North Santa Clara County Consortium

Member Handbook

Mountain View Los Altos Adult School
Fremont Union High School District Adult School
Palo Alto Adult School
Foothill College
De Anza College

https://www.nscadulted.com

User: New or any consortium members

Purpose: Help onboard new members (or update any existing 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.

Welcome to the North Santa Clara County Consortia (NSCCC)– one of the 71 adult education consortia in California. This handbook is a resource to help get you situated in CAEP, Adult Education, & the NSCCC Consortium.

To help get you started, here are some common acronyms:

ABE	Adult Basic Education
ASE	Adult Secondary Education / HSD: High School Diploma
AWD	Adults with Disabilities
CAEP	California Adult Education Program
CAEP Consortia	K12 districts, county offices of education, joint powers authority, and community college districts that work together to achieving a common objective
CCC	California Community College
CCCCO	California Community College Chancellor's Office
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
CFAD	Consortium Fiscal Administration Declaration
CTE	Career Technical Education
ESL / ELL	English as a Second language / English Language Learner
NSCCC	North Santa Clara County Consortium
TAP	CAEP Technical Assistance Project
WIB	Workforce Investment Board
WIOA	Workforce Innovation & Opportunity Act

Table of Contents
(hyperlinked)

CAEP Overview

History of Adult Education

Through its adult education programs, California offers learners a diverse range of knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members. Adult education has been an important part of California's education system since the early years of statehood. The first recorded adult school was sponsored by the San Francisco Board of Education in 1856. Evening classes were taught in the basement of the old St. Mary's church. Subjects include adult literacy, drafting, and bookkeeping. John Swett, one of the first volunteer teachers, convinced the board to make the program tuition-free.

 Adult education in California grew with the expanding population of the state and was particularly responsive to the needs of immigrant populations. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

Learn more about the history of adult education here: www.caadultedhistory.org

What is CAEP?

CAEP is a network of 71 regional consortia across California that build better career and educational pathways to support adult students. That is 71 regional consortia with one common mission: to work synergistically with workforce and education partners, community stakeholders, and industry to ensure that students are prepared for life, for work, and to support their families and strengthen communities no matter where they are in their educational journey.

The California Adult Education Program oversees all funding, legislation, and reporting for Adult Education Consortia. CAEP is a unique partnership between California Community Colleges and K12 adult schools to meet the needs of adult learners through multiple education on- and off-ramps, specialized curricula, and resources to support them in their educational journey.
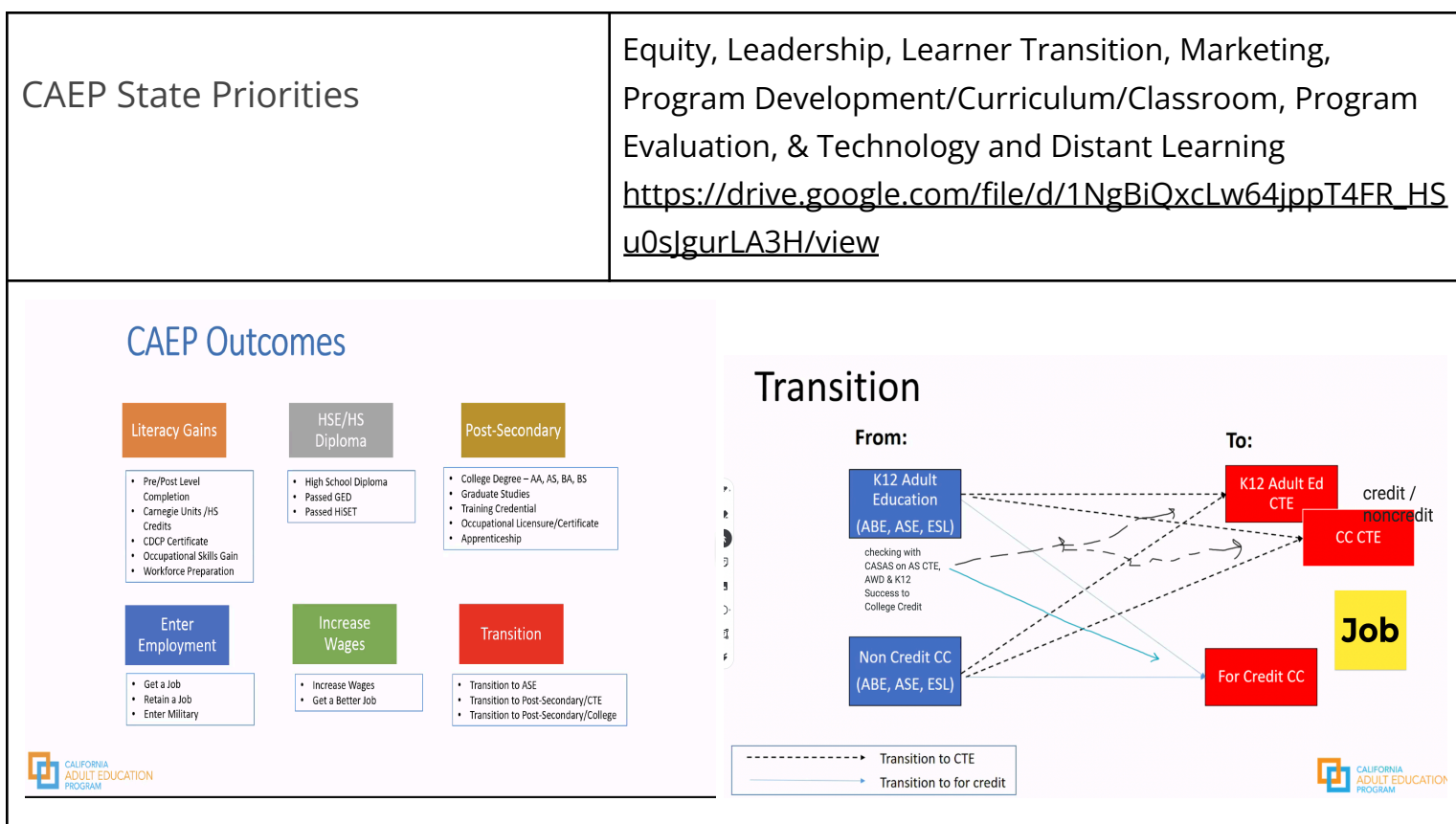
Legislation defines seven (7) adult education program areas:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.

3. Programs for adults, including but not limited to older adults that are primarily related to entry or re-entry into the workforce. (Starting in 19-20, this program area will be referred to as Workforce Preparation).

4. Programs for adults, including but not limited to older adults are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

5. Programs for adults with disabilities.

6. Programs in career technical education that are short-term in nature with high employment potential.

7. Programs offering pre-apprenticeship training are conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

The CAEP website, caladulted.org, is a one-stop shop for information regarding the program. You will find an administrator tab with documents and webinars, as well as information on planning, governance, and reporting.

CAEP Priorities, Student Outcomes, & Transitions

CAEP State Priorities	Equity, Leadership, Learner Transition, Marketing, Program Development/Curriculum/Classroom, Program Evaluation, & Technology and Distant Learning https://drive.google.com/file/d/1NgBiQxcLw64jppT4FR_HSu0sJgurLA3H/view

CAEP History

CAEP History: AB 86 & AB 104 (https://caladulted.org/Overview)

The 2013-2014 State Budget appropriated $25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. The funds were provided to eligible consortia for the purpose of developing regional plans for adult education. Assembly Bill 86 (AB 86) outlined expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. The intent of AB 86 is to expand and improve the provision of adult education –via these consortia– with incremental investments starting with the 2015-16 fiscal year.

The CCCCO and the California Department of Education (CDE) worked in partnership to implement the requirements outlined in AB 86. The agencies jointly established an AB 86 Cabinet, with four members from each agency, to guide and oversee the activities of a Work Group that developed a comprehensive Certification of Eligibility (COE). As they developed the COE, the Work Group consulted with expert panels relevant to each issue and various organizations participated in a Stakeholder Sounding Board.

The Cabinet and Work Group used a transparent process to listen to and inform the field throughout the development of the COE. The COE was released December 2013. Town hall meetings, informational webinars, field surveys, and a listserv provided venues whereby all stakeholders had an opportunity to provide feedback and input to the process. Additionally, individuals could provide feedback via the AB 86 website. The Work Group developed the required legislative report based on the plans submitted by each of the 70 consortia.

With the passage of the AB 104 Budget Bill, AB 86 began the transition from planning to implementation. As AB 86 becomes the Adult Education Block Grant (AEBG), the CCCCO and the California Department of Education (CDE) continue to work in partnership to implement the requirements outlined in the Adult Education Block Grant. We will continue to provide guidance and solicit feedback from the field throughout the implementation process. (https://docs.google.com/document/d/1X4YyzhZH7hWl_zTELoJm4xY34yLSAQK3Zji87F21g7s/edit)

Deeper Dive:

OTAN History of Adult Ed	https://www.caadultedhistory.org/
The Reason for the formation of Adult Education Consortia	
Adult Education Regional Planning AB 86 Final Report 2015	https://ahed.assembly.ca.gov/sites/ahed.assembly.ca.gov/files/hearings/AB%2086%20Consortia%20Final%20Report.pdf
Restructuring California's Adult Education System – Legislative Analyst Office (LAO) December 2012	https://lao.ca.gov/reports/2012/edu/adult-education/restructuring-adult-education-120412.pdf
Redesigning California's Adult Education Funding Model-Legislative Analyst Office(LAO) December 2022	https://lao.ca.gov/Publications/Report/4652
Serving Students, Serving California: Updating the California Community Colleges to Meet Evolving Demands – Little Hoover Commission February 2012	https://lhc.ca.gov/sites/lhc.ca.gov/files/Reports/210/Report210.pdf
Legislative History	2015 Legislative Report 2014 Legislative Report Full AB 86 Legislation Full AB 104 Legislation

CAEP Structure, Ed Code, & Policy

State Org Chart	California Community College Chancellor's Office (CCCCO) • https://www.cccco.edu/About-Us/Chancellors-Office • Gary Adams & Myra Diaz California Department of Education (CDE) • https://www.cde.ca.gov/ • Dr. Carolyn Zachery & Neil Kelley
71 State Consortia Map	https://caladulted.org/ConsortiumDirectoryMap
Ed Code	CAEP Program Areas • ESL, ABE, ASE, CTE, AWD, K-12 Success • https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5.&article=9.
Policy Documents	CAEP Legislative Overview Webinar • https://www.youtube.com/watch?v=jsnvwSrS2Zg&themeRefresh=1 CAEP Program Guidance • https://caladulted.org/DownloadFile/1301 CAEP Fiscal Guidance • https://caladulted.org/DownloadFile/1300 Program Fees Policy • https://drive.google.com/file/d/1umwbrDtVjxJJMfR-z6e00z1TwICuNMcq/view CAEP Memo on Member Effectiveness • https://caladulted.org/DownloadFile/1216

CAEP Funding, NOVA Reporting, & Governance

Funding

Consortia are either direct funded or have a fiscal agent. NSCCC is a direct funded consortium, which means each agency's yearly allocation is dispersed to each consortium member directly.

- August – Apportion funds to members of a consortium (30 days after final schedule of allocations).
- September to June – Monthly payments are apportioned in 11 or 12 installments (the first payment usually covers 2 months).

Each year, a consortium must vote on member allocations and fiscal managers via the Consortium Fiscal Administration Declaration (CFAD) in NOVA. Legislation states that no member shall receive any less than they did the prior year unless the member is deemed ineffective or a member chooses not to take the same allocation.

Per EC Section 84913, use these funds on only the seven following areas :

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
3. Programs for adults, including older adults, for entry or reentry into the workforce;
4. Programs for adults, including older adults, to develop knowledge and skills to assist elementary and secondary school children to succeed academically;
5. Programs for adults with disabilities;
6. Short term career technical educational programs with high employment potential;
7. Programs offering pre-apprenticeship training, in coordination with apprenticeship program(s), as specified.

For more information, see the CAEP Fiscal Guidance: (https://caladulted.org/DownloadFile/1300)

NOVA Reporting System

NOVA is the central platform for CAEP member and consortia information, planning, budgeting, and reporting, as well as Consortium Fiscal Agency Declaration (CFAD) creation. Members are required to enter the following deliverables (reports and plans):

- **CAEP Three Year Plan (due June)**

- ○ As a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall approve an adult education plan at least once every three years. The (CAEP) three-year planning process is designed to provide consortia a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years. The planning process presents an opportunity to promote stronger collaboration among agencies and deeper connections to students and communities
- **CAEP Annual Plan (due August 15)**
    - ○ As a condition of receipt of an apportionment from the program, a consortium shall approve a narrative (the CAEP Annual Plan) justifying how the planned allocations are consistent with the adult education plan. The CAEP Annual Plan asks consortia to consider key accomplishments and challenges from the prior year, as well as outline goals and activities for the following funding year. This requires a review of the 3- year plan and if necessary, an update of the 3-year planning data to reflect the most current information
- **Quarterly Budget Reports**
    - ○ Every quarter, consortium members are required to submit their expenses in NOVA. Expenditure reports are year to date (cumulative) and expenses cannot be less than what was reported in the previous quarter. Once the member expense report is submitted, the consortium must review, approve, and certify. Please see the schedule below for expense report submission and certification.
        - ■ Sep 1: Member Expense Report due in NOVA (Q4) – prior year
        - ■ Dec 1: Member Expense Report due in NOVA (Q1)
        - ■ Mar 1: Member Expense Report due in NOVA (Q2)
        - ■ Jun 1: Member Expense Report due in NOVA (Q3)
- **Member Budget & Workplan** (due October)
    - ○ Based on the annual plan strategies and the CFAD, each member creates a budget and work plan for the new fiscal year (July 1 to June 30). The member budget is by object code, which aligns with the member work plan to spend all active funding during that 12-month fiscal year period. Active funding includes all carry-over and new funding combined into one budget. The member work plan aligns with the strategies of the annual plan.
- **Hours of Instructions & Leveraged Funds (due December 1)**

- CAEP members that were active during the prior program year must submit the required prior year program and expenditure data by program area.
    - All CAEP members must submit in NOVA the total hours of instruction for prior program year provided to students in the seven CAEP program areas (adult education/noncredit).
    - All CAEP members must submit in NOVA the total operational costs for the prior program year by fund source in the seven CAEP program areas (adult education/noncredit). Funds sources also include any fee revenue collected in the prior year.
- **CFAD (due May 2)**
    - As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule known as the Consortium Fiscal Administrative Declaration (CFAD) that includes the amount of funds to be distributed to each member of the consortium for that fiscal year
    - [(https://caladulted.org/DownloadFile/868)](https://caladulted.org/DownloadFile/868)
- **Allocation Amendments**
    - The CAEP allocation amendment process allows consortia and members to change allocations outside of the CFAD process. Allocation amendments can occur throughout the year, but should be recorded in NOVA prior to the submission of the following expenditure report. Allocation amendments must be approved by all member agencies, even those agencies not directly affected by the changes. Consortia that utilize the direct funded disbursement method will need to work at the local level to transfer funds between member agencies.

The Consortium Lead will set up NOVA access for applicable members.

For more information: CAEP Fiscal Guidance [(https://caladulted.org/DownloadFile/1300)](https://caladulted.org/DownloadFile/1300) & CAEP Program Guidance [(https://caladulted.org/DownloadFile/1301)](https://caladulted.org/DownloadFile/1301)

Governance and Bylaws

Each consortium must have a Governance structure and Bylaws. CAEP consortia must follow the Brown Act to conduct business.
BrownAct:
[(https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&chapter=9.&part=1.&lawCode=GOV&title=5.)](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&chapter=9.&part=1.&lawCode=GOV&title=5.)

CAEP Technical Assistance Project & Onboarding Tools

The Technical Assistance Project (TAP) is a support service for the CAEP consortia members and associates who need assistance related to the California Adult Education Program. Members and associates can submit a support request to receive help on CAEP funding, governance, planning, policy, reporting, and professional development.

The CAEP Technical Assistance Project (TAP) can be contacted by phone at 888-827-2324, by e-mail at tap@caladulted.org, or on the web at this link: https://caladulted.org/TAP.

Onboarding Tools

These CAEP Onboarding Tools are intended for consortium leadership new to CAEP or new to consortium management. Each section consists of webinars, links to important documents, and other information necessary to ensure knowledge of consortium management and state regulations.	CAEP Onboarding Tool • https://resources.caladulted.org/onboarding
	Getting Started • https://resources.caladulted.org/onboarding/getting-started
	Data-Driven Decision Making and Technology • https://resources.caladulted.org/onboarding/data-driven-decision-making-and-technology)
	Effective Consortium Management • https://resources.caladulted.org/onboarding/effective-consortium-management
	Proactive outreach • https://resources.caladulted.org/onboarding/proactive-outreach
	CAEP Consortium Management • https://drive.google.com/file/d/1aZrJV_sqyLRus2wYWG8K5pJW-ygVfg13/view

Other CAEP Resources

CAEP Website	https://caladulted.org/
State Leadership Projects	CAEP Technical Assistance Project (TAP) ● https://caladulted.org/TAP CALPRO (CA Adult Literacy Project) ● https://www.calpro-online.org/ OTAN (Outreach and Technical Assistance Network) ● https://otan.us/ CASAS (Comprehensive Adult Student Assessment System) ● https://www.casas.org/
State Monthly Meetings	https://www.caadultedtraining.org/ ● CAEP TAP ● CASAS ● WIOA
CAEP Consortia Fact Sheets	https://caladulted.org/2021FactSheets
CAEP Data Dictionary	https://caladulted.org/DownloadFile/18
WIOA/CAEP Acronyms	https://www.casas.org/docs/default-source/caacct/n---acronyms-for-caep-and-wioa-ii.pdf?sfvrsn=ee6315a_4?Status=Master
CAEP Conferences	CAEP Summit CAEP Director's Week
Adult Ed Professional Organizations	CAEAA (CA Adult Ed Administrators' Association– yearly conference) ● https://www.caeaa.org/ CCAE (CA Council for Adult Education- yearly conference) ● https://www.ccaestate.org/

	ACCE (Association of Community & Continuing Education)
	● http://www.acceonline.org/
	ACSA (Association of School Administrators)
	● https://acsa.org/
	CCCAOE (CC CA Association for Occupation Education)
	● https://cccaoe.org/
	COABE (Coalition On Adult Basic Education
	● https://coabe.org/
Adult Ed (Important) Legislation	AB 540 (California Nonresident Tuition Exemption)
	● https://www.csac.ca.gov/post/california-nonresident-tuition-exemption
	SB 554 (dual enrollment)
	● Link to CCCCO Memo
	SB 1705 (no remedial math/English college courses)
	● https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Bay Area Consortia Regional Structure

Bay Area Sister Consortia	SBCAE (South Santa Clara County) ● https://sbcae.org/ ACCEL (San Mateo County) ● https://newfuturesanmateo.com/ GOAL (Santa Cruz County) ● https://www.goaladultlearning.org
Workforce Investment Board / Labor Market Information	NOVAworks ● https://novaworks.org/ Work2Future (we use their resources, but don't attend their meetings- SBCAE does) ● https://www.work2future.org/ CCCCO Centers of Excellence ● http://www.coeccc.net/
CBO's	Full List on NSCCC website

NSCCC Overview

Consortium Name

North Santa Clara County Consortium
Official State Name: Foothill De Anza / NSCCSTC (#17)

NSCCC Website

https://www.nscadulted.com

NSCCC History

The North Santa Clara county Consortium was established in 2015. The Leadership Board (comprised of representatives from DeAnza College, Foothill College, Fremont Union High School District Adult School, Mountain View-Los Altos Adult School and Palo Alto Adult School) is created for the purpose of collaborating and improving the success of adult learners in the region. Specifically, the Board seeks to implement an annual consortium action plan, revising as needed based on the needs of the community of learners. The specific purposes of the Committee may include the following responsibilities:

- Collaborating to assist in placing students at employment sites
- Determining necessary entry-level skills and competencies as well as performance levels for target occupations
- Facilitating cooperation and communication between the consortium plan and the community
- Assisting in evaluation and improvement
- Assisting the consortium and its programs in setting priorities, including participating in ongoing planning activities
- Facilitating joint instructor inservice education / staff development

NSCCC Mission

We are passionate, dedicated adult schools & colleges helping Santa Clara County achieve educational and workforce goals.

NSCCC 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.

What We offer:

ENGLISH as a SECOND LANGUAGE, HIGH SCHOOL DIPLOMA or GED, CAREER EDUCATION, CITIZENSHIP, & DEGREE PROGRAM classes are available in your neighborhood at our three local Adult Schools (FUHSD, MVLA, & PAAS) and two Community Colleges (De Anza & Foothill). Say "Yes!" to you and contact a counselor now.

NSCCC Charter	NSCCC Charter 2015-2023 • https://nscadulted.com/approved-plans
Bylaws	Document (being revised) • https://nscadulted.com/approved-plans Member Effectiveness
Fiscal Structure	Direct Funded • MVLA (42.05%) • FUHSD (34.5%) • PAAS (18.37%) • Foothill (2.54%) • De Anza (2.54%)
	RDA Consulting • Independent Contractor Contract Agreement (for Director) • Paying Agent Agreement (Funds from each agency to fund Director)
Fiscal Resources	Adult Ed Program Fiscal Management Guide (rv 5/20/2032) • https://caladulted.org/DownloadFile/1300 AB 1491 (Carryover bill)

	- https://legiscan.com/CA/text/AB1491/id/2607922 - Link to CCCCO Memo
CBOs we partner with	BACCC (Bay Area Community College Consortium) - https://baccc.net/ - BACCC meetings & K-14 Pathway Meetings
Public Information/Marketing	- NSCCC Website: https://www.nscadulted.com

NSCCC Consortium Model of Work Overview

Organizational Structure Overview (starting 2023-24)

Consortium Teams	Leadership Board • 1 Member from each agency votes • Each agency has at least one backup member Director Data Team • co chair • Member representatives from each agency Transition Support Team • Member representatives from each agency
Project Based Teams (Ad hoc teams based on consortium's priorities)	Articulation • Medical Terminology (AY 2023-34) • Member representatives from each agency CTE Pathway Teams • Healthcare Pathway • Member representatives from each agency
Potential Team Member Compensation	

NSCCC Organizational Structure In Detail

Leadership Board

Responsibilities & Goals of the Leadership Board

The main responsibility of the leadership board, along with the director, is to help create the vision, set the goals, and identify the markers for growth and success for the consortium.

Organizational Structure: Voting Members

FUHSD: Lori Riehl
MVLA: julie Vo
PAAS: Jim Sherman
Foothill: Valerie Fong
De Anza: Randy Bryant

Agencies Must Have Back Up Member Representative:

FUHSD: Liz Ambra & Connor Smith
MVLA: Jonathan Fu
PAAS: Lynn Tanner
Foothill: Teresa Ong
De Anza: Thomas Ray

Meetings

The leadership board meets 12 times a year– once a month. The meetings usually last for 3 hours. The July meeting is the Leadership Board Retreat and can be scheduled for more than 3 hours. Each agency must have one representative attend each meeting– unless approved by the board.

Representation & Voting at Meetings

There must be representation at the leadership board meetings when voting will occur. Our consortium has decided upon the consensus model of voting, "All members of the consortium

provided input under the facilitation of our Director. We review said Charter each year and consensus is reached on the bylaws stated within the Charter. Voting members of the Leadership Board will attempt to achieve a consensus through two rounds of consensus voting using the fist-to-five voting method. All voting members will participate with equal voting power in the consensus voting rounds. Should two rounds of consensus voting not yield a unanimous decision, the agenda item will be revisited in order to gain consensus" (2023-24 CFAD- consortium fiscal administration declaration)

Member Expectations

Attend NSCCC Leadership Board meetings

Timely submission of the following reports in NOVA:

- Quarterly (1-4) Expenditure Reports (quarterly)
- Member Budget and Work Plan (annually October)
- Instructional Hours and Expenses by Program Area (annually December)
- CFAD (May 2)
- Any Budget Amendments

Contribute to & approve the annual plan

Contribute to & approve the three year plan

Collaborate with members, colleges

All members of the consortium shall participate in any decision made by the consortium

Director

Responsible for Consortium Administrative Oversight

Assessment of each member effectiveness
- Fiscal Oversight
    - Monitor member Carryover Compliance
- Help facilitate Consortium & Project Team Meeting
- Help consortium formulate & execute annual and three year plan goals
- Monitor member performance related to the CAEP assurances and identify members for non-compliance.
- Review bylaws
- Make sure all CAEP deliverables are on time:
    - Three-Year Plan
    - Annual Plan
    - Quarterly Budgets
    - Budget & Work Plan
    - Hrs of Instructions
    - Allocation Amendments
    - CFAD
    - CAEP Student data reporting

Facilitate Leadership Board Meetings
Brown Act
(https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&chapter=9.&part=1.&lawCode=GOV&title=5.)

Help foster cooperation, coordination, collaboration among consortium members and community stakeholders

Data Team

			Model of Consortium Work			
Teams	LB Board	Director	**Data Team**	Transition Support Team	Project Teams	
Goals	Guide & support the vision of the consortium	Support Teams & Projects w/ goals/ tasks. Director tasks/activities.	Keep NSCCC on schedule with data & metrics	Support students with transition to other adult schools, college, and/or the workforce	Help get the work done in the projects (activities) set forth in the 3 yr and annual plans	
Tasks/ Projects	Identified needs, etc	Help facilitate teams, CAEP deliverables, etc	Monitor State Data (CAEP) Navigate PC Help support Teams w/ Data	IWork on tasks laid out in the TST Activities: #3.1C, #3.2A, #2.1B	**Project #1** #3.1A: **Articulation Projects:** Medical Terminology Articulation	**Project #2** #2.1A: **CTE Pathway Projects**: Healthcare Pathway: Community Health Care Worker
Core Members	5 voting members	Director	Jon, Julie, Florence, Jim, Connor, Lori	Desirie, Gina, Sripryia, Cody, Nury, Felisa, & Tiffany (Christian & Leah)	Juile, Liz A. , Raji, Sripryia, Tiffany, Angela, Teresa, Dr. Karangutkar	Juile, Lori P, Gina, Raji, Lori R, Sripryia, Tiffany, Angela, Teresa
Stakeholders	supporting agency members	Consortium & Project Teams,	TBD	TBD	TBD	TBD
Continuing Plan Activities		**#1.1A:** Collaborate with Local WIB **#1.1B:** Inclusion Based Support for Consortium **#1.1C:** Consortium Member Handbook **#1.1D:** Adult School Teaching Credential Support	**#1.2A:** Adult School & College Data Input Alignment **#1.2B:** Policies, Practices, and Procedures for Using the PC Tool **#1.2C:** Track Transition Data with PC & Support Seamless Student Transitions	**#3.1C:** Increase Students Access & Participation in CTE Pathways: **#3.2A:** Transition Services at the AS and Onboarding Support at the CC **#2.1B:** Increase Student Targeted Academic Support		

Overview & References Material	Access to Reference Material	Who to Go for Help
WIOA CAEP Data Dictionary	https://www.casas.org/docs/default-source/caacct/wioa-ii-caep-dictionary.pdf?sfvrsn=1ca4275a_32?Status=Master https://caladulted.org/DownloadFile/18	Jon
WIOA/CAEP Acronyms	https://www.casas.org/docs/default-source/caacct/n---acronyms-for-caep-and-wioa-ii.pdf?sfvrsn=ee6315a_4?Status=Master	Jon
NRS Tables Content	https://drive.google.com/file/d/1XaXleoEzgnfmS-ch1ioSZkWdskDVhFOK/view?usp=share_link	Jon
ASAP export report	Displays student Information enrolled in WIOA Course Groups. Fiscal year will be included in SUMMARY view if a selection is made from the Fiscal Year dropdown menu.	Jon

Data Tools	Access to Data Tools	Who to Go for Help
CALPass LaunchBoard: Adult Education Pipeline	Homepage: https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx Data Dictionary: https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD	Jenée

Precision Campus (PC)	https://fhda.precisioncampus.com/login	Jenée (David)
CAEP Data & Accountability training	https://drive.google.com/file/d/13yB4BdJkqwOpL4-wvd-PANmtn5_nRTOq/view?usp=sharing	Jon
Data Trainings https://caladulted.org/Administrators/385	*11/2/2018 Beginning of the Year in Adult Education - MIS Reporting* *4/20/2021 What's NonCredit Coding Got to Do with It: Getting the Most Out of Your Data* *3/24/2022 Introduction to the Adult Education Pipeline Dashboard* *4/29/2022 AEP 2022 is LIVE: New Features and Updates to the Adult Education Pipeline Dashboard* *5/12/2021 Why Do My Data Reports Look Different AEP Dashboard and CASAS TopsPro Enterprise* *6/1/2022 NOCRC NOCE Deep Dive On Consortium Data Understanding*	Jenée

Transition Support Team

Model of Consortium Work						
Teams	LB Board	Director	Data Team	Transition Support Team	Project Teams	
Goals	Guide & support the vision of the consortium	Support Teams & Projects w/ goals/ tasks. Director tasks/activities.	Keep NSCCC on schedule with data & metrics	Support students with transition to other adult schools, college, and/or the workforce	Help get the work done in the projects (activities) set forth in the 3 yr and annual plans	
Tasks/ Projects	Identified needs, etc	Help facilitate teams, CAEP deliverables, etc	Monitor State Data (CAEP) Navigate PC Help support Teams w/ Data	IWork on tasks laid out in the TST Activities: #3.1C, #3.2A, #2.1B	Project #1	Project #2
					#3.1A: **Articulation Projects:** Medical Terminology Articulation	#2.1A: **CTE Pathway Projects**: Healthcare Pathway: ELL Grant & Community Health Care Worker
Core Members	5 voting members	Director	Jon, Julie, Florence, Jim, Connor, Lori	Desirie, Gina, Sripryia, Cody, Nury, Felisa, & Tiffany (Christian & Leah)	Juile, Liz A. , Raji, Sripryia, Tiffany, Angela, Teresa, Dr. Karangutkar	Juile, Lori P, Gina, Raji, Lori R, Sripryia, Tiffany, Angela, Teresa
Stakeholders	supporting agency members	Consortium & Project Teams,	TBD	TBD	**TBD**	**TBD**
Continuing Plan Activities		**#1.1A:** Collaborate with Local WIB **#1.1B:** Inclusion Based Support for Consortium **#1.1C:** Consortium Member Handbook	**#1.2A:** Adult School & College Data Input Alignment	**#3.1C: Increase Students Access & Participation in CTE Pathways:**		

		#1.1D: Adult School Teaching Credential Support	#1.2B: Policies, Practices, and Procedures for Using the PC Tool #1.2C: Track Transition Data with PC & Support Seamless Student Transitions	**#3.2A: Transition Services at the AS and Onboarding Support at the CC** **#2.1B: Increase Student Targeted Academic Support**	

Project Teams

<table>
<tr><th colspan="6"><u>Model of Consortium Work</u></th></tr>
<tr>
<td>Teams</td>
<td>LB Board</td>
<td>Director</td>
<td>Data Team</td>
<td>Transition Support Team</td>
<td colspan="2"><u>Project Teams</u></td>
</tr>
<tr>
<td>Goals</td>
<td>Guide & support the vision of the consortium</td>
<td>Support Teams & Projects w/ goals/ tasks. Director tasks/activities.</td>
<td>Keep NSCCC on schedule with data & metrics</td>
<td>Support students with transition to other adult schools, college, and/or the workforce</td>
<td colspan="2">Help get the work done in the projects (activities) set forth in the 3 yr and annual plans</td>
</tr>
<tr>
<td rowspan="2">Tasks/ Projects</td>
<td rowspan="2">Identified needs, etc</td>
<td rowspan="2">Help facilitate teams, CAEP deliverables, etc</td>
<td rowspan="2">Monitor State Data (CAEP) Navigate PC Help support Teams w/ Data</td>
<td rowspan="2">IWork on tasks laid out in the TST Activities: #3.1C, #3.2A, #2.1B</td>
<td>Project #1</td>
<td>Project #2</td>
</tr>
<tr>
<td>#3.1A: Articulation Projects: Medical Terminology Articulation</td>
<td>#2.1A: CTE Pathway Projects: Healthcare Pathway: Community Health Care Worker</td>
</tr>
<tr>
<td>Core Members</td>
<td>5 voting members</td>
<td>Director</td>
<td>Jon, Julie, Florence, Jim, Connor, Lori</td>
<td>Desirie, Gina, Sripryia, Cody, Nury, Felisa, & Tiffany (Christian & Leah)</td>
<td>Juile, Liz A. , Raji, Sripryia, Tiffany, Angela, Teresa, Dr. Karangutkar</td>
<td>Juile, Lori P, Gina, Raji, Lori R, Sripryia, Tiffany, Angela, Teresa</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>supporting agency members</td>
<td>Consortium & Project Teams,</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Continuing Plan Activities</td>
<td></td>
<td>#1.1A: Collaborate with Local WIB #1.1B: Inclusion Based Support for Consortium #1.1C: Consortium Member Handbook #1.1D: Adult School Teaching Credential Support</td>
<td>#1.2A: Adult School & College Data Input Alignment #1.2B: Policies, Practices, and Procedures for Using the PC Tool #1.2C: Track Transition Data with PC & Support Seamless Student Transitions</td>
<td>#3.1C: Increase Students Access & Participation in CTE Pathways: #3.2A: Transition Services at the AS and Onboarding Support at the CC #2.1B: Increase Student Targeted Academic Support</td>
<td></td>
<td></td>
</tr>
</table>
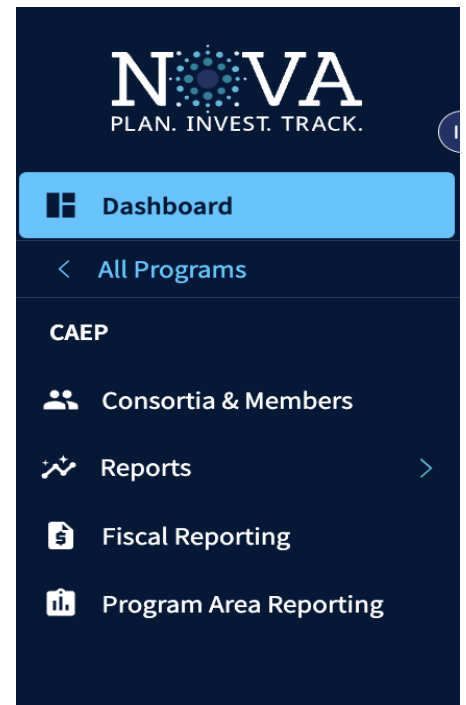
Consortium Level Reporting, Planning, & Data Collection

CAEP Reporting & Planning in NOVA

NOVA	CAEP fiscal reporting system
	● https://nova.cccco.edu
	Data & Reporting Tool Kit
	● https://resources.caladulted.org/data-reporting-tool
	Access a quick tutorial on how to submit quarterly reports in NOVA HERE
	Access NOVA webinars HERE
Nova Deliverables (Due Dates from CAEP Website)	Three Year Plans (due June) Annual Plan (due August 15) Quarterly Budget Reports (due end of each quarter) Hours of Instructions & Leveraged Funds (due October) Member Budget & Workplan (due December) CFAD (due May 2) Budget Amendments

How to run/read CAEP reports for Directors	Consortium Level Reports in TE
	● State Report: California
	    ○ CAEP Summary
	    ○ Data Integrity Report (DIR)
	    ○ Hours of Instruction

Guidance on Navigating NOVA:

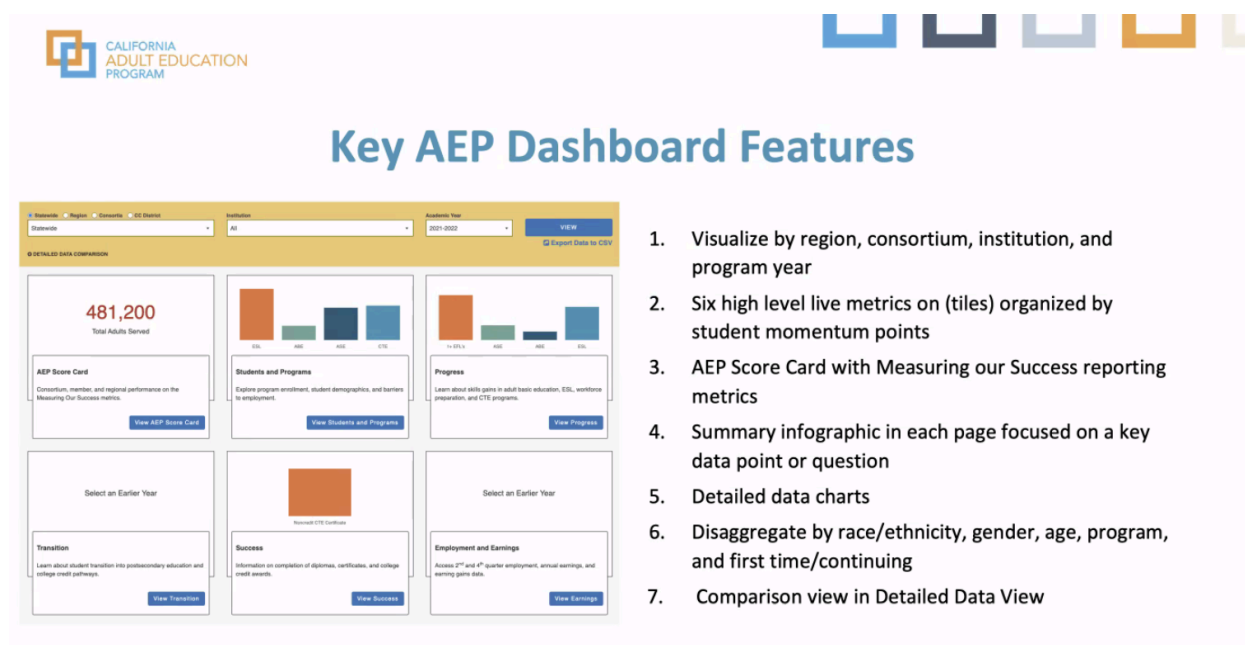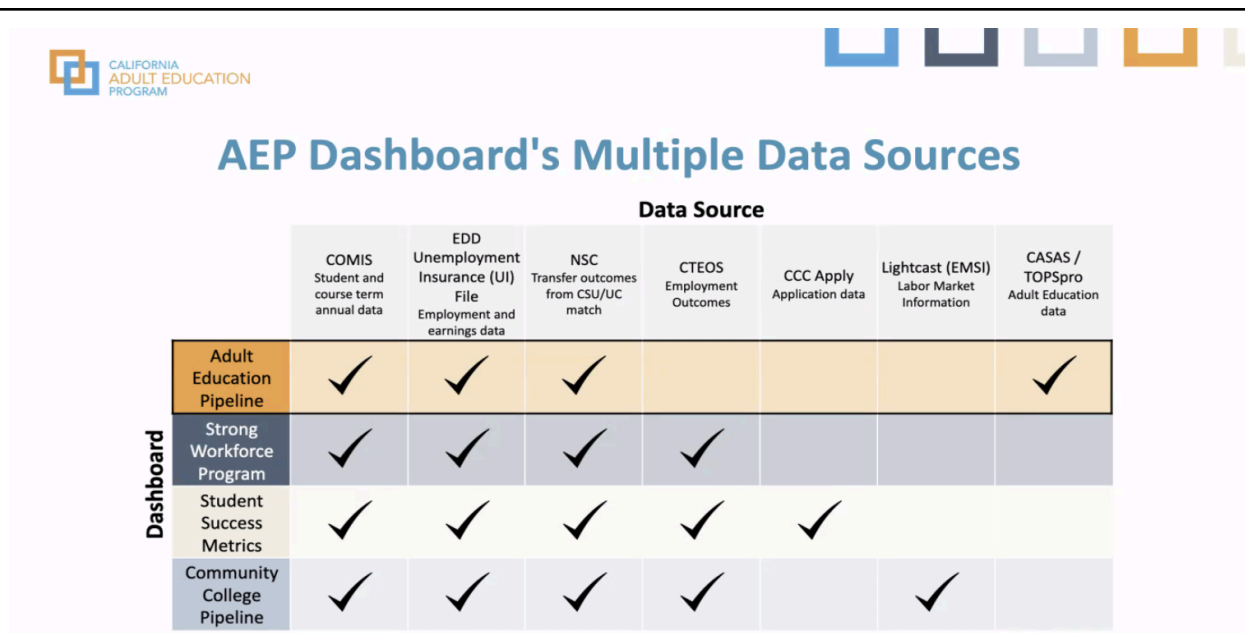|	

Sign into NOVA (https://nova.cccco.edu/login)
 	
● go to CAEP
   ○ our consortium (#17)
      ■ Consortia & Member Tab
         ■ Three Yr Plan
         ■ Annual Plan
         ■ CFAD
         ■ Allocation Amendments
         ■ Budget & Wk Plan
      ■ Fiscal Reporting Tab
         ■ Quarterly Budget reports
      ■ Program Area Reporting Tab
         ■ Hours of Instruction report	

Data for Three Year and Annual Plans

Annual/3 Yr Plan Report:	Reason:	Information
CalPass/AE Pipeline Launchboard (https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx) (LaunchBoard for short)	AS & CC Education Data & Some Student Demographics Adult school CASAS data (TE) & College MIS data A year behind	(See more detailed description of each below) Participation ESL CTE Educational functioning Levels HSD/GED Workforce prep Milestone Postsecondary Noncredit Certificate Immigration Integration Milestone Postsecondary Credential Short Term CTE training programs Barriers to Employment: low literacy, English Language Proficiency, low income
CAEP Summary (TopsEntrprise Pro Login)	AS Student Education Data	(M) Overall Served (E) ESL/ELL students (B) ESL/ELL w/ complete student outcome data sets (SODS) C) ESL/ELL both valid pre & post test (C/B) ESL Persistence Rate (D/B) ESL Performance Rate (D) ESL/ELL EFL gain (H) HSD/HSE Achieved ( ) CTE outcomes

CAEP Barriers to Employment Report Report (TopsEntrprise Pro Login)	AS Barriers to Employment	English Skills / Cultural / Low Literacy
Precision Campus (need login) Consortium Internal Data Dashboard Precision Campus Manual Adult School Data Form • Submitted to Foothill/De Anza Data Team -Annually (January and July)	Identifies adult school CAEP students who have transitioned to Foothill or De Anza College (up to date transition data) Tracks persistence and success data	total headcount Students identified as ELL ESL to credit-bearing ESL ESL to non-credit ESL Any CAEP into CTE (credit??)
CAEP Fact Sheets	Regional Population Census / Demographic data (Waiting for 2022 updates)	Age, Gender, Race Ethnicity, HD Diploma, Low Income, AWD
Labor market data	Labor market	

Santa Clara Census: https://censusreporter.org/profiles/05000US06085-santa-clara-county-ca/
US Census for Santa Clara County : https://www.census.gov/quickfacts/santaclaracitycalifornia

CalPass/AE Pipeline Launchboard: In Detail

AEP Dashboard's Multiple Data Sources

		Data Source					
		COMIS Student and course term annual data	**EDD Unemployment Insurance (UI) File** Employment and earnings data	**NSC** Transfer outcomes from CSU/UC match	**CTEOS** Employment Outcomes	**CCC Apply** Application data	**Lightcast (EMSI)** Labor Market Information	**CASAS / TOPSpro** Adult Education data
Dashboard	Adult Education Pipeline	✓	✓	✓				✓
	Strong Workforce Program	✓	✓	✓	✓			
	Student Success Metrics	✓	✓	✓	✓	✓		
	Community College Pipeline	✓	✓	✓	✓		✓	

Key AEP Dashboard Features

481,200 Total Adults Served

1. Visualize by region, consortium, institution, and program year
2. Six high level live metrics on (tiles) organized by student momentum points
3. AEP Score Card with Measuring our Success reporting metrics
4. Summary infographic in each page focused on a key data point or question
5. Detailed data charts
6. Disaggregate by race/ethnicity, gender, age, program, and first time/continuing
7. Comparison view in Detailed Data View

Resource for Understanding Dashboard Scorecard:
https://launchboard-resources.wested.org/resources/207
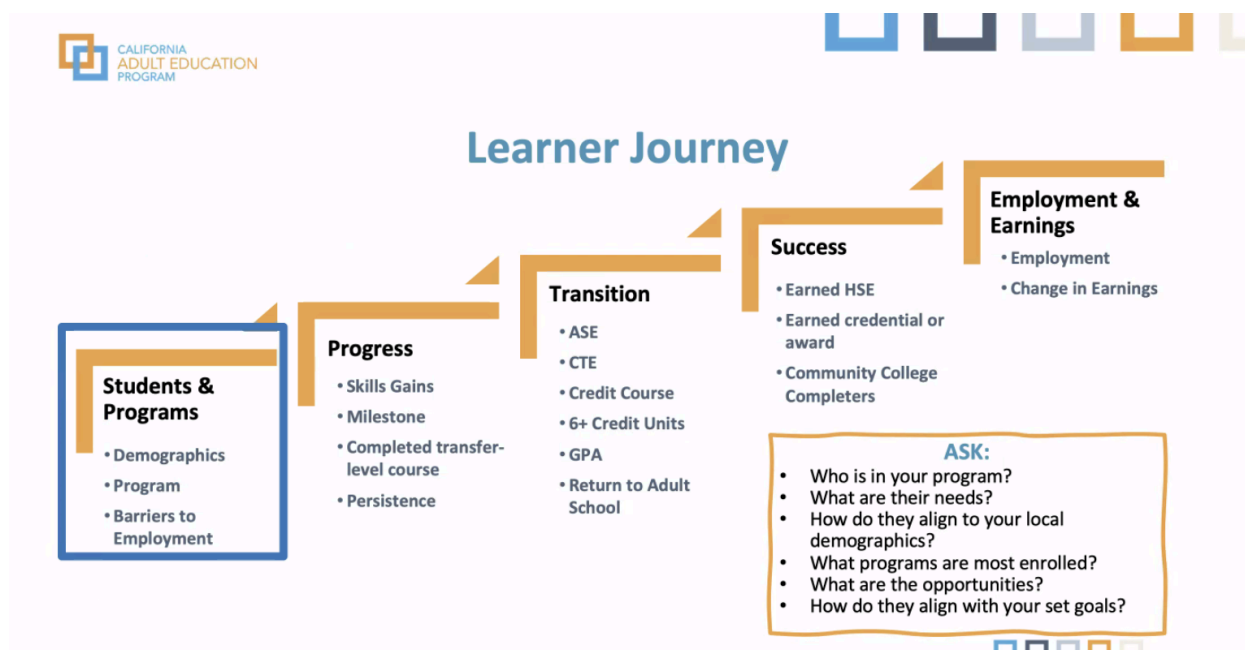
NSCCC Dashboard Metrics/ Data Points for Plans	
Demographic data	Age, Race/Ethnicity, Gender
Consortium Metric (from 3 yr / annual plans)	- Number of Adults Served (AE 200 - Overall) 1+ hrs. of instruction or received services - English Language Learner (AE 305 - Overall) - Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
Member Metrics (from 3 yr / annual plans)	- Adults who Became Participants (AE 202 - Overall) - Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
Participation: 12+ hours of instruction	
English as a Second Language (ESL)	
ESL EFL gains	

number of students who achieved a progress marker	- earned a GED, diploma or high school equivalency - Completed a Workforce prep Milestone - Earned Postsecondary Noncredit Certificate - earned an Immigration Integration Milestone - Completed Postsecondary Credential - Career Technical Education (CTE) - Short Term CTE training programs
Dashboard Metrics Definition Dictionary: https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD Dashboard Coding Guide: https://launchboard-resources.wested.org/resources/96 Guide to Using the Adult Education Pipeline for Insights (including equity disaggregating, and annual planning): https://launchboard-resources.wested.org/resources/96	

Precision Campus Details

For details on how data was acquired (sliced), please see the Precision Campus Manual

Academic Year	2021-22 AY				
Slicers	Headcount	Identified as ESL/ELL	Transferred to Credit ESL	Transferred to Non-Credit ESL	Transferred to Credit CTE
College Year:	2018-19 thru 2021-22: shows data points for each AY	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f
CAEP Years:	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21
CAEP Data Source:	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools
CAEP Program:	n/a	ESL/ELL: Yes	ESL/ELL: Yes	ESL/ELL: Yes	n/a
Course Section Characteristics:	n/a	n/a	Credit: Yes	Non-Credit: yes	CTE Status: Yes
Total	*588*	131	79	71	287

Academic Year	2020-21 AY				
Slicers	Headcount	Identified as ESL/ELL	Transferred to Credit ESL	Transferred to Non-Credit ESL	Transferred to Credit CTE

College Year:	2018-19 thru 2021-22: shows data points for each AY	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f	2018-19 thru 2021-22: shows data points f
CAEP Years:	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21
CAEP Data Source:	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools
CAEP Program:	n/a	ESL/ELL: Yes	ESL/ELL: Yes	ESL/ELL: Yes	N/A
Course Section Characteristics:	n/a	n/a	Credit: Yes	Non-Credit: Yes	CTE Status: Yes
Total	*753*	151	94	67	*383*

Adult School Planning, Reporting, & Data Collection

Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) must submit the required student data. The CDE requires all Adult Education Program agencies to use the following systems to track adult learner progress and report achievements in the seven authorized program areas. K12 agencies use TOPSpro® Enterprise (TE) to collect and report adult learner demographics, barriers, and program outcome information.

TopsEnterprise Pro	https://teportal.org/
Due Dates	https://caladulted.org/DueDates
WASC	Accreditation (every 7 years>)
WIOA II Reporting	- Attendance, Test Scores, Demographic (all fed students requirements) recorded in TE and results in payment point funds - Reporting how agencies spend their funds is done in NOVA (check for accuracy) - WIOA I funds- (check- does MVLA get these funds) - POP (periods of participation: Starts when you enter and keeps flowing until you stop attending for 90 days
CASAS (Organization)	TOPSpro Enterprise - Pre/Post e- testing (ESL & ASE) - COAAP testing results - Attendance (starts in ASAP) - Student Outcome Data Sets (SODS) - Student Demographics - Barriers to Employment - Student Goals - Student Outcomes - EFL Gains (educational functioning level) (link to Data Dictionary) - Self reported data: got a job

	● Complete Data Set= 12+ hrs of attendance, paired testing, record entry into a program (above SODS) update
EL Civics	231 (EL Civics Grant) ● COAAPs Civic Objective Alternative Assessment Plan- how you prove your participation in EL Civics ● Results in Payment points 243 (IELCE) Grant (Integrated English EL Civic) ● Wk force prep, English,& Wk force training ● Subset of COAAPs that focus on workforce prep Grants-
Payment Point Summary Reports	Funds received for HSD/GED, COAAPS, GAN (grant award notification)
NRS	● Federal Data Base on Adult Literacy learners ● Adult Schools CASAS data feeds into the NRS system. ● WIOA funds are tied to NRS data recording ● NRS data reflects ● The tables give: demographic, learning levels of students, employment outcomes (E&E Survey), ● Why it matters: CA receives more fed funds than any other state- and the data in CASAS gets sent to the Feds through the NRS reports and agencies that utilize CASAS funds are judged by these NRS reports- it affects the funding amount.
Employment & Earnings Survey	https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/California-Employment-and-Earnings-Survey

College Data Collection, Reporting, & Planning

Consortia receiving Adult Education Program funding from the California Community College Chancellor's Office (CCCCO) must submit the required student data. The CCCCO requires all Adult Education Program agencies to use the following systems to track adult learner progress and report achievements in the seven authorized program areas. California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner demographics, barriers, and program outcome information.

This is a work in progress	
COMIS	https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Management-Information-Systems
Due Dates	https://caladulted.org/DueDates