataVista tools to look into our consortium's student outcomes. Utilized the 2024-25 CAEP Barriers to Employment Report Report to confirm the barriers that our students face. We also gathered input from our Community Based Organizations, faculty, and staff in order to guide the planning process.

In order to close our regions gaps and help students reach their career and educational goals, our plan has activities focused on data gathering and analyzing, aligning programs, and supporting students throughout their education journey:

- On ramping- getting student info on workforce option,
- after bridge section of the onramp– if students don’t have immediate counseling, they fall off and don’t make into the pathway
- Follow-up; how do we know if and where the students fall off.
- How to flag AS students in the college system?
- DA- create/add an ELL bridge course
- Having FH & DA have the same ESL assessment
- Scheduling and AS & College terms are not aligned
- Most AS like in person course
- The types of education and workforce services currently offered by the consortium (seven program areas).
  - Education: ESL, CTE, Workforce Prep, ASE, ABE, K-12 Success, AWD
  - Workforce Services: CTE, IET, Counseling Career Exploration, Skill Development, On-the-Job training, Job Placement and Internship, Apprenticeship (DA ECE first 5)

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<sup>2</sup> 2024 CAEP Fact Sheets Foothill De Anza / NSCCC (<https://caladulthood.org/CaepFactSheets>).

<sup>3</sup> 2024 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures (<https://caladulthood.org/CaepFactSheets>).

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## Activities & Outcomes

### Objective #1: Address Educational Needs

**Strategy 1.1:** The consortium continues to develop partnerships with its consortium members, NOVAworks, and other community providers to support our students.

- #1.1A: Collaborate with Local WIB & Stakeholders (Leadership Board)
- #1.1B: Inclusion Based Support for Consortium (Director)
- #1.1C: Consortium Member Handbook (Director)

**Strategy 1.2:** The consortium will continue to align data processes and practices to set, review, and analyze performance targets and student achievement on a regular basis.

- #1.2A: Adult School & College Data Input Alignment
- #1.2C: Track Transition Data to Support Seamless Student Transitions (Data Team)
- #1.2D: Tracking ELL Grant Employment

### Objective #2: Improve Integration of Services & Transitions

**Strategy 2.1:** The consortium will expand focused pathway programs (ESL & CTE) and wrap-around support services to improve student persistence and completion.

- #2.1A Pathway Projects: CTE & ESL (CTE Team)
- #2.1B Increase Student Targeted Academic Support (TST Team)

### Objective #3: Improve Effectiveness of Services

**Strategy 3.1:** The consortium promotes accurate placement and seamless transitions to post-secondary through aligned pathways & programs.

- #3.1A: Alignment Projects
- #3.1C Increase Students Access & Participation in CTE Pathways (TST Team)

**Strategy #3.2:** The consortium will continue to improve its transition services in order to remove barriers for students and foster seamless transitions to post-secondary and employment.

- #3.2A Transition Services & Onboarding Support (TST Team)

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## Activities & Outcomes

*Guidance: Create a plan to implement the strategies named in the Objectives section of this workflow by defining the activities to execute them and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at*

the consortium or the individual member level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the Three-Year plan but may be helpful for consortium planning.

Use the + Add Activity button at the bottom of the page to add each activity proposed by the consortium to address the three Objectives in the Objectives section of this workflow. For each activity, type in the activity name, then select the Objective that applies to the activity from the dropdown menu.

## Objective #1: Address Educational Needs

### Strategy #1.1

The consortium continues to develop partnerships with (its consortium members), NOVAworks, and other community providers to support our students. (Develop partnerships with Members, NOVAworks, and CBOs)

*Activities: #1.1A, #1.1B, #1.1C*

### #1.1A: Collaborate with Local WIB & Stakeholders (Director/LB)

**Metric:** All Reportable Individuals (AE 200)

#### Description:

1. Work with NOVAworks & strengthen our relationship with community providers and local workforce (State Focus)
2. Hold an Annual NSCCC Stakeholders Meeting

**Objective:** To create stronger regional workforce partnerships in order to better serve our students.

#### Rationale:

1. The NOVAworks Stakeholder group provides access to NSCCC regional partners and CBO and should be used as a resource to help support the work being done in the region.
2. The Annual NSCCC Regional Networking Event will engage the community with the work the consortium is doing, allow the consortium to better understand the region's needs, and potentially build partnerships that will help better serve our students.

#### Current Status:

- NSCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. (Meet Goal)

- Identified the need for a NSCCC Advisory Stakeholders meeting
  - NSCCC Advisory Stakeholders meeting October 2024 (Met Goal)
  - NSCCC Member Summit April 2025 (Met Goal)

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**Goals for 2025- 28:**

- Have full representation at the majority of NOVAworks quarterly stakeholder meetings.
- Continue working and building relationships with NOVAworks and its stakeholders in the 2025 thru 28 academic years.
- Plan & hold a NSCCC Community Stakeholders meetings in the fall.
- Plan & hold a NSCCC Member Summit in the spring.

## #1.1B: Inclusion Based Support for Consortium (Director)

**Metric:** All Reportable Individuals (AE 200)

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**Description:**

1. Provide inclusion-based supports for the consortium
2. Director send out quarterly Newsletter
3. Director sends out biannual State of the Consortium letter

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**Objective:**

1. To continually off inclusion based support that fits the changing needs of the consortium.
2. To help the consortium as a whole feel connected to the work we are doing, sending out Newsletters and State of the Consortium reports will help create a sense of inclusion across the wider consortium team.

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**Rationale:**

1. All consortia need to have a focus on inclusion in their work to best serve students and staff
2. Helping the consortium as a whole feel connected to the work we are doing will build a network of stakeholders that feel connected to the goals and mission of the consortium, which will help create opportunities for coordination, cooperation, and collaboration..

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**Current Status:**

1. Inclusion based resources have been added to the NSCCC's website under the Equity tab: CALPRO Research Brief 16: Equity in CA Adult Education, Inclusive Classroom Self-Assessment, Cultural Competency Assessment, Understanding Implicit Bias & Assessment. (Met Goal)

2. A consortium update report was posted on the website in January and an end of the year State of the Consortium letter will go out in mid June. (Met Goal)

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**Goals for 2025-28:**

1. Continue finding inclusion based resources and supports for our consortium and its members.
2. Send out Quarterly NSCCC Newsletter to Members and CBOs

## **#1.1C: Consortium Member Handbook** (Director)

**Metric:** All Reportable Individuals (AE 200)

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**Description:** Help onboard new hires (or any consortium member) by providing resources and information explaining the whole CAEP system, our regional partners, and the internal workings of the North Santa Clara County Consortium. **(The name of this activity has been changed from #1.1C: Consortium User Manual to #1.1C: Consortium Member Handbook)**

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**Objective:**

Keep handbooks updated to help onboard new consortium members.

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**Rationale:** Institutional knowledge is not located in one location and is lost when members leave the consortium.

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**Current Status:** The handbook has been completed (Met Goal)

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**Goals for 2025-28:**

1. Update handbook as needed
2. Director creates a Director Specific Handbook
3. Director finishes a Director Specific Handbook

## **Strategy #1.2**

The consortium will continue to align data processes and practices to set, review, and analyze performance targets and student achievement on a regular basis.

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*Activities: #1.2A, #1.2C, #1.2D*



## #1.2A: Adult School & College Data Input Alignment (Data Team)

**Metric:** All Reportable Individuals (AE 200)

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**Description:** Align collection of student demographic data, goals, barriers and outcomes across the adult schools. Understand how courses are coded for adult ed (CAEP) in the colleges COMIS data system.

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**Objective:** Produce consortium wide reports that reflect systemic approach to collection and interpretation of student data: Data Vista, TE, CAEP, NRS, and Precision Campus.

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**Rationale:** In order for the consortium to interpret and act upon the student data in Launchboard Pipeline, TE reports, CAEP reports, NRS reports, ASAP and Precision Campus, the consortium needs to make sure that the schools align data collection and reporting practices.

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(2023-24) **Status:** (2023-24)

1. In the 2022-23 academic year, the Data Team started the process of aligning TopsPro (TE) updates for the three adult school's ESL, CTE, ASE programs. In the 2023-24 academic year, ESL, CTE, ASE alignment was completed. (Met 2023-24 Goal)
  2. In the 2022-23 AY, Foothill hired a part time data analyst who started the process of identifying CAEP MIS coding at Foothill College. The hire took a full time position elsewhere; therefore, the work has been stalled. (Still Current Status)
  3. Although in 2022-23 De Anza & Foothill agreed to fund a full time data analyst for CAEP, funds for this position are not available at this time; therefore, the consortium is not able to continue identifying how courses are coded for adult ed (CAEP) in the colleges' COMIS data system, help the consortium update & navigate the Precision Campus data tool, and develop pragmatic data questions that will help guide the work we do. (Goal Not Met) (On Hold)
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**2024-25 Status:**

1. Adult Schools
  - a. check annually for any TE update processes & make sure our guidance includes any changes. (Met Goal)

**Goals for 2025-28**

**Year 1:**

- Adult Schools
  - Maintain alignment we have already worked on
  - Yearly review of TE Updates for needed revisions

- Look into other opportunities for TE Update alignment of outcomes
  - Continue Alignment data reporting on tracking ELL HCPW Grant participants
  - Colleges
    - As of now, we don't have the resources to work on looking into how college courses are coded in MIS. However, we will focus on tracking students through the CC and understand what programs they go into. We hope this can build momentum to show that having college data resources provided for these students is a worthy endeavor
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#### Year 1-3:

- Adult Schools
    - Maintain alignment we have already worked on
    - Yearly review up TE Updates for needed revisions
    - Look into other opportunities for The Update alignment of outcomes
    - Continue Alignment data reporting on tracking ELL HCPW Grant participants
  - Colleges
    - Continue tracking students through the CC and understand what programs they go into. We hope this can build momentum to show that having college data resources provided for these students is a worthy endeavor
- 

#### Year 3:

- Adult Schools
  - Maintain alignment we have already worked on
  - Yearly review up TE Updates for needed revisions
  - Look into other opportunities for The Update alignment of outcomes
  - Continue Alignment data reporting on tracking ELL HCPW Grant participants
- Colleges
  - Continue tracking students through the CC and understand what programs they go into. We hope this has built momentum to show that having college data resources provided for these students is a worthy endeavor.
  - Potentially have resources/personnel in place to be able to work on college course/program coding.

### **#1.2C:** Track Transition Data to Support Seamless Student Transitions (Data Team)

**Metric:** Transition to Postsecondary Credit (AE 637)

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**Description:** Track ASE/ ESL/ CTE students who began at one of the consortium's adult schools and ask the following data questions: Where do they succeed: program level and employment? At what transition point do they stop out?

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**Objective:** By answering these questions, our Transition Support Team will have the data to identify additional supports needed to increase student success.

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**Rationale:** *By tracking student data our consortium will be able to better serve student's transition goals.*

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**Goals for 2023-24:**

1. Once the new consortium data analyst is hired and trained, have them answer the two data questions: Where do they succeed? Where do they stop out?, and help support the Transition Support Team in identifying additional supports to increase student success. (Goal Not Met)
  2. The Data Team is working on completing the Consortium Data Vision. This vision maps out the student journey through the data points from Enrollment, Course Success/General Persistence, Progress, Transition, Completion Success, & Employment for both adult schools and colleges. The questions of why do we need the data, who are the students in the data, when do we need to pull the data, and where does the data come from. (In Progress)
  3. Analyze the data (Not Met)
- 

**Goals for 2024-25:**

1. The Data Vision helped identify what adult school and college data we need to help support students be successful in career pathways. Our next steps are to identify when to collect and analyze the data to best help our consortium create early intervention support systems, pathway development, potential funding gaps, and efficacy of work. Once we have identified when we need the data, we can reach out to the college IR department to see if/how they can pull that data. (In Progress)
2. Create a pragmatic/utilizable spreadsheet that represents the data points in the Vision. (Met Goal)
3. Utilizing the Data Vision spreadsheet, start tracking, analyzing, and utilizing the data. This will start the 2024-25 academic year. (In Progress)
4. Find solutions for being able to track CAEP adult school students once they progress past the dual enrollment stage of our college pathways. (In Progress)
  - Understand how adult schools student data ends up in the college system if they flag that they were an AS student in CCA Apply. (In Progress)
  - Can the college upload CCA Apply results into their main data warehouse that would potentially enable reports to be run sliced for our three adult schools? (In Progress)

- Can CAEP cohorts be created in the District's Precision Campus environment in order to track the students in our pathways (the ones the TST are tracking internally)? (In Progress)

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## **Goals for 2025-28**

### **1 year**

- Finish Data Vision
  - Review Data Vision Data Goals and agree Frequency & Data Source for gaining the data needed
    - Review AS Completion Data: IET, CTE Certificate/Licensure, HSD/GED
    - Start looking at workforce prep data (update from Lori)? CAEP Outcomes ? Labor Market Data?
  - This will inform: Focus of Regular CC monthly Meetings & Timeframe for Quarterly or Biannual full team meeting ([Data Team Calendar](#))
- ELL HCPW Grant: Alignment data reporting on tracking participants
  - Review Persistence Data: IET (bi-annually)
  - Track IET students into post secondary (Adult Ed Certificate Programs and CC Pathways)

### Colleges:

- Finish DataVision: College: Frequency & Data Source:
  - Review Data Vision Data Goals and agree Frequency & Data Source for gaining the data needed ([College Data & Sources](#))
- Start effectively tracking adult school students transitioning into the colleges.
  - Dual Enrolled Students (Utilize internal cohort trackers to track students utilizing District PC)
    - Identify what CAEP information we need from CAEP PC and identify how we access it in District PC
      - If District PC can not do what we need, then we figure out another plan
    - Identify CC staff members to enter cohorts & run reports in DPC- the Director will no longer have access.
    - Create the cohorts (Jenée) Add them to DPC. Need to designate a person for this)
    - Who at FHDA: will help do this work? Randy will supply a team member. Janie will discuss it with team and we'll figure it out.
    - Track the students in District PC
    - Identify what data is actionable and when? This will help identify when the college data team meets and when the full team meets.
  - General Students (non-DE) (Pursue all avenues/conversations to identify AS students)

who transition into the CC & track them through it)

- Identify the flagging tracking system for these students (Janie lead project)
  - PC already tacks by program characteristics
  - Need to figure out how to track by student characteristic (Adult School / CAEP students)
  - Data personal time is bound to what programs students go to.
- 

### Year 1-3:

- Iterative process: assess the work done in year one and make necessary adjustments
  - Continue to effectively track adult school students transitioning into the colleges.
    - Dual Enrolled Students
      - Continue to refine this process
    - General Students (non-DE)
      - Track them in District PC
      - Identify what data is actionable and when? This will help identify when the college data team meets and when the full team meets.
  - Effectively track non-credit CAEP college students through college courses/programs
- 

### Year 3

Iterative process: assess the work done / goals met in years 1-3 one and make necessary adjustments

## 1.2D: Track ELL ELL Grant Employment

### **Metric: Employment AE 505**

**Description:** Track the number of ELL HCPW students who transition into employment. Assess the effectiveness of language and academic support for ELL students to successfully transition to employment.

**Objective:** Increase learner success in gaining employment.

**Rationale:** By tracking the number of students who transition into employment, we can evaluate the effectiveness of strategies and make adjustments as needed.

### **Goals for 2025-28**

**Yr 1:** Based on the response rate of students, track number of students who transition into employment and wage increase to assess the effectiveness of plan strategies

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**Yr 1-3:** Make necessary adjustments to employment transitions. Ie: Assess the effectiveness of language and academic support for ELL students to successfully transition to employment.  
Assessment tools: Attendance hours and certificate completion

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**Year 3**

Iterative process: assess the work done / goals met in years 1-3 one and make necessary adjustments

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## Objective #2: Improve Integration of Services & Transitions

**Strategy 2.1:** The consortium will expand focused pathway programs (ESL & CTE) and wrap around support services in order to improve student persistence and completion.

## #2.1A Pathway Projects: CTE & ESL

**Metric:** Transition to Postsecondary Credit (AE 637) & CTE programs & Students (1003) , ESL Programs and Students (1002), Post Secondary Credential (AE 624)

**Description:** The CTE Pathway Team will focus on developing transition activities for adult school students to move into community college CTE Pathways and earn certificates. Create IET models for new pathways such as, but not limited to advanced manufacturing, business and healthcare. This is to align programs to regional economic needs and to increase talent pipeline into growing industries. Transition activities include but are not limited to application workshops, orientations, early introduction to support staff at both colleges, career events showcasing career pathways at both colleges, and professional development series for CTE and CAEP faculty to discuss barriers students may face in the transition (i.e., language, writing, math, financial, knowledge of pathway, etc.) and support systems students can access.

**Objective:** Increase the numbers of adult school students transitioning into Community College CTE pathways and earning a living wage.

- a. *Continue with ELL HCG Pathways; continue on ECE*
- b. *Explore additional opportunities for expanding CTE pathways*
  - i. *Begin work on manufacturing → provide training equipment (SWF, Perkins, new grant) (e.g., table top training units); create IET models w/ ELA + CTE course w/ embedded tutor*
  - ii. *Select one FHDA B&F Certificate for alignment (e.g. Payroll, Bookkeeping, Tax Acct)*
  - iii. *Develop paid externships with employers leveraging partnerships with AJCC*
- c. Offer the college bridge courses at times when students are best available.
- d. Increase career services and supports to facilitate employment

**Rationale:** Adult School students benefit from jobs with increased wages. The consortium has created a model for transitioning students from adult school into post secondary CTE pathways that are in demand and growing industries. We intend to continue building on our initial successes to increase the number of pathways available to students.

### **Recap Goals for 2024-25:**

1. Continue developing Health Care Pathways by leveraging the ELL Healthcare Grant funds:
2. Foothill: continue strengthening the Community Healthcare Worker pathway that supports adult school students' transitions from ESL and other CAEP programs.
  - EMT to the pathway as a foundation to becoming a Paramedic

- Classroom presentations for Medical Assistant students and/or Career & College Fairs at the Adult Schools
- Create non-credit CHW pathway by Fall 2026
  - Submit approval for non-credit classes in 24/25
  - Submit approval for non-credit certificate in Fall 2025
  - Offer non-credit certificate by Fall 2026
- 3. PAAS: Establish a Medical Terminology VESL class in Fall 2024 (Goal Met)
- 4. De Anza add non credit med tech?
- 5. De Anza: Continue to support students into CC HC pathway programs.
- 6. De Anza: Continue connecting Medical Interpreter students to the Mandarin Translation Certificate
- 7. What other goals do we have for the HC Pathway?
  - MVLA transition students from Medical Assistant program and qualifying Med Term and CNA students to DeAnza's Phlebotomy program or Foothill's Respiratory Therapist, EMT
  - or the HC pathways by providing a prerequisite course on an adult school campus in Spring or Fall 2025 (e.g., Anatomy & Physiology or ???).
- 8. Understand when is the best time to offer the college bridge courses. Are we offering the COUN5 class at the correct time? How it is connected to the pathways we offer. ELL Bridges (403AB), Intro to College bridges (COUN5), Pathway Bridge (AHS50/HTEC50)
  - Create consortium Healthcare CTE pathway brochure to help students navigate pathways.
- 9. ESL faculty at De Anza interested in VESL courses: ESL for Health Science,
- 10. Questions to guide conversation: Identifying these subsets of student groups will help identify the appropriate onramp to college: (goals connected to readiness): Developing a guided pathway
  - Ready to transition, know the pathway, need to level up english
  - Ready to transition, know pathway, language ready
  - Ready to transition, don't know pathway, Language ready
  - Ready to transition, don't know pathway, Language not ready
  - Not ready to transition, start information sessions to help

Other CTE pathways will be looked at for the 3 yr plan:

1. Share student interest across the consortium. If the individual student interest came with the student when they transitioned.
2. Add a project based team in an annual plan/ three yr plan: that creates pathway maps for 3 to 4 ) HC, ECE, Accounting, CIS other?) (CTE Coordinators can serve on this PB Team)
  - FUHSD has developed an "Office English" class that will feed into CIS 99 at DeAnza.

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### **Goals for 2025-28**

#### **1 year**



- Continue with ELL HCG Pathways; continue on ECE
  - Identify resources in career services and support and link students to those services as appropriate.
  - Assess and iterate on the current work.
- 

### **1-3 years**

- Explore additional opportunities for expanding CTE pathways. Begin work on manufacturing → provide training equipment (SWF, Perkins, new grant) (e.g., table top training units); create IET models w/ ELA + CTE course w/ embedded tutors.
  - Select one FHDA B&F Certificate for alignment (e.g. Payroll, Bookkeeping, Tax Acct)
  - Develop paid externships with employers leveraging partnerships with AJCC
  - Pilot a cohort model for ELL Healthcare Pathways that could work for adults.
  - Assess and iterate on the current work.
- 

### **3-5 years**

- Assess and iterate on the current work

## **#2.1B Increase Student Targeted Academic Support**

- **Metric:** English Language Learner (AE 305)
- 
- **Description:** Improve student persistence and completion through student wrap-around supports
-

- **Objective:**

- Understand and identify the academic supports needed in each pathway by creating an iterative process between the TST and program teachers.
- Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
- Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college

- 
- **Rationale:** Persistence data for program pathways suggests that additional support is needed to improve persistence and completion. Focus on persistence and completion that aligns with Guided Pathways and new state funding focusing on pathway completion.
- 

**Recap of 2024-25 Goals:**

- Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
  - Foothill college to offer dedicated hours at tutoring center for ELLs in health sciences
  - De Anza to offer embedded tutors in ESL classes in 24-25
  - Monitor progress and completions in the CDCP pathways
  - Foothill will monitor progress of ELLs in health science pathways (Community Health Worker). This aligns to goals of the ELL grant.
  - Adult schools will continue to monitor progress and completions of IET healthcare classes.
  - Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college
- 

**Goals for 2025-28**

**1 year**

- Establish a project-based team for instructors (CTE and ESL) to understand and identify the academic supports needed in each pathway and communicate/coordinate with TST
  - Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
  - Assess and iterate on the current work.
- 

**1-3 years**

- Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college
- Continue to provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college

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**3-5 years**

- Assess and iterate on the current work.

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**Objective #3: Improve Effectiveness of Services****Strategy 3.1:**

The consortium promotes accurate placement and seamless transitions to post-secondary through aligned and articulated programs.

**Activities** #3.1A & #3.1C

## #3.1A: Alignment Projects

**Metric:** Transition to Postsecondary Credit (AE 637) & Transition to CTE (AE 636)

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**Description:** *Clarify and increase alignment of CTE Pathways.* In order for the consortium to be more focused & effective in the work that we do, we have moved to project based teams to identify and align pathways/programs.

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**Objective:**

Align adult school courses/programs w/ FHDA to reduce barriers for students entering the colleges.

- a. Determine other industry sectors based on regional need. (Business & Finance, Manufacturing, etc.)
- 

**Rationale:** Two barriers adult school students face in reaching their academic and career goals are lack of time and money. Aligning courses/programs helps to reduce both of those barriers for students.

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### **Recap of 2024-25 Goals**

1. Work on completing articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza
2. Plan A
  - a. De Anza 60A: Basic Med Term (3 units)
    - i. Req for Phlebotomy & Med Assistant (other Allied)
    - ii. CTE Team (Randy & Tiffany) at De Anza will start connect faculty & Deans
    - iii. Talk with Anita and Mureen about this possibility.
    - iv. Articulate with MVLA & FUHSD separately
  - b. Foothill: HS52 Med Term (4units)
    - i. Not required for NSCCC CTE pathways
    - ii. Teresa will see if Foothill and De Anza can articulate together
      1. the difference in units poses an obstacle
  - c. Future- articulate med term first. Articulate word class to lead into CC Business office programs
3. Plan B
  - a. See if faculty will do credit for prior learning
    - i. Credit by exam
    - ii. But District does not have this yet
4. Plan C
  - a. Is dual enrollment an option?

- i. Where AS teachers meet min quals for college.
5. Proposed revitalization of noncredit G-suite at FHC? AE can refer students
6. Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit (Is this still a goal?)

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### **Goals for 2025-28**

#### **1 year**

- Identify and pursue strategies for pathway alignment and access and completion to Healthcare programs.
- Professional development series for faculty to share curriculum and pathway opportunities to help students overcome language and academic barriers.
- Assess and iterate on the current work.

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#### **1-3 years**

- Align Adult School CTE Healthcare Programs to FHDA CTE pathways.
- Determine other industry sectors based on regional need. (Business & Finance, Manufacturing, etc.)
- Assess and iterate on the current work.

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#### **3-5 years**

- Continue to align Adult School CTE Healthcare Programs to FHDA CTE pathways. Determine other industry sectors based on regional need. (Business & Finance, Manufacturing, etc.)
- (Common course numbering at CCCs will support this effort.)
- Assess and iterate on the current work.

## **#3.1C Increase Students Access & Participation in CTE Pathways**

**Metric:** English Language Learner (AE 305) & Transition to CTE (AE 636) & Student & Programs CTE (1003)

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**Description:** At AS & Colleges, increase students' access to and participation in CTE pathways by offering bridge classes and foundation classes to students. Students in these classes discover and prepare for CTE pathway opportunities and receive support to access them.

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**Objective:**

- a. Gather CTE & Transition Interests for ESL & ASE Students. Understand where they are on the “on-ramp”
- b. Increase enrollment in Bridge and Foundation classes
- c. Increase enrollment into CTE pathways
- d. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways. (CC Data team working on this now)

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**Rationale:** Research shows that students have a higher chance of completion when they are guided toward an appropriate pathway and provided the necessary onramps and foundation courses (Guided Pathways Find the Path, Enter the Path).

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### **Recap of 2024-25 Goals**

- e. Gather CTE & Transition Interests for ESL & ASE Students.  
Create a standard framework for identifying the transition readiness for individual students. Create a more formalized referral/hand-off system for student to enter the pathway of interest,
  - Ready to transition, know the pathway, need to level up English
  - Ready to transition, know pathway, language ready
  - Ready to transition, don't know pathway, Language ready
  - Ready to transition, don't know pathway, Language not ready
  - Not ready to transition, start information sessions to helpEach agency will collect general student interest and share it with the consortium for programming purposes.
  - Create a calendar for when data will be shared and how it will be used
  - Create a shared spreadsheet for this information
- f. Encourage enrollment in Bridge and Foundation classes  
Establish a professional development series for faculty to discuss and share curriculum and pathway opportunities to support student transitions.
- g. Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.  
Create career pathway maps related to the 2-4 pathways we are focusing on in our annual plan.
- h. Support enrollment into CTE pathways  
See above
- i. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.  
Adult Schools provide the list of students transitioning to the colleges (regardless of which level of transition readiness and which pathway)  
Data team supports creation of cohort in FHDA Precision Campus  
Identify students who transition from AS to bridge and foundation classes  
Identify students who move from bridge and foundation classes into one of the pathways identified in the Healthcare Pathways Grant

Identify students who enter directly into pathways identified in the Healthcare Pathways Grant

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### **Goals for 2025-28**

#### **1 year**

- Transition Team continues to refine effective practices for transition readiness
  - Establish a professional development series for faculty to understand curriculum and pathway opportunities to support student transitionsSupport enrollment into CTE pathways (continue doing so)
  - Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.
  - Assess and iterate on the current work.
- 

#### **1-3 years**

- Data team supports tracking of a cohort in FHDA Precision Campus
  - Assess and iterate on the current work.
- 

#### **3-5 years**

Assess and iterate on the current work.

**Strategy #3.2:** The consortium will continue to improve its transition services in order to remove barriers for students and foster seamless transitions to post-secondary and employment.

#### Activity #3.2A

### **#3.2A Transition Services and Onboarding Support**

**Metric:** Transition to Postsecondary Credit (AE 637)

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**Description:** In order to increase students' efficacious transition to post-secondary and employment, the consortium will continue to improve the coordination between transition services at the adult schools and onboarding support at the community colleges.

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**Objective:**

- a. Identify and document timeframes for transition activities
  - b. Schedule transition activities in alignment with college and adult school dates/deadlines
  - c. Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework (see 3.1C)
  - d. Monitor transitions and implement process for continuous improvement
- 

**Rationale:** Students are more likely to enter the pathway from transition if we remove barriers through coordinated and collaborative inter-agency transition and onboarding services between CC & AS transition teams.

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**Recap of 2024-25 Goals:**

- e. Identify and document timeframes for transition activities
- f. Schedule transition activities to important college and adult school dates/deadlines
  - i. *Identify the start of the onramp: identify how/when CTE pathway information will be provided to ELL/ASE students at the adult schools and college noncredit esl.*
  - ii. Continue to focus resources on target transition population
    1. Locating/Identifying then plan backward for college introductions and information. This will ensure students are ready for a successful transition (TST works on this). optimal transition points for each adult school and then mapping (MVLA: CTE Dec and June / ESL end of May/June) FUHSD ESL may/june PAAS: May
- g. Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework (see 3.1C). Options include:
  - i. Adult school transition services can include Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP).
  - ii. College presence at the adult schools
    1. College posters at adult schools
    2. MVLA bi monthly library bus- College table maybe once a month.
    3. Identify opportunities for the college tabling with swag
  - iii. Pathway Fair
  - iv. CC onboarding strategies can include campus tours, individualized ed plans; drop in counselors hours at SV Center; Students make individual appointments with financial aid office for help with FAFSA
- h. Monitor transitions and implement process for continuous improvement
  - i. Create a data table for the TST numbers- create a space for insights.



August/September TST meeting, look at data table and add the insights of what was done more effectively to increase numbers

Continue to monitor trends

Self-access to continually improve Adult school transition services will include Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP). CC onboarding strategies

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### ***Goals for 2025-28***

#### ***1 year***

- Refine the transition activity calendar and communicate more broadly to instructors
- Schedule transition activities in alignment with college and adult school dates/deadlines
- Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework
- Assess and iterate on the current work.

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#### ***1-3 years***

- Continue to provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework
- Monitor transitions and implement process for continuous improvement
- Assess and iterate on the current work.

---

#### ***3-5 years***

- Continue to provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework
- Assess and iterate on the current work.

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## Fiscal Management

### Guidance

*The Financial Management section addresses how the consortium plans to use the allocations and outlines how they will be aligned with the Three-Year Plan. This section also requires the consortium to address how it will incorporate carryover funds into the plan.*

*Text may be copied and pasted from a Google or Word document. NOVA allows for some special characters such as bold, italics, underline, etc. Note that some special characters, graphics, tables, etc. are not allowed in NOVA*

### Alignment & Carryover

1. Alignment with Three-Year Plan: Please provide a narrative justifying how the planned usage of allocations for the current program year, as outlined in this annual plan, are aligned with the Consortium's Three-Year Plan.

Our consortium expends funds to a) provide adult education services in the CAEP approved areas; b) improve student learning; c) improve teaching and needed resources and staff development; d) provide needed support to students. In addition, we are working on articulating programs and building career pathways with the two community colleges in order to continue increasing the ease of transition for our adult ed students. Furthermore, funds are budgeted and spent according to the CAEP guidelines as outlined in state legislation and dispersed based on the agreed upon percentages: MVLA (42.05%), FUHSD (34.5%), PAAS (18.37%), Foothill (2.54%), De Anza (2.54%).

2. Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities.

*Education code §84914 emphasizes the importance of ensuring consortia do not have carryover greater than 20% from one year to another. This section provides the opportunity for the consortium to plan with members how carryover funds will be used with regard to planned activities that support*

*the three legislative objectives of addressing educational needs, improving integration of services and transitions, and improving effectiveness of services.*

The Leadership Board voted in favor to cap each agency's annual carryover at 20% of yearly allocations and past carryover combined. The Leadership Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work through 2028. The Board will follow the same guidance and protocol the State has implemented at the consortium level for members who do not meet the 20% cap for two consecutive academic years.

As of 2024-25 academic year, all NSCCC members are in compliance with the 20% carryover compliance; therefore, spending down of carryover is a non issue for our consortium.

### 3. Usage

*How does the consortium plan to use allocated funds in the upcoming year?*

- ☐ Acquire new facilities
- ☐ Fund new adult education programs
- ☒ Fund staff salaries
- ☒ Fund teaching salaries
- ☒ Improve student learning
- ☒ Improve technology
- ☒ Increase marketing and outreach
- ☒ Maintain/improve facilities
- ☒ Provide new/additional wraparound services
- ☒ Provide staff professional development and resources
- ☒ Purchase equipment
- ☒ Purchase program materials
- ☐ Purchase software
- ☒ Strengthen existing activities
- ☒ Support existing adult education programs
- ☐ Other