

## NSCCC 2022–2025 Three Year Plan

Submitted: June 20th, 2022

**BELIEVE. TAKE  
THAT STEP!**

### Consortium Information

Consortium Name:

17 Foothill De Anza / NSCCC

Consortium Short Name:

17 Foothill De Anza

Address:

12345 El Monte Road | Los Altos Hills, CA | 94022

Website:

<https://www.nscadulted.com>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$9,560,216

CAEP Funds 2021-22:

\$9,076,442

CAEP Funds 2020-21:

\$8,723,152

Co-Written and Compiled by:

Jenée Crayne, NSCCC Director

Additional Co-Writers:

Leadership Board

Data, Student Support, and Curriculum Articulation & Alignment Workgroups

&

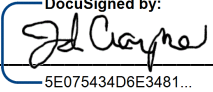
Transition Team

(Final Revision: 6/17/2022)

## Consortium Contacts

### Primary Contact

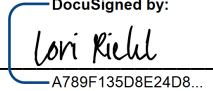
Jenée Crayne, NSCCC Director ([nscccddirector@gmail.com](mailto:nscccddirector@gmail.com))

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### Member Agencies

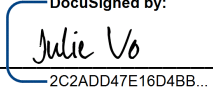
Fremont Unified High School District Adult School

Lori Riehl, Principal

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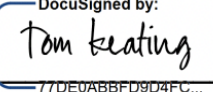
Mountain View Los Altos Adult School

Julie Vo, Director

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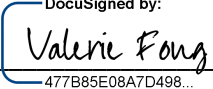
Palo Alto Adult School

Tom Keating, Principal

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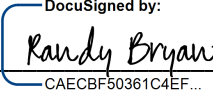
Foothill College

Valerie Fong, Dean of Language Arts

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De Anza College

Randy Bryant, Dean of Career Technical Education

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## Section 1: Consortium Details

*Provide an Executive Summary, briefly describing needs, three-year plan metrics, objectives, activities, and outcomes, and a summary of the funds evaluation. Additionally, at the end of this section, attest to several Assurances.*

### A. Executive Summary

As we continue to situate ourselves, our students, and the work of the consortium in Santa Clara County's current shifting landscape, we still find ourselves facing many challenges; however, we also find that we are slowly able to gain a small amount of traction and some progress is possible. As of early June, the current CAEP Summary Report<sup>1</sup> for 2021-22<sup>2</sup> shows that the adult schools have served a total of 3,329 students<sup>3</sup>, which is slightly up from 2,933 in 2020-21. The number of ESL students being served has also increased: 1,604<sup>4</sup> (up from 1,326 in 20-21). More progress can be seen as those ESL numbers are teased out further:

- We had 1,419 ESL/ELL students with complete student outcome data sets (SODS) (B) (43% of total students served (B/M)–up from 36% in 19-20) & (88% of all ESL students (B/E)– up from 79% in 20-21);
- 1,033 ESL/ELL students took both a valid pre & post test (C) (64% of all our total ESL students (C/E)– up from 43% in 20-21) & (31% of all of our students served (C/M) – up from 20% in 20-21);
- Our ESL Persistence Rate (C/B) is up to 73% from 55% in 20-21;
- Our ESL Performance Rate (D/B) is up to 44% from 25% in 20-21;
- 622 ESL/ELL students achieved an EFL gain (D) (60% of all of pre/post test students (D/C) – up from 45% in 20-21) & (44% of ESL/ELL students w/ SODS (D/B)– up from 25% in 20-21), & (39% of all of our total ESL students (D/E)– up from 19% in 20-21).

Although these percentages are increasing, the number of total adults served is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018 - 19's number of 5,418 students. Furthermore, our percentage of students earning 12+ hours is down to 70% from 74% in 20-21.

Therefore, the progress that we have made is not without continued challenges: some schools have moved their classes back to in-person full time, while some also remain offering online and

<sup>1</sup> 2021-22 CAEP Summary Report run 6/6/2022

<sup>2</sup> Please see the [Index](#): Comprehensive Data for a full breakdown of the CAEP Summary Reports from 19-20, 20-21, & 21-22. All data points are calculated from un-duplicate numbers.

<sup>3</sup> CAEP Manager Summary- M subtracted by N/A number for all adult schools

<sup>4</sup> CAEP Manager Summary E (ESL)

hybrid classes. COVID-19 variants still play a role in the ability of our students and teachers to attend classes. Besides teachers missing classes due to illness, the whole Santa Clara County is still experiencing an ongoing teacher shortage; which also hampers program growth. Due to the high cost of living, compounded by COVID-19, many students and teachers have moved out of the County, which has exacerbated both enrollment and teacher availability.

Therefore, in order to continue understanding these challenges and needs of our community members, we dug into the data found in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline Launchboard, our in-house data dashboard Precision Campus, and labor market data from our local Workforce Investment Boards (NOVAworks & Work2Future). The data showed, as has been the case in the past for our region, one of our largest “in-need” populations still includes those who speak English “less than well.” According to the 2021 CAEP Fact Sheets, for our consortium’s region (those 18 and older), this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164<sup>5</sup>. In addition, we know that the number of those in need is actually higher as we serve individuals who work in our region but do not live in our region; as stated above, 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 that need services.

Although our region is home to six community colleges, eight adult schools, and many non-profits & for-profit educational institutions, the need for English language acquisition is not being met. In our consortium alone, we provide ESL services for approximately 10%<sup>6</sup> of those who speak English “less than well” in our micro region of the County and only 1%<sup>7</sup> of the larger Santa Clara County Region. Furthermore, after running our most recent CAEP Barriers to Employment Report this June, it revealed that the lack of English skills is still one of the biggest barriers our students face in gaining and keeping employment: 2389<sup>8</sup> students recorded having English Skills as a barrier (70%) (this is up from 31% in 2020-22).

With these student needs in mind, we have agreed as a consortium to focus on the following consortium student barrier and member optional metrics:

- Consortium Student Barrier:
  - English Language Learner

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<sup>5</sup> 2021 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures (<https://caladulthood.org/2021FactSheets>)

<sup>6</sup> 2021 CAEP Fact Sheets (<https://caladulthood.org/2021FactSheets>)

<sup>7</sup> 2021 CAEP Fact Sheets (<https://caladulthood.org/2021FactSheets>)

<sup>8</sup> Figures from the CAEP Manager Barriers To Employment Report (run 6/1/22)

- Member Optional Metrics:
  - Participants with Educational Functioning Levels Gains ESL
  - Participants with Transition to Postsecondary (credit college)

In order to address this student barrier and member metrics, the consortium has structured the work of the plan in this nesting structure: 3 State Objectives>5 overarching consortium strategies>12 consortium Activities:

#### Objective #1: Improve Effectiveness of Consortium & Its Services

Strategy #1.1: The consortium continues to develop partnerships with NOVACONnect and other community providers to support our students.

- #1.1 A: Collaborate with local WIB (Director/LB)
- #1.1B: Inclusion Based Support for Consortium (Director)
- #1.1C: Consortium User Manual: (Director & WG CC)
- #1.1D: Adult School Teaching Credential Support (Director/LB)

Strategy #1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a coordinated way.

- #1.2A: Adult School & College Data Input Alignment (Data WG)
- #1.2B: Developing Policies, Practices, and Procedures for Using the PC Tool (Data WG)
- #1.2C: Track Transition Data with PC & Support Seamless Student Transitions (Data WG)

#### Objective #2: Address Educational Needs from Section 2: Assessment

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 Expand Child Development Pathway with ESL Bridge: (CAA WG)
- #2.1B Increase overall academic support students receive: Tutoring & Early Alert (SS WG)

#### Objective #3: Improve Integration of Services & Transitions into Postsecondary

Strategy #3.1: The consortium promotes accurate placement and seamless transitions to post-secondary through aligned and articulated programs.

- #3.1A Transfer Activities (CAA WG)
- #3.1C Increase Students Access & Participation in CTE pathways (SS WG lens) (SS WG)

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 at the Adult Schools and Onboarding Support at the Community Colleges (SS WG)

To complete the work in the Three Year plan and continue increasing student transition and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium. Specifically, 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 building career pathways with the community colleges and partner organizations as well as increasing the ease of transition for students.

Furthermore, every July, at the Leadership Board's annual retreat, the Board reviews all five budgets, affirming that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The 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 from through 2025.

Although our schools leverage additional funds (CalWorks, WIOA II, Donation, and Fees), we as a consortium do not foresee any major shifts in the adult school being able to leverage these funds; however, one area of growth could be in leveraging college Strong Workforce funds (which are not included in our NOVA Leveraged Funds by Program Area Report).

Although our consortium agrees to all CAEP Assurances, we are highlighting a few for this 3 Year Plan:

#### Membership & Decision-Making

- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84905 (a)(b). (See Membership Box above).
- I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

## Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting (Ralph M. Brown Act as the Brown Act) of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).

## Reporting Requirements

- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district's work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).

All of the members of the Leadership Board, Workgroups (Student Support, Curriculum Articulation & Alignment, Data), and the Transition Team put so much of their time, dedication, hard work, expertise, and love into crafting this three year plan. We all look forward to working with each other in the coming academic years to bring our plan's goals to life in order to best serve our student community members.



## Section 2: Assessment

*Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.*

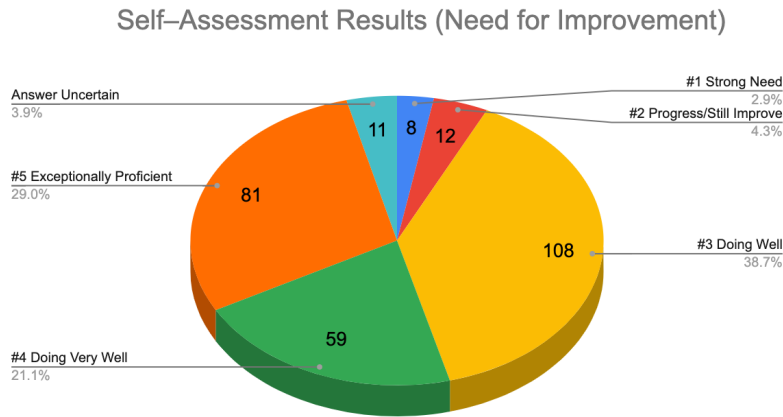
### A. Overview and Preparation

*Provide a narrative description of the consortium's overall assessment approach, process, and data sources.*

- In September, LB & Director began to analyze and update the data from CalPass Launchboard Data Pipeline;
- In October, Data Workgroup, LB, & Director analyzed current Labor Market Data. Director worked with the consortium's WIB (NOVAworks) on understanding and utilizing regional labor market data;
- November, Data WG and Director looked the CEP Fact sheets knowing that they represented pre-pandemic data and that they would be updated later in the spring;
- Director attended all CAEP sponsored 3 yr plan trainings and Peer Learning Circles;
- LB completing (December 2021) and analyzing (January 2020) the CAEP self-assessment tool;
- In December, Director collected and read each of the Adult Schools CIP/WASC reports;
- Starting in January, Director, Data WG, LB started analyzing transition data from our in-house Data Dashboard, Precision Campus;
- In the January LB meeting, we went over the results from the self assessment and agreed to have them guide development of the 3 yr Plan Activities;
- Continued to clarify the expectations of roles and responsibilities of all leadership consortium-wide;
- In a March LB pre-planning meeting, the Director and co-planning team worked together to create the activity the LB would work on in the April meeting to create consortium strategies and activities for the plan;
- In the March LB meeting, the LB worked together to create the vision for the five overarching strategies (that nest under the CAEP 3 Objectives in the 3 year plan) and the 12 Activities that nest under the five Strategies;
- Starting after the LB's March meeting, the Strategies and Activities went to the four workgroups (Student Support, Curriculum Articulation & Alignment, Data) and our Transition Counselor/Advisor Team for their input on what tasks fit in the three timeframes (immediate, intermediate, and long term);

- In April, these developed Activities then went back to the LB. In this iterative process, between the LB and the Workgroups, the twelve Activities (that align with the five overarching consortium strategies and three CAEP Outcomes) came to life;
- Spring 2022 looked back at the updated Fact Sheets;
- April's LB meetings focus on the input from the Workgroups to further refine the plan's Activities. The LB also went through each of the Guidance questions for the CFAD and agreed upon best practices for the agencies in the consortium;
- Data workgroup agreed upon best practices for aligning our Metric target process. These best practices were presented to the Leadership Board in our May meeting;
- In the May LB meeting, the Board was walked through a rough draft of the plan by the Director. The Metric section was discussed and the Data Workgroup Chair presented their recommendations;
- A timeline was set for the Director to complete all plan sections, for LB members to make "out of meeting" edits, and for the Director to incorporate them before the June meeting;
- On the 10th of June, the plan was shared with all consortium members for feedback, sent to NOVAWorks for review, posted on the NSCCC Website for public viewing, and sent via email to the NOVAworks Stakeholder group before the final edit at the June 15th Leadership Board meeting; a Google comments form, created to solicit feedback, was also placed on the website;
- June 14, in the last Student Support Workgroup of the academic year, they made their last edits to the final plan draft;
- June 15, LB meeting focused on their final edits to the plan;
- June 16, Director incorporated final edits and formatted the document;
- June 17, LB signed and adopted the plan;
- Turned plan in on June 20, 2022.

## CAEP's Self Assessment Survey Results (what we learned)



Overall, the consortium is seen by its Leadership Board as doing well (with an overall score of 89% in the 3, 4, and 5 scoring ranges<sup>9</sup>). In the two sections below, a more detailed view of the consortium's areas of strength and area of improvement are laid out.

The following were still seen as areas of strengths in the current assessment:

- Collaborative processes are still in place to support planning, implementation and accountability;
- Consortia and members continue to use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities. We are working on the unification of these practices consortium-wide;
- With the help of our Transition team, students continue to complete individualized educational plans to assist in educational and career options. As a consortium, continuing to align best practices across our Transition team is a high priority for us;
- Collaboration between counseling & advising staff at both the Adult Schools and Community Colleges is still effective and collaborative. Since the last plan, we have worked on unifying our support services to promote persistence and long-term success; however, it is still an activity for us to work on in this 3 yr plan;

<sup>9</sup> 1s: There is strong need for improvement and the consortium has an urgent need to address this area; 2s: The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes; 3s: The consortium is doing well in this area but needs additional work to be addressed; 4s: The consortium is doing very well in this area and need only a few improvements in order to be exceptional; 5s: The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

- Consortium-wide, there are staff members in place who provide coordinated, ongoing and consistent student support. However, we are still working on including the use of data to track the effectiveness of this support and to make changes based on the results.

Areas for improvement include:

- As in the last assessment, professional development needs of staff need to be more of a focus; therefore, they are being embedded in the current plans activities;
- As in the last assessment, while articulation of curriculum has happened in various pockets within the consortium, particularly with ESL and Foothill non-credit ESL, aligning and articulating programs between agencies and within agencies (e.g. Guided Pathways at the community colleges) is still needed as well as support services to transition students to these articulated programs;
- As in the last assessment, Integrating partnerships and local workforce and community service providers into programs of study are occurring but improvement in this area is still an area of growth;
- Conducting regular program improvement planning with all regional stakeholders is an area of focus.

As a result of the self-assessment, specific goals have been added to our current 3-year plan activities that we believe will continue our growth and service to our population.

## B. Regional Alignment and Priorities

*Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA.*

At the consortium level, NSCCC participates with regional partners in order to help better serve its students and community members:

- NOVAworks: The consortium and its agencies are all members of NOVA's Stakeholder Group, which is a resource for labor market information, training programs, unemployment insurance benefits, job search assistance, support services, food banks, emergency services, COVID-related protocols, and shared job opportunities. Although the Director of NSCCC and some of its members attend the Stakeholder quarterly meeting, in the next three years, we are focused on becoming more involved with NOVAworks in order to strengthen our relationship with community providers and local workforce. With this goal in mind, we hope to create stronger regional workforce partnerships in order to better serve our students.(Activity #1.1 A).
- Bay Area Community College Consortium (BACCC): Along with the consortium's community college partners (De Anza and Foothill), the Director attends BACCC & Bay Region K16 Collaborative in order to stay apprised of the important work being done and the challenges our community partners face in creating educational pathways into the workforce utilizing Strong Workforce funds. The NSCCC Director, along with other Bay Area consortia leads, is also part of a subgroup working on mapping the region's CTE pathway.
- Lighthouse (formerly Bridge to Recovery): Under the umbrella of Joint Venture Silicon Valley, Lighthouse is a regional network of non-profit, educational, and for profit organizations working together to help Santa Clara families have the opportunity to meet their families needs through meaningful employment. The network is made up of 120 members and 60 organizations. In addition, SBCAE's Director and our Director are co-chairs for the Education & Training Workgroup. In the coming academic year, this workgroup will be focused on strengthening employer engagement with our educational programs in order to create stronger workforce pathways with local industry/workforce partners under Lighthouse's Adult Education 2.0 strategic initiative.

- The consortium Director participates in monthly support and brainstorming meetings with two groups consisting of other consortia leads. The first is with the Bay Area consortia leads from our two sister consortia: ACCEL (San Mateo) and SBCAE (Southern Santa Clara County). The second is with Northern California leads, ranging from the Bay Area to Sacramento to Mendocino to Eureka. The purpose of these two groups is to meet monthly, support each other, and discuss ways we can collaborate regionally.

According to the 2021 CAEP Fact Sheets, the follow LMI data is true for the consortium's region:<sup>10</sup>

### The 10 Largest Industries in Our Region



### The Fastest Growing Jobs are (by educational level): High School Diploma & Some College

	2020 Jobs	2020 - 2025 Estimated Change	2020-2025 Estimated % Change	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Orderlies	13	16	127%	\$20	\$13
Ambulance Drivers and Attendants, Except Emergency Medical	18	11	63%	\$17	\$11
Dental Laboratory Technicians	52	28	53%	\$19	\$12
Ophthalmic Laboratory Technicians	48	16	33%	\$19	\$12
Textile Bleaching and Dyeing Machine Operators and Tenders	46	14	30%	\$17	\$11
Solar Photovoltaic Installers	328	94	29%	\$24	\$15
Home Health and Personal Care Aides	36,212	9,366	26%	\$15	\$9
Food Cooking Machine Operators and Tenders	16	4	24%	\$18	\$11
Couriers and Messengers	628	147	23%	\$17	\$11
Communications Equipment Operators, All Other	12	3	23%	\$30	\$19

Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Data Source: Bureau of Labor Statistics

<sup>10</sup> 2021 CAEP Fact Sheets: <https://caladulthood.org/2021FactSheets>



## Some College & Postsecondary Non-Degree Award

### 10 FASTEST GROWING OCCUPATIONS

	2020 Jobs	2020 - 2025 Estimated Change	2020-2025 Estimated % Change	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Emergency Medical Technicians and Paramedics	646	197	30%	\$24	\$15
Sound Engineering Technicians	62	17	27%	\$30	\$19
Psychiatric Technicians	148	32	22%	\$33	\$21
Computer User Support Specialists	10,209	1,756	17%	\$31	\$20
Surgical Technologists	525	85	16%	\$35	\$22
Medical Dosimetrists, Medical Records Specialists, and Health	1,778	283	16%	\$28	\$18
Licensed Practical and Licensed Vocational Nurses	2,889	386	13%	\$36	\$23
Medical Assistants	4,990	650	13%	\$24	\$15
Nursing Assistants	5,596	648	12%	\$19	\$12
Phlebotomists	744	80	11%	\$23	\$15

Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Data Source: Bureau of Labor Statistics

## Postsecondary Non-Degree Award

### 10 FASTEST GROWING OCCUPATIONS

	2020 Jobs	2020 - 2025 Estimated Change	2020-2025 Estimated % Change	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Emergency Medical Technicians and Paramedics	646	197	30%	\$24	\$15
Sound Engineering Technicians	62	17	27%	\$30	\$19
Psychiatric Technicians	148	32	22%	\$33	\$21
Surgical Technologists	525	85	16%	\$35	\$22
Medical Dosimetrists, Medical Records Specialists, and Health	1,778	283	16%	\$28	\$18
Licensed Practical and Licensed Vocational Nurses	2,889	386	13%	\$36	\$23
Medical Assistants	4,990	650	13%	\$24	\$15
Nursing Assistants	5,596	648	12%	\$19	\$12
Phlebotomists	744	80	11%	\$23	\$15
Health Information Technologists, Medical Registrars, Surgical	541	57	11%	\$29	\$18

## Associates Degree

### 10 FASTEST GROWING OCCUPATIONS

	2020 Jobs	2020 - 2025 Estimated Change	2020-2025 Estimated % Change	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Physical Therapist Assistants	151	61	40%	\$37	\$23
Broadcast Technicians	36	12	33%	\$24	\$15
Occupational Therapy Assistants	148	36	25%	\$29	\$19
Forest and Conservation Technicians	15	3	19%	\$20	\$13
Web Developers and Digital Interface Designers	3,556	644	18%	\$50	\$32
Respiratory Therapists	750	127	17%	\$49	\$31
Nuclear Medicine Technologists	55	9	17%	\$70	\$44
Radiologic Technologists and Technicians	757	125	17%	\$58	\$36
Computer Network Support Specialists	2,190	353	16%	\$38	\$24
Cardiovascular Technologists and Technicians	173	27	16%	\$40	\$25

Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Data Source: Bureau of Labor Statistics

At the individual agency level, there are many examples of how each agency is using labor market data (like the CAEP Fact Sheets & Onet) and connecting with local workforce entities to inform their CTE pathways and help students gain workforce entry into the field of their study:

- Mountain View / Los Altos Adult School<sup>11</sup>
  - MVLA works with over 100 business and community organizations who support the school in curriculum development, training, work experience, and recruitment. The Adult School partners with Nonprofit and Community Organizations, Work Experience and Employment, Clinical Training Sites, Externship Sites, pulse 90+ private doctors and clinics in order to best support their students' journey from the classroom into the workforce.
  - MVLA Adult School offers comprehensive training programs and career pathways in the following industry sectors (all found in the above 2021 Fact Sheets LMI data):
    - Health Science and Medical Technology Certificate Programs
      - Medical Terminology Fundamentals Parts 1 & 2
      - State Certified Nursing Assistant (CNA)
      - State Certified Home Health Aide (HHA)
      - Acute Care
      - Eye Care Technician (Optometric Assistant)
      - Nationally Certified Medical Assistant (MA) - National Certification, Front & Back Office
      - Nationally Certified Medical Records Specialist
        - Electronic Health Record Keeping
        - Medical Billing and Coding
      - Physical Therapy Technician/Aide (PTA)
      - Continuing Education Units (CEUs) - Workshops for CNA/HHA Certificate Renewal
    - Business and Finance
      - General Accounting Clerk Certificate Program
        - Accounting 1A: Principles of Small Business Accounting
        - Accounting 1B: Principles of Small Business Accounting
        - Payroll Records and Procedures
        - Quickbooks Pro
    - Information and Communication Technologies Certificate Programs
      - Amazon Web Services (AWS) Cloud Computing
      - Google Applied Digital Skills - Entry Level Project Management
      - Network Support Specialist - CompTIA Network+ Preparation
      - Technical Support Specialist - CompTIA A+ Preparation

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<sup>11</sup> Info taken from MVLA's Website. For a full list of MVLA workforce partners, please see their website: <https://as.mvla.net/documents/MVLA-Fact-Sheet-20-21-final.pdf>



- Coding Academy
    - Introduction to Java programming
    - Introduction to the Python Programming Language
    - Web Design Fundamentals with HTML, CSS and JavaScript
    - Adobe Photoshop
- Fremont Unified High School District Adult School<sup>12</sup>
  - FUHSD Adult School strives to create partnerships with a range of community organizations who support our students, staff, and mission. Our partnerships are developed to enrich learning opportunities and expand services for our students in an effort to prepare well qualified, prospective employees to address the local workforce trends and needs. Students who intend to enter a healthcare-related career as a CNA or Medical Interpreter have the opportunity to get language support in the school's Health Foundations Integrated Education and Training (IET) class. Health Foundations provides students who are learning English additional instruction and practice with using appropriate vocabulary and language in healthcare-related scenarios.
  - FUHSD Adult School offers comprehensive training programs and career pathways in the following industry sectors:
    - Healthcare (all found in the above 2021 Fact Sheets LMI data)
      - Certified Nursing Assistant (CNA)
      - Certified Home Health Aide
      - Medical Interpreting and Terminology
    - Business
      - Certified Green Gardener
- Palo Alto Adult School<sup>13</sup>
  - PAAS offers a comprehensive Transitions program to facilitate the transition of ESL students to college and CTE training and work and career. The focus of the Transitions program is to develop and maintain pathways to help students progress from adult education (ESL) to college, career technical education and/or work. It includes three programs designed to guide and advise appropriate students:
    - Transitions to Work or Career class
    - Transitions to College or Career Training class

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<sup>12</sup> Info taken from FUHSD's Website: <https://www.fuhsdadulthoodschool.com/about-us/partnerships>

<sup>13</sup> PAAS: <https://paadulthoodschool.org/>

- Job Search Skills class (for lower-level ESL learners)
- Work Readiness (community partnership for job coaching)
- Transitions Advisor
- PAAS also maintains community partnerships with Alta Housing (Silicon Valley Affordable Housing project) and NOVA to support individuals in the job search process. PAAS strives to increase business and community partnerships to support student transitions from our ESL programs to the workforce, career training, and higher education.
- De Anza College<sup>14</sup>
  - De Anza Colleges utilizes LMI data to inform their CTE pathways and Courses are designed by industry experts, with industry needs in mind. All of their CTE offerings link to a “Career Outlook” that includes California's Employment Development Department<sup>15</sup> projections and O\*Net Online<sup>16</sup> information. Also, State officials have announced awards for 23 career training programs at De Anza College, recognizing their track record of helping students make significant financial or employment gains:<sup>17</sup>
    - De Anza CTE Pathways<sup>18</sup>
      - Arts, Media and Entertainment
      - Automotive and Manufacturing Technologies
      - Business and Financial
      - Education and Child Development
      - Energy, Environment and Sustainable Buildings
      - Health and Medical
      - Information Technology
      - Law and Public Safety

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<sup>14</sup> Info taken from De Anza's Website: <https://www.deanza.edu/career-training/workforce-stars.html>

<sup>15</sup> <https://edd.ca.gov/>

<sup>16</sup> <https://www.onetonline.org/>

<sup>17</sup> <https://www.deanza.edu/career-training/workforce-stars.html>

<sup>18</sup> For a full list of De Anza CTE offerings and their career outlooks, please see their website: <https://www.deanza.edu/career-training/index.html>

- Foothill College<sup>19</sup>
  - At Foothill, we strive to ensure that our career education curriculum meets the needs of business, industry and government. This is why we invite a number of occupational leaders to advise us on: new courses and course content; facilities and equipment; nature and extent of employment needs; how to evaluate the appropriateness of content of existing courses; and how to evaluate student performance. We continually implement the recommendations of more than 30 occupational advisory committees. A campus advisory committee also meets periodically to review and make recommendations for career education. Foothill College is in partnership with local apprenticeship training organizations to offer instruction in building trades; sheet metal, electrician, plumbing, HVAC, steamfitting and pipefitting, sound and communication. Internships offer a unique opportunity to gain valuable experience under the mentorship of a professional at a Silicon Valley corporation, nonprofit or public agency. Internships enhance your university-transfer application as well as your professional resume. Foothill College offers internships for students in majors such as psychology, business, engineering, computer science, graphic arts, physical and biological sciences, office administration, multimedia and many others. Internships can be arranged with Bay Area employers and educational institutions. Here are some of Foothill's CTE pathways and apprenticeships:<sup>20</sup>
    - Early Childhood Education, AS-T
    - Dental Assisting & Hygiene
    - Dental Assisting Apprenticeship
    - Non-Credit: Emergency Medical Technology
    - Non-Credit: English as a Second Language for Food Service Workers
    - Non-Credit: Geriatric Home Aide
    - Respiratory Therapy
    - Pharmacy Technician

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<sup>19</sup> Information taken from Foothill's Website: <https://catalog.foothill.edu/career/>

<sup>20</sup> For a full list of Foothill CTE offerings, please see their website: <https://catalog.foothill.edu/degrees-certificates/cte/>

### C. Evaluate the Educational Needs of the Adults in the Region

*Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services. The description and evaluation should include a summary of key data points identified by the consortium as educational needs, and the implications of these data points and educational needs for the consortium's prioritization of services and resources.*

For our region of Santa Clara County, one of our largest populations in need includes those who speak English “less than well.” According to the 2021 CAEP Fact Sheets for our consortium’s region (those 18 and older) this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164<sup>21</sup>. 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 analyzed the data found in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline launchboard, and our in house data dashboard Precision Campus. (For a full breakdown of all the data points collected for the Three Year Plan, please see the [Index](#).)

Looking at the numbers from the CAEP Manager Summary from the past three academic years (2019-20, 2020-21, 2021-22), overall the adult schools are beginning to make a recovery from the effect that the COVID-19 pandemic had on the consortium’s overall number of ESL/ELL students served:

- In 2019-2020, we served 2,442 ESL/ELL students (column E) (59% of total students served–(E/M);
- In 2020-21, we served 1,326 ESL/ELL students (E) [45% of total students served (E/M)];
- In 2021-22 (to date), we served 1,604 ESL/ELL students (E) [48% of total students served (E/M)] (up from 45% in 2020-21).

As we break our 2021-22 ESL/ELL numbers down further:

- We had 1,419 ESL/ELL students with complete student outcome data sets (SODS) (B) (43% of total students served (B/M)–up from 36% in 19-20) & (88% of all ESL students (B/E)– up from 79% in 20-21);

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<sup>21</sup> 2021 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCE combined figures (<https://caladulthood.org/2021FactSheets>)

- 1,033 ESL/ELL students took both a valid pre & post test (C) (64% of all our total ESL students (C/E)– up from 43% in 20-21) & (31% of all of our students served (C/M) – up from 20% in 20-21);
- Our ESL Persistence Rate (C/B) is up to 73% from 55% in 20-21;
- Our ESL Performance Rate (D/B) is up to 44% from 25% in 20-21;
- 622 ESL/ELL students achieved an EFL gain (D) (60% of all of pre/post test students (D/C) – up from 45% in 20-21) & (44% of ESL/ELL students w/ SODS (D/B)– up from 25% in 20-21), & (39% of all of our total ESL students (D/E)– up from 19% in 20-21).

We need to continue offering and expanding services since we are serving approximately 10% of those who speak English “less than well” in our micro-region of the County and only 1% of the larger Santa Clara County Region.

Continuing to expand our services for English language acquisition will also help with our region's unemployment statistics. Our most recent CAEP Barriers to Employment Report revealed that a lack of English skills is still one of the biggest barrier our students face in gaining and keeping employment:

- for 2021-22, 2,389<sup>22</sup> students recorded having English Skills as a barrier (70%) (this is up from 31% in 2020-22);
- in addition, 41%<sup>23</sup> report that cultural barriers are keeping them from employment (up from 18% in 20-21 & 25% in 19-20);
- Low Literacy saw an decrease from 53%<sup>24</sup> in 2021-22 (from 66% in 2020-21 & 64% in 2019-20);
- To date, the adult schools have served a total of 3,329<sup>25</sup> students in 2021-22. This number is slightly up from 2,933 in 2021-21; however, it is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018-19's number of 4,150 students (CAEP Manager Summary- M subtracted by N/A number).

The 2020-21 Launchboard data shows similar patterns statewide and in Silicon Valley. While the total number of students served in our consortium decreased over the past two academic years due to economic issues and numerous students moving out of the area as well as the COVID-19 pandemic—serving 90% of the students we served in 2019-20 and 73% of the students served in 2018-2019.

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<sup>22</sup> CAEP Manager Barriers To Employment Report (run 6/1/22)

<sup>23</sup> CAEP Manager Barriers To Employment Report (run 6/1/22)

<sup>24</sup> CAEP Manager Barriers To Employment Report (run 6/1/22)

<sup>25</sup> CAEP Summary M-N/A (all Caep Summary figures use the unduplicated numbers)

Looking at the consortium's enrollment numbers in Launchboard, of the 7,140 total reportable individuals served by the consortium in 2020-21 (down from 7,919 in 2019-20), the following data should be noted:

1. 6,272 (88% of total) had 12+ hours of instruction (up from 75%) (Above the State average of 79%);
2. 1706 (27%) were in English as a Second Language (ESL) (down from 46% in 19-20) ;
3. 501 students (12%) (ESL, ABE, ASE = 4,091) improved one or more educational functioning levels (down from 28% in 19-20) (less than the statewide percentage of 15%).
4. Consortium-wide, the number of students who achieved a progress marker 2020-21:
  - 77 of 6,272 (1%) earned a GED, diploma or high school equivalency (slightly down from 2% in 19-20);
  - Completed a Workforce prep Milestone 240 of 6,272 (up from 4% in 19-20);
  - Earned Postsecondary Noncredit Certificate 163 of 6,272 (3%) (up from 1% in 19-20);
  - 640 of 6,272 (10%) earned an Immigration Integration Milestone (down from 23% in 19-20);
  - Completed Postsecondary Credential 572/6,272 (9%) (up from 7% in 19-20).
5. Of the 2020-21 CTE students, 34% state that low literacy was the greatest barrier to employment; 27% state that English Language Proficiency was a serious barrier; 26% low income was also a huge barrier to employment. As such, developing CTE co-enrollment opportunities in ESL as well as embedded language improvement within CTE are still key areas we are focused on in this Three Year plan for career pathways and curriculum articulation and integration. Workforce readiness and job placement as well as developing additional pathways from the Adult Schools into noncredit and credit career pathways are two key areas that continue to be a focus within our consortium strategies.
6. 1,190 (19%) Career Technical Education (CTE) (down from 21% in 19-20).
7. Of these 1,190, 1,053 (88%) were in Short Term CTE training programs (down from 92% in 19-20).

## Data Results from Precision Campus (Our In-House Data Dashboard)

### Data Points

1. The three adult schools have a total headcount 753 students who have transferred to both De Anza & Foothill Colleges;
2. Of the total 2020-21 student headcount (753), 151 (20%) of students identified as English Language Learners (down slightly from 19-20's 166);
3. Of the total 2020-21 student ESL headcount (151), 67(44%) went to credit-bearing ESL<sup>26</sup> and 61 (40%) to non-credit ESL for a total of 17% of the student transitions;
4. Of the total 2020-21 student headcount (753), 383 (50%) went into CTE programs.

### Precision Campus Narrative

As of January 2022, our consortium's in-house data dashboard has been incorporated with De Anza / Foothill's district database called Precision Campus (PC). The three adult schools systematically provide Foothill's data team with their student data recorded in ASAP and TE twice a year (after Q2 & Q4). These data points are "fuzzy matched"<sup>27</sup> with the records for those students who have transitioned to our two community colleges. As with our previous in-house dashboard, the main benefit of PC is that it offers current academic year transition data for the consortium. In contrast to our previous in-house data dashboard, the new PC tool is more streamlined, can handle and manage larger amounts of data points simultaneously, and offers a more detailed data environment to formulate data questions.

At this time, PC allows the consortium to answer the following questions bi-annually: how many adult school students are transitioning to the two colleges, how many identify as ELL, how many went to credit-bearing ESL and non-credit ESL courses, what are their demographics, and what course is transferred to the most?

As with our previous data dashboard environment, the risk of individual users gleaning inconsistent data or differing data results is still a serious concern for the consortium. Therefore, Activity #1.2B focuses on creating a manual that will provide guidance on how to utilize PC through guided steps and data question examples.

As we build this manual, we will be able to fine tune the questions, access the data more effectively, and use the information we glean from it. Ultimately, we want to be able to

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<sup>26</sup> We are looking into whether or not Foothill's mirrored noncredit ESL courses would have impacted this number.. E.g., At Foothill, they only have one level of ESL that does not have a mirrored noncredit option.

<sup>27</sup> Fuzzy Match: using the name, date of birth, and gender of a student to create an "approximate" data match data across institutions.

understand where students “stop-out” in their adult school-to-college journey. Therefore, we will use data from PC to dive deeper into course-taking patterns, student success rates, identify which classes have the greatest passing success rates, and understand how economic barriers correlate to academic persistence and completion.

Furthermore, since we have more detailed data, PC can help us figure out how to best individually follow-up with students to survey them and have conversations about their experiences, needs, and success. The PC tool will be able to help our Transition Advisors/Counselors work to create a “success schedule” for our students' first quarters after transition.



## D. Contributions by Entities

*List all consortium members who contributed to the three-year plan process and briefly describe the ways in which each consortium member or partner contributed. Per California Education Code §84905(d)(1)(E), the consortium should have considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts.*

- Director
  - Please see Overview and Preparation section for details
  - Activities
    - #1.1 A: Collaborate with local WIB (Director/LB)
    - #1.1B: Inclusion Based Support for Consortium (Director)
    - #1.1C: Consortium Manual (Director & WG CC)
    - #1.1D: Adult School Teaching Credential Support (Director/LB)
- Leadership Board
  - Please see Overview and Preparation section for details
  - All Activities
- Data Workgroup
  - Helped the LB analyze and utilize the data from the Launchboard Data Pipeline, Fact Sheets, and our Precision Campus;
  - This workgroup also focused on helping the LB understand the Metrics section of the plan and set consortium and agency targets;
  - Data WG Activities
    - Leadership Board Guidance: Karen Filice, Tom Keating, Liz Ambra, Julie Vo
    - #1.2A: Adult School & College Data Input Alignment (Data WG)
    - #1.2B: Precision Campus Manual (Data WG)
    - #1.2C: Track Transition Data (Data WG)
- Student Support Workgroup & Transition Team Activities
  - Leadership Board Guidance: Julie Vo, Valerie Fong, Tom Keating, Liz Ambra
  - #2.1B Increase the targeted academic support students receive: Tutoring, Early Alert, & Intrusive Follow up;
  - #3.1C Increase students Access & Participation in CTE pathways (SS WG lens) (SS WG);
  - #3.2A Transition services at the adult schools and onboarding support at the community colleges.

- Curriculum Alignment Workgroup Activities
  - Leadership Board Guidance: Lori Riehl, Randy Bryant, Lynn Tanner, Tom Keating, Liz Ambra
  - #2.1A ESL and CTE Pathways (CAA Lens)
  - #3.1A Transition Class
- Director
  - Jenée Crayne (All Workgroups, Transition Team, & LB)
- FUHSD
  - Lori Riehl, Principal (LB)
  - Karen Filice, Manager, Data Integration & Curriculum (LB & Data WG Chair)
  - Liz Ambra, Vice Principal (LB)
  - Raji Visvanathan, Coordinating Teacher, Transitions & CTE (CAA WG)
  - Desirie Torres, Transition Counselor (SW WG, CAA WG, Transition Team)
  - Sabrina Irvin, Coordinating Teacher, ESL (CAA WG)
- MVLA
  - Julie Vo, Assistant Director (7/21-12/21) & Director (1/22 - present) (LB & Data WG)
  - Brenda Harris, Retired Director (July 2021- December 2021) (LB)
  - Jonathan Fu, Assistant Director (5/22 - present) (LB & Data WG)
  - Sarah Krajewski, ESL Coordinator & Faculty (CCA WG)
  - Gina Riccitelli, Transition Advisor (SS & CAA WG, Transition Team)
  - Sandy Cutshall, ESL Faculty (SS WG)
  - Danielle Dinh, Adult Ed Coordinator (SS WG)
  - Maliheh Vafai, CTE Coordinator (SS & CAA WG)
- PAAS
  - Tom Keating, Principal (LB)
  - Lynn Tanner, ESL Coordinator (LB & SS WG)
  - Florence Liu, Data (Data WG)
  - Simone Wojtowicz, ESL Faculty (CAA WG)
  - Anthony Moss, Transition Advisor (SS & CAA WG, Transition Team)
  - Katherine Barg, ESL Faculty (CAA WG)
  - Anjani Sarma, ESL Faculty (CAA WG)
- Foothill College
  - Valerie Fong, Dean of Language Arts (LB)
  - Teresa Ong, Associate Vice President, Workforce Development and CTE (LB)
  - Janie Garcia, Program Coordinator, Adult Education (SS & CAA WG, Transition Team)
  - Amy Sarver, ESL Faculty (CAA WG)
  - Robert Lanz, ESL Faculty (CAA WG)

- Josh Pelletier, Supervisor, Student Outreach & CTE Transitions (SS WG)
- Elaine Kuo, Supervisor, Institutional Research and Planning (Data WG)
- Anthony Cervantes, Dean, Enrollment Services (SS WG)
- Maritza Jackson Sandoval (SS WG)
- De Anza College
  - Randy Bryant, Dean of CTE (LB & CAA WG)
  - Felisa Vilaubi, Faculty Counselor (SS WG, Transition Team)
  - Magalia Molina Ochoa, CTE Coordinator (CAA WG)
  - Vins Chacko, Career Training (CAA WG)
  - Christian Rodriguez, Transition Counselor (SW WG, Transition Team)
  - Leah Smith, Transition Counselor (SW WG, Transition Team)
  - Iva Tracey, ESL Coordinator/Faculty (CAA WG)
  - Thomas Ray, Dean of Language Arts (former LB Co-Chair)
- ASAP
  - Cindy Loo Garcia, ASAP (Data WG)
- De Anza / Foothill District
  - David Ulate, Data Research Director (Data WG)
- Student Voice
  - Cohort Survey
  - Technology Survey

### E. Regional Service Providers

NOVA will auto-populate this section with 2019-20 CAEP-funded adult education providers and the number of participants served in each program area. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the “+Add Service Provider” button and entering the appropriate information.

For a more accurate look at where our consortium member agencies stand, we have replaced the LaunchBoard’s 2010-20 numbers with 2020-21 number:

Provider Name	#of Participants in Program Area									
	ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
DA	0	0	23	0	0	0	0	115	0	
FH	0	N/A	397	0	1,033	262	700	0	0	
FUHSD	0	174	410	0	0	201	103	0	0	
MVLA	57	131	486	0	0	0	250	16	0	
PAAS	0	0	429	0	23	0	0	0	0	
<b>Total Participants</b>	<b>57</b>	<b>305</b>	<b>1745</b>	<b>0</b>	<b>1056</b>	<b>463</b>	<b>1053</b>	<b>131</b>	<b>0</b>	<b>4810</b>

### Regional Service Providers Outside of NSCCC

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided									
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
NOVAworks Job Center	Workforce Development Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Center for Employment Training (CET)	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mission College	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Silicon Valley Adult Education	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
South Bay Consortium for Adult Education	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Evergreen Valley College	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
San Jose City College	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Center for Training and Careers (CTC)	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

West Valley College	Community Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Campbell Adult and Community Education	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Santa Clara Adult Ed	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Unitek College	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SVSTI Surgical Technical Schoo	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bay Area Medical Academy (BAMA)	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Institute Business Technology	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Silicon Valley Career Technical Education	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TTL College	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Silicon Valley 4U	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nurses Builders Academy	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
YearUp Bay Area	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Goodwill of Silicon Valley	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hope Services	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Institute for Career Development	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Catholic Charities	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ConXion to Community	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asian Law Alliance	Community Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
University of California Santa Cruz Extension Certificate Program	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Work 2 Future	Community Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Silicon Drafting Institute (SDI)	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## F. Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

*Conduct a review of data on the region's education and workforce services, then critically review this data to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services.*

The Santa Clara County region is home to many agencies that offer educational and workforce services from our sister consortium's colleges and adult schools, to nonprofits agencies like Goodwill of Silicon Valley and Hope Services, to for-profit vocational schools such as Center for Training and Careers (CTC) and Unitek College. Although for-profit vocational schools may be a viable option for many people, we have found that the majority of the community members that the region's adult schools serve, these institutions are financially unavailable to them. Therefore, it is important that the region's adult schools and community colleges continue to grow their CTE programs to meet the region's growing need for these educational and career programs.

For ESL programs in the region, the adult schools and the community colleges are the main providers for ESL courses. At the adult schools the courses are free of charge and the colleges are now offering free non-credit ESL courses. Both of these options help our community members receive language acquisition classes that will not tax them financially. However, although there are six colleges and eight adult schools in the larger Santa Clara County region, our consortium only provides ESL courses for approximately 10% of those who speak English "less than well" in our consortium's micro region and only 1% of the larger Santa Clara County Region.<sup>28</sup> Therefore, many of our community members are still yet to be served.

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<sup>28</sup> See the Evaluate the Educational Needs of the Adults in the Region section for more details.

## Section 3: Metrics

CAEP Barriers: *Select from drop-down menus up to ten CAEP Student Barriers and Metrics that are relevant for the consortium. These barriers and metrics will be used to track progress and outcomes related to the strategies and activities defined in this three-year plan, at the consortium and/or member level, as appropriate.*

### A. Student Barriers:

*[Listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.]*

#### 1. English Language Learner

Optional Metrics:<sup>29</sup>

1. Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
2. Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

*For each of the metrics selected in this section, define targets in the section below, which will in turn inform the definition of strategies, activities, and intended outcomes in the sections that follow. Over the coming three years, the consortium will track these outcomes using TE or COMI*

### B. Consortium Level Metric Targets

*At the consortium level, the Launchboard data imported will be for the last three years – 2019-20, 2020-21 and 2021-22. The targets should be for the next three years 22-23, 23-24, and 24-25. The 2021-22 data in LaunchBoard will not be made available until Spring 2023. \* Mandatory for all consortium*

We are increasing all consortium metrics by 2% per year.

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<sup>29</sup> For detailed definitions and data sources for these optional metrics, please see the Dashboard's Metric Definition Dictionary: <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MD>

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall) 1+ hrs. of instruction or received services	7,919	7,140	Auto-populated Spring 2023	7,140+142= 7,292	7,292+145= 7,437	7,437+149= 7,586
Student Barriers	English Language Learner (AE 305 - Overall) (PipeLine: Barrier (If ever) Section)	3,295	2,195		2,195+44= 2,239	2,239+45= 2,284	2,284+46= 2,330

### C. Member Level Metric Targets

*At the member level, the Launchboard data imported will be for the last three years – 2019-20, 2020-21, and 2021-22. And the targets, for all members, should be for the next three years 2022-23, 2023-24, and 2024-25. There are no standard expectations regarding consortium and member targets. The same member level metrics will appear for all members. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual. \* Mandatory for all members*

We are increasing all member targets by 2% per year.



De Anza College (Reported by De Anza College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	73	137	Auto-populated Spring 2023	137+3= 140	140+3= 143	143+3= 147
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	NA	NA <sup>30</sup>		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) <sup>31</sup>	NA PC <sup>32</sup> =85	NA PC=92	PC=73	73+2=75	75+2=77	77+2=79

<sup>30</sup> As of June 2022, Launchboard shows no data available for this De Anza metric because; however, we are looking into how these data points are coded in COMIS and Launchboard in order to understand how this metric can be reflected at De Anza in the future (AE 400).

<sup>31</sup> See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

<sup>32</sup> For all Transition data, we have decided to use our own in house data dashboard (Precision Campus) data to set transition targets because we can glean 2021-22 transition data information from PC.

## Foothill College (Reported by Foothill College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall) <sup>33</sup>	<del>2,490</del> ESL (12+)=325	<del>4,018</del> ESL (12+)=397	Auto-populated Spring 2023	397+8= 405	405+8= 413	413+8= 421
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	58	91		91+2= 93	93+2= 95	95+2= 97
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) <sup>34</sup>	<del>141</del> PC=40	<del>NA</del> PC=29	PC=22	22+1=23	23+1=24	24+1=25

<sup>33</sup> We have contacted WestEd and the State in order to understand Foothills elevated ASE data points, and until we can understand our ASE numbers at the colleges better, FH has decided to use their ESL numbers (LaunchBoard) to set this target.

<sup>34</sup> See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

Fremont Union High (Reported by Fremont Union High School District (FUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,304	870	Auto-populated Spring 2023	870+18= 888	888+18= 906	906+19= 925
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	264	120		120+3= 123	123+3= 126	126+3= 129
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) <sup>35</sup>	36 PC=68	NA PC=61	PC=53	53+1=54	54+1=55	55+1=56

<sup>35</sup> See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

Mountain View-Los Altos Union High (Reported by Mtn. View-Los Altos Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,162	850	Auto-populated Spring 2023	850+16-866	866+17=883	883+18=901
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	245	71		71+2=73	73+2=75	75+2=77
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) <sup>36</sup>	<del>13</del> PC=38	<del>NA</del> PC=44	PC=27	27+1=28	28+1=29	29+1=30

<sup>36</sup> See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

Palo Alto Unified (Reported by Palo Alto Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	811	452	Auto-populated Spring 2023	452+9= 461	461+9= 470	470+10= 480
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	302	78		78+2= 80	80+2= 82	82+2= 84
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) <sup>37</sup>	<del>19</del> PC= 20	<del>NA</del> PC=14	PC=8	8+0=8	8+0=8	8+0=8

<sup>37</sup> See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

## A. Member Spending Targets

To help set 22-25 targets, CAEP TAP recommends looking at 2019-20 & 2020-21 Q4 percentages for each agency to help see their historical spending per individual academic/funding year (not looking at it in “carryover years<sup>38</sup>” or FIFO<sup>39</sup>). Although the percentages of funds in the chart below include the “carryover years,” CAEP wants us to set the targets to show how much each agency plans to spend of their individual yearly allocation each year (again, not looking at it through the lens of FIFO or carryover). Below this chart is a table showing the Q4 actuals per agency for 2019-20 & 2020-21.

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
De Anza College	100%	100%	22%	80%	90%	100%
Foothill College	100%	31%	0%	60%	60%	60%
Fremont Union High	100%	100%	73%	100%	100%	100%
Mountain View-Los Altos Union High	100%	100%	69%	96%	97%	98%
Palo Alto Unified	100%	100%	37%	72.95%	72.95%	72.95%

<sup>38</sup> CAEP funds can be spent down over 2 (2.5 w/corrective action plan) AY/ funding years (FIFO)

<sup>39</sup> FIFO= First In First Out (NOVA Fiscal Reporting>FIFO>Foothill De Anza/ NSCCC>2021-22)

2019-20 & 2020-21 Q4 spending reports: Again, these figures represent the % of funds spent at the end of Q4 2019-20 & 2021-21 (found in NOVA Fiscal Reporting>Foothill/De Anza> Agency. Then filter for 2019-20>Q4 and 2020-21>Q4. As stated above, these are real time %s for each year's Q4 and do not represent your spend down totals. Those are found for 19-20, 20-2, 21-22 in the above table. These will just help assess what our individual targets should be based on past spending patterns.

	Q4 2019-20	Q4 2020-21	Q4 2021-22	Proposed Target 2022-23	Proposed Target 2023-24	Proposed Target 2024-25
De Anza	57.49%	63.15%	N/A	80%	90%	100%
Foothill	22.16%	38.53%	N/A	60%	60%	60%
FUHSD	100%	100%	N/A	100%	100%	100%
MVLA	95.25%	94.72%	N/A	96%%	97%	98%
PAAS	72.94%	72.95%	N/A	72.95%	72.95%	72.95%

FIFO (NOVA Fiscal Reporting>FIFO>Agency>2020-21)

Funds to be spend down	6/30/22	12/31/22 (w/ corrective action plan)
De Anza	\$0 \$58,478	N/A
Foothill	\$153,300184,725	Corrective Action plan for Extension has been submitted
FUHSD	\$0	N/A
MVLA	\$0	N/A
PAAS	\$0	N/A

## Section 4: Objectives

*For each of the three Objectives, the description should include the strategies to achieve the objective, and the educational needs, barriers, and gaps in current education and workforce services.*

### Objective #1: Improve Effectiveness of Consortium & Its Services

#### Strategy #1.1

The consortium continues to develop partnerships with NOVAConnect, and other community providers to support our students.

##### #1.1 A: Collaborate with local WIB (Director/LB)

- Work with NovaConnect & strengthen our relationship with community providers & local workforce

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

- Provide inclusion based information and support grounded in racial justice, gender affirmation, trauma-informed practices, accessibility, undocumented students, foster youth, and formerly incarcerated community members.

##### #1.1C: Consortium Manual (Director & WG CC)

- Create NSCCC manual to help align current consortium work and help onboard new consortium members

##### # 1.1D: Adult School Teaching Credential Support (Director/LB)

- Work with SBCEA & ACCEL in supporting staff obtaining adult ed teaching credentials utilizing the leftover Allies monies that the three consortia must use together. The three consortia will provide the adult schools in their region information on how to obtain a teaching credential. Adult Ed staff may apply for a stipend that will help pay for the expenses of that credential.

#### Strategy #1.2

The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a coordinated way.

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

- Align collection of student demographic data, goals, barriers and outcomes across the adult schools.

##### #1.2B: #1.2B: Developing, policies, practices, and procedures for using the PC tool (Data WG)

- Create a manual for Precision Campus

##### #1.2C: Track Transition Data with PC & Support Seamless Student Transitions (Data WG)

- PC will provide the data that informs the transition support work of the consortium



## Objective #2: Address Educational Needs from Section 2: Assessment

### 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 Expand Child Development Pathway with ESL Bridge: (CAA WG)

- Determine levels of language needed for classes in the CTE pathways
- Share what community colleges already offer and determine where we need to create/develop additional vocational ESL classes (AS or CC) for CTE pathways that students are interested in taking
- Coordinate with the SS WG to embed ESL tutoring as needed to support students' access to pathway classes (e.g., ECE and others to be determined)

#### #2.1B Increase the overall academic support students receive: Tutoring and Early Alert (SS WG)

- Increase student wrap-around support , intrusive<sup>40</sup> follow-up (e.g., to monitor progress in the pathways, career dev & college prep certificates)

## Objective #3: Improve Integration of Services & Transitions into Postsecondary Education and the Workforce

### Strategy #3.1

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

#### #3.1A Transfer Activities (CAA WG)

- Determine the types of "transition" activities at AS and CC that would benefit ESL students who test out of CASAS (i.e., do not qualify for the free AS program) but want to improve their English and/or college and career readiness skills.

#### #3.1C Increase students Access & Participation in CTE pathways (SS WG lens)

- At adult schools & colleges, increase students' access to and participation in CTE pathways by continuing to support students in discovering CTE pathway opportunities and their interest and aptitude for training (e.g., ECE and others to be determined)

<sup>40</sup> Commonly used at the CC for a specific type of follow-up related to the Student Success Act, Intrusive follow-up entails intentional, proactive reaching out to students. E.g., the Early Alert (Foothill Connect) system at FH enables FH staff/faculty to raise alerts that trigger someone to contact the student with support for what they need - tutoring, basic needs, financial aid, etc. In the case of "monitoring progress in the pathways," intrusive follow-up would be a SS Specialist tracking students who have taken 2/3 classes in a certificate, for example, and reaching out to them to encourage them to enroll in the 3rd course to complete the cert.

### 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 at the Adult Schools and Onboarding Support at the Community Colleges (SS WG)

- In order to increase students' efficacious transition to post-secondary & employment, the consortium will continue to improve the consistency of transition services (adult schools) and onboarding support (community colleges). Adult school transition services will include: individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP), CC onboarding strategies will include: student ambassadors, campus tours, & individualized ed plans.

## Section 5: Activities & Outcomes

*The activities and outcomes described in Section 5 are essentially the elements of a logic model for the consortium's work over the coming three years, although they will not be entered in NOVA in a traditional logic model format.*

### Objective #1: Improve Effectiveness of Consortium & Its Services

#### Strategy #1.1

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

- #1.1A: Collaborate with local WIB (Director/LB)
- #1.1B: Inclusion Based Support for Consortium (Director)
- #1.1C: Consortium User Manual (Director & WG CC)
- #1.1D: Adult School Teaching Credential Support (Director/LB)

Activity Name	<u>#1.1 A: Collaborate with Local WIB</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	Work with NOVAworks & strengthen our relationship with community providers and local workforce (State Focus)
Activity Objective	To create stronger regional workforce partnerships in order to better serve our students.
Activity Rational	Pre-Filled from Strategy Language
Workgroup	Director and Leadership Board
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Each agency member will choose a representative from their school to attend these meetings and work with the Director and other agency WIB representatives. Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	

Short-Term (12 Months)	<p>A. Appoint agency representatives</p> <p>B. This WIB team will consult with each other before each meeting to have a unified consortium voice at these meetings</p> <p>C. Director and agency representatives will attend quarterly WIB meetings.</p>
Intermediate (1-3 Years)	<p>D. Director &amp; representatives continue attending meetings.</p> <p>E. Director will collaborate with WIB to become more of a contributing voice to the WIB collaborative</p>
Long-Term (3-5 Years)	<p>F. Director &amp; representatives continue attending meetings and</p> <p>G. Collaborate with WIB to become more of a contributing voice to the WIB collaborative</p>
Completion Date	6/30/2025
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

Activity Name	<u>#1.1B: Inclusion Based Support for Consortium</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	The Director will continue to research and update the consortium website with inclusion based information and support grounded in racial justice, gender affirmation, trauma informed practices, accessibility, undocumented students, foster youth, and formerly incarcerated community members. The Director will also consult with the Leadership Board and other consortium members on any PD opportunities they might want based on this research.
Activity Objective	In order to better support our students, this Activity will help our

	community members better incorporate inclusionary practices in the classroom and with colleagues.
Activity Rational	To better recognize and understand implicit bias and systemic structures that impede a person's ability to reach their goals.
Workgroup	Director
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Continually seek the Leadership Board and other consortium members input on what type of information and trainings they would like to be able to support staff and students. Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	A. Director continues to update NSCCC website with resources on inclusion B. Director seeks input from consortium members on what types of PD they would like regarding inclusion
Intermediate (1-3 Years)	C. Director continues to update NSCCC website with resources on inclusion D. Director seeks input from consortium members on what types of PD they would like regarding inclusion
Long-Term (3-5 Years)	E. Director continues to update NSCCC website with resources on inclusion F. Director seeks input from consortium members on what types of PD they would like regarding inclusion
Completion Date	6/30/2025
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

Activity Name	<u>#1.1C: Consortium User Manual</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	Create consortium User Manual:consortium instruction guide for laying out best operational practices: Leadership Board, Workgroup Co-Chairs, members of the workgroups, transition services, and analyzing data. The Precision Campus user manual will be a subset of this larger user manual.) (Director & WG CoChairs)
Activity Objective	To create a consortium manual that lays out the consortium structure and how it works: Charter, Leadership Board roles & responsibilities, Director roles & responsibilities, workgroup roles & responsibilities, workgroup co-chair roles & responsibilities, how the consortium engages and collaborates with community partners, how annual plan and 3 year plans are conceived and created, etc.
Activity Rational	The rationale is twofold: 1. help support current members collaborate with each other & 2. help support new consortium members with the onboarding process.
Workgroup	Director, Leadership Board, & Workgroup Co-Chairs & Members
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Leadership Board Workgroup Co-Chairs & members Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	A. Director starts the process of cataloging the workings of the consortium on a shared Gdrive document. Director seeks input from all interested parties. B. Director receives final approval of the document from

	<p>workgroup co-chairs and the Leadership board.</p> <p>C. Director distributes a hard copy to the 5 voting members of the Leadership Board, an electronic copy to all consortium members, and posts an electronic copy to the website.</p>
Intermediate (1-3 Years)	<p>D. Develop a matrix of transition supports in order to give an overview and guide to consortium transition services</p> <p>E. The Director updates any new information and distributes updated Doc yearly.</p>
Long-Term (3-5 Years)	<p>F. The Director updates any new information and distributes updated Doc yearly.</p>
Completion Date	6/30/2025
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

Activity Name	<u>#1.1D: Adult School Teaching Credential Support</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	Work with SBCAE & ACCEL in supporting staff obtaining an adult ed teaching credentials utilizing the leftover Allies monies (\$40,000) that the three consortia must use together. The three consortia will provide the adult schools in their region information on how to obtain a teaching credential. Adult Ed staff may apply for a stipend that will help pay for the expenses of that credential.
Activity Objective	Help Regional Adult Ed staff obtain Teaching Credentials
Activity Rational	In order to help the regional consortiums with their teacher shortage, SBCAE recommends that SBCAE, NSCCC, and ACCEL use the leftover Allies money to help adult ed staff earn an adult ed teaching credentials. There is left over money from Allies that needs

	to be signed off by SBCAE, NSCCC, and ACCEL. The money is now housed with the Evergreen Valley College non-Profit and it loses around 1500/year in maintenance fees. This money needs to be utilized now.
Workgroup	Director & Leadership Board
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Ilse Pollet, SBCAE Director (12 months) Ka'ryn Holder Jackson, ACCEL (San Mateo) Director (12 months) CAA WG for possible CBEST preparation course (yr 1-3) Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<p>A. Work with Ilse and Ka'ryn on gathering resources for earning an adult ed teaching credential- disperse information (post to website).</p> <p>B. Develop the application for the stipend, including the Leadership Board on the conversation about how much money each consortium will have available to them for stipends.</p>
Intermediate (1-3 Years)	C. Implement the stipend. Possibly create/offer a CBEST preparation course
Long-Term (3-5 Years)	D. If money has run out for this program at this time, do we want to look into finding a way to fund it another way?
Completion Date	6/30/2025
Metrics / Barriers	ELL
Responsible person	Jenée Crayne & Jonathan Fu



## Strategy #1.2

The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a coordinated way.

- #1.2A: Adult School & College Data Input Alignment (Data WG)
- #1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool (Data WG)
- #1.2C: Track Transition Data with PC & Support Seamless Student Transitions (Data WG)

Activity Name	<u>#1.2A: Adult School &amp; College Data Input Alignment</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	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.
Activity Objective	Produce consortium wide reports that reflect systemic approach to collection and interpretation of student data: Launchboard Pipeline, TE, CAEP, NRS, and Precision Campus.
Activity Rational	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.
Workgroup	Data
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Data Managers at each campus Adult School Teachers and Staff College Deans on LB ASAP Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	

Short-Term (12 Months)	<p>A. At the adult schools, identify who is responsible for managing the data and how it is currently collected</p> <p>B. Where needed, develop protocols for collecting student demographic data, barriers, goals, and outcomes across the three adult schools;</p> <p>C. At the colleges– find the human resource capacity necessary to understand COMIS data through the lens of CAEP to align data systems and perform informed analysis: protocols for coding adult ed (CAEP) courses, collecting student demographic data, barriers, goals, and outcomes across the two colleges.</p> <p>D. Develop PD around these best practices in order for staff at all agencies are updated and aligned on inputting data norms;</p> <p>E. Keep up to date on new data requirements</p>
Intermediate (1-3 Years)	<p>F. July 2023, review consortium level reports to identify improvement of data collection and relevancy</p> <p>G. Continue to check for data alignment across consortia partner institutions.</p> <p>H. Utilize the results to make programmatic changes</p>
Long-Term (3-5 Years)	<p>I. Continue to check for alignment in our data</p> <p>J. Employ the findings from the analysis of student data to make programmatic adjustments</p> <p>K. Keep up to date on new data requirements</p>
Completion Date	6/30/2025
Metrics / Barriers	Consortium Level Adults Served
Responsible person	Lori Riehl, Julie Vo & Valerie Fong

Activity Name	<u>#1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	Create a manual for Precision Campus:
Activity Objective	Implement consistent use of the PC tool
Activity Rational	For the consortium to use valid data when setting performance targets and evaluating student achievement.
Workgroup	Data & Director
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Leadership Board Workgroup Co-Chairs Workgroup members Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<ul style="list-style-type: none"> <li>A. Usability testing of the manual (to inform revision of the manual and the PD to be created)</li> <li>B. Baseline manual published with current 3 yr. plan questions</li> <li>C. Develop PD plan for the manual</li> <li>D. Update data twice a year: Q2 &amp; Q4</li> </ul>
Intermediate (1-3 Years)	<ul style="list-style-type: none"> <li>E. Update manual with current annual plan questions</li> <li>F. Provide PD for manual</li> <li>G. Provide feedback for manual developer</li> <li>H. Provide feedback to PC creator on usability and accuracy of the tool</li> <li>I. Trained users (LB, Data WG, &amp; WG CC) disseminate date to inform their work</li> </ul>

	J. Understanding how many ESL students go to the colleges and what courses they take
Long-Term (3-5 Years)	L. Update manual with current annual plan questions M. Provide PD for manual N. To have all institutions consistency use the manual & PC to set performance targets and evaluate student achievement
Completion Date	6/30/2025
Metrics / Barriers	Transition to Postsecondary Credit
Responsible person	Jenée Crayne

Activity Name	<u>#1.2C: Track Transition Data with PC &amp; Support Seamless Student Transitions</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	PC will provide the data that informs the transition support work of the Transition Team, SS WG, & CAA WG.
Activity Objective	Train WG participants to use the PC tool so that they can have timely appropriate data to inform their work in supporting student transitions.
Activity Rational	Student transition data reflected in Launchboard is not uptodate and current. The PC was created to help support current students achieve seamless transitions.
Workgroup	Data WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	SS WG CAA WG Transition Team FHDA Data Manager & team Create list serves/contact list for all participants that need to be included

	in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<ul style="list-style-type: none"> <li>A. Establish timeline and process for uploading data from the adult schools into the PC tool (through FHDA Data team)</li> <li>B. Identify WG members to be trained on PC utilizing the PC manual</li> <li>C. Develop research questions on a yearly basis to help support the work done in the WGs in alignment with consortium transition goals.</li> </ul>
Intermediate (1-3 Years)	<ul style="list-style-type: none"> <li>D. Provide ongoing training using the PC tool</li> <li>E. Come up with this year's research questions</li> <li>F. WGs assess &amp; determine data needed to improve student support.</li> </ul>
Long-Term (3-5 Years)	<ul style="list-style-type: none"> <li>G. Provide ongoing training using the PC tool</li> <li>H. Refine and expand upon previous years research questions</li> <li>I. Have WGs assess &amp; determine data needed to improve student support.</li> </ul>
Completion Date	6/30/2025
Metrics / Barriers	Transition to Post- Secondary Credit
Responsible person	Julie Vo, Randy Bryant & Valerie Fong

## Objective #2: Address Educational Needs from Section 2: Assessment

## 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 Expand Child Development Pathway with ESL Bridge: (CAA WG)
- #2.1B Increase overall academic support students receive: Tutoring & Early Alert (SS WG)

Activity Name	#2.1A Expand Child Development Pathway with ESL Bridge (CAA Lens)
Objective that Applies to this Activity:	Objective #2
Connected Strategy	Strategy #2.1
Brief Description of Activity	Determine levels of language needed for classes in the CTE pathways Share what community colleges already offer and determine where we need to create/develop additional vocational ESL classes (AS or CC) for CTE pathways that students are interested in taking Coordinate with the SS WG to embed ESL tutoring as needed to support students' access to pathway classes (e.g., ECE and others to be determined)
Activity Objective	Increase numbers of students persisting in existing CTE pathways (e.g., Child Development) by providing ESL bridge classes focused on the pathway content. Determine next CTE pathways/levels to incorporate into this activity.
Activity Rational	Students need targeted ESL skills (i.e., vocabulary and context) to participate in CTE classes. By pairing vocational ESL with CTE pathways, we ensure that the language and vocabulary taught in ESL are also focused on specific CTE sectors.
Workgroup	CAA WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate	ESL faculty outside of Curriculum Alignment Work Group CTE faculty outside of Curriculum Alignment Work Group Industry partners (who will employ our students & any skill gaps we can help address)

time.)	Embedded tutors for consortium (e.g., from PAAS transition class) Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<ul style="list-style-type: none"> <li>A. Investigate the feasibility of modifying existing ESL courses and/or find effective resources (i.e., embedded tutors, software, texts, online curriculum) to support ESL students in CTE pathways</li> <li>B. Create a document (or advisory?) that shows the ESL/language levels needed for students to access classes in CTE (dual enrollment pathways)</li> <li>C. Provide students transitioning from the adult schools with resources and support needed to access and complete assignments in the college's learning management system <ul style="list-style-type: none"> <li>a. Tech bridge: Support for online learning modalities (especially Canvas). CC can give Canvas accounts. AEs do not- we have access to Google Classroom or Schoology. Do the activities tie together here?</li> </ul> </li> <li>D. Provide adult school students with opportunities to explore the CTE pathway programs offered at the community colleges (e.g., CTE pathways fair; orientations with adult school and college instructors, etc).</li> </ul>
Intermediate (1-3 Years)	<ul style="list-style-type: none"> <li>E. Based on student interest and LMI data, identify 2 CTE pathways and develop one or more integrated education training programs that provide targeted language learning for students so that they can access the workforce-related content.</li> <li>F. Come to an agreement on the measurability of the activity</li> </ul>
Completion Date	6/30/2025
Metrics / Barriers	Transition Post Secondary Credit
Responsible person	Randy Bryant & Lori Riehl

Activity Name	<u>#2.1B Increase the Targeted Academic Support Students Receive: Tutoring, Early Alert, &amp; Intrusive Follow Up</u>
Objective that Applies to this Activity:	Objective #2
Connected Strategy	Strategy #2.1
Brief Description of Activity	Increase student wrap-around support (to be consistent with the strategy), intrusive follow-up (to monitor progress in the pathways, e.g., CDCP (career dev & college prep) certificates
Activity Objective	Improve student persistence: e.g., target completion for CDCP certs in ESL and help students make Ed Functional Level gains in ESL
Activity Rational	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.
Workgroup	SS WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<p>A. At the college level, track and measure persistence. Identify where we are currently at with college persistence, then what % increase in persistence are we hoping for? Set this target.</p> <p>B. This info will help identify where tutors might be needed.</p> <p>a. Academic Support:</p> <p>i. Identify adult school focused pathways and/or dual enrollment students/cohorts that have a need for targeted tutoring support for</p>



	<p>adult school students at the college and identify / implement appropriate tutor support, including embedded tutoring (hiring or deploying and training).</p> <p>ii. Build a collaborative cohort-model support system that bridges existing intrusive case management at the adult schools with ongoing follow-up at the colleges to identify and provide needed support for consortium adult school students.</p> <p>iii. track and broadcast it</p>
Intermediate (1-3 Years)	<p>C. Data WG creates a way to track if these tutors help with persistence</p> <p>D. Data will also help identify student stall points at colleges</p> <p>E. Foothill ESL students improve EFL gains by 2% [91 out of 399 (Launchboard EFL data)]</p> <p>F. Set persistence targets / activities for post-secondary credentials</p> <p>G. Scale up ability to track adult school students at the college to see if tutors have helped with persistence (see data wg for more info)</p> <p>H. Establish systems of support for cohorts of students through the use of resources such as embedded tutors, orientations to Canvas and/or hosting in-person meetings for the first online class, etc.</p>
Long-Term (3-5 Years)	I. Set persistence targets / activities for ASE/HSE
Completion Date	6/30/2025
Metrics / Barriers	ELL or EFL Gains - ESL
Responsible person	Julie Vo & Valerie Fong

## Objective #3: Improve Integration of Services &amp; Transitions into Postsecondary

## Strategy #3.1

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

- #3.1A Transfer Activities (CAA WG)
- #3.1C Increase students Access & Participation in CTE Pathways (SS WG lens) (SS WG)

Activity Name	<u>#3.1A Transition Activities</u>
Objective that Applies to this Activity:	Objective #3
Connected Strategy	Strategy #3.1
Brief Description of Activity	Determine the types of "transition" classes/workshop/activities at AS that would benefit the following students: ESL students who test out of CASAS (i.e., do not qualify for the free AS program) but want to improve their English and/or college and career readiness skills; High Level ESL Students who are thinking about transferring; ASE/HSD students thinking about transferring
Activity Objective	Define student pop groups- Who does this apply to? Align "transition" classes/workshop/activities at AS with said activities/classes/workshops happening at CC & distinguish differences between "Bridge" and "Transition"
Activity Rational	We are doing this so that as many students as possible can experience a smooth transition to post-secondary or be prepared for the workforce. We want our students to have a smooth handoff to services and education within adult schools or community colleges instead of meeting an end block should they not qualify per CASAS test scores.
Workgroup	CAA WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Counselors at both adult schools and community colleges. Create list serves/contact list for all participants that need to be included in the work of this Activity.

Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?

Short-Term (12 Months)	<p>A. The curriculum and alignment group should work to streamline and unify the classes and activities. There are several different transition classes and activities at the various schools in our consortium with the goal of serving more students. For example:</p> <ul style="list-style-type: none"> <li>a. pilot workshop for students who test out of CASAS</li> <li>b. Determine what dual enrollment opportunities (i.e. Counseling classes at the CCs) could serve as the class(es), workshop(s), service(s) for the adult school students' transition to college/career.</li> <li>c. PAAS Transition Class...</li> <li>d. Enroll students into appropriate ESL college classes (credit or noncredit)</li> <li>e. Field trips/visiting bridge courses to give students an introduction to college campuses.</li> </ul> <p>B. Many students already have degrees and should be surveyed when testing out of CASAS to gauge their interests. This will help in building the ESL vocational program.</p> <p>C. Survey students to assess the benefits of the class</p>
Intermediate (1-3 Years)	<p>D. Bring ESL Bridge to College class to adult school campus;</p> <p>E. Leadership team collaborates to remove the barriers to offering more dual enrollment opportunities (e.g.: minimum qualifications of instructors; willingness to teach college level courses at AS salary; classroom space).</p>
Long-Term (3-5 Years)	<p>F. The Consortium has formalized transition activities for students who are testing out of CASAS.</p>
Completion Data	6/30/2025
Metrics / Barriers	Transition Post Secondary Credit or ELL:
Responsible person	Tom Keating & Randy Bryant

Activity Name	<u>#3.1C Increase students Access &amp; Participation in CTE Pathways (SS WG lens)</u>
Objective that Applies to this Activity:	Objective #3
Connected Strategy	Strategy #3.1
Brief Description of Activity	At AS & Colleges, increase students' access to and participation in CTE pathways by continuing to support students in discovering CTE pathway opportunities (e.g., ECE and others to be determined)
Activity Objective	Increase students Access & Participation in CTE pathways (SS WG lens). Provide career information that supports pathway selection for AS students. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.
Activity Rational	Data shows student barriers to employment and value of pathways in ensuring students achieve gainful employment after completing pathways.
Workgroup	SS WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	CAA WG Data WG Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term (12 Months)	<ul style="list-style-type: none"> <li>A. Create a brochure to show all the CTE programs consortium wide at both adult schools and CCs</li> <li>B. Adult Schools identify and adopt common tool(s) to assess the CTE interests of ESL &amp; ASE students <ul style="list-style-type: none"> <li>a. Naviance</li> <li>b. Adult School survey results for IELCE program</li> </ul> </li> <li>C. Use of tools to identify available pathways at the CCs</li> </ul>

	<ul style="list-style-type: none"> <li>c. De Anza's Villages</li> <li>d. Foothill's Career and Academic Pathways (CAPS)</li> </ul> <p>D. Use interest data to inform outreach</p> <ul style="list-style-type: none"> <li>e. Counselors/advisors &amp; Data Wg aggregate data to determine common areas of interest that inform colleges presentations</li> <li>f. Adult schools schedule appropriate dates for community college presentations that focus on those CTE courses/pathways. The schedule is put on the NSCCC website by the Director.</li> </ul>
Intermediate (1-3 Years)	<ul style="list-style-type: none"> <li>E. SS WG &amp; Director update CTE/degree programs brochure yearly</li> <li>F. Provide feedback on the Villages or CAPS tool</li> <li>G. Work with CAA WG on transition class</li> <li>H. Utilizing the cohort survey, track if students' transitional needs are being met. Determine if pre-existing pathways exist from AS or if new pathways need to be created</li> </ul>
Long-Term (3-5 Years)	<ul style="list-style-type: none"> <li>I. Track success of this strategy in order to refine the approach.</li> </ul>
Completion Date	6/30/2025
Metrics / Barriers	ELL
Responsible person	Lori Riehl & Randy Bryant

### 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 at the Adult Schools and Onboarding Support at the Community Colleges

<u>Activity Name</u>	<u>#3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges</u>
Objective that Applies to this Activity:	Objective #3
Connected Strategy	Strategy #3.2
Brief Description of Activity	In order to increase students' efficacious transition to post-secondary and employment, the consortium will continue to improve the consistency of transition services at the adult schools and onboarding support at the community colleges. Adult school transition services will include: Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP), CC onboarding strategies will include: student ambassadors, campus tours, individualized ed plans
Activity Objective	Cite transitions data over the last 3 years (since 18-19) to show increases with each year and additional transition supports put into place
Activity Rational	To remove barriers to transition students through systematic inter-agency transition services between CC & AS transition teams.
Workgroup	SS WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Data WG Director Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are	

doable for the amount of time the WG meets (8-10 times a year)?

Short-Term (12 Months)

- A. Improve outreach and campus onboarding by delivering coordinated services that are strategically calendared such as by offering:
  - a. Career and College Fairs
  - b. Financial Aid info sessions and workshops
  - c. Adult school classroom presentations by colleges
  - d. Application workshops
  - e. College field trips for adult school students
  - f. Distribute college outreach materials
  - g. Collect student information at onboarding event
- B. Support student career exploration by:
  - a. Promotion of CTE programs and opportunities by adult school transition staff
  - b. Utilizing individual learning plans and other tools to help the student enter the community college pathway that best fits their educational/workforce goals
  - c. Maintaining Consortium's website with up to date links to the colleges' guided pathways
- C. Transition team works to strengthen relationships with workforce connections in order to expand available CTE pathways such as with Foothill/Sunnyvale campus
- D. Utilize results of the Student Cohort Survey to improve student transition services and make adjustments as needed to the survey and implementation of it.

Intermediate (1-3 Years)

- E. Share results from the CTE interest survey with colleges to help inform pathway development.
- F. Provide information on Guided Pathways to help inform transition advisors about each college's groupings and pathways within them: Villages and Careers/Academic Pathways (CAPs).
- G. Expand college transitions resources showing detailed pathways to help students onboard at the colleges
- H. Continue to improve outreach and campus onboarding by delivering coordinated interagency transition services

Long-Term (3-5 Years)	<ul style="list-style-type: none"> <li>I. Work with Data Workgroup to identify metrics that can be used to determine efficacy of various forms of support implemented.</li> <li>J. Explore expansion of the scope of student service workgroup activities to include transition to workforce.</li> <li>K. Continue to recommend changes to college transitions and onboarding</li> <li>L. Increase adult education and community college outreach into the community</li> </ul>
Completion Date	6/30/2025
Metrics / Barriers	Transition to Post-secondary
Responsible person	Valerie Fong & Julie Vo



## Section 6: Evaluating Funds:

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
De Anza College	\$0	Certified
Foothill College	\$455,407	Certified
Fremont Union High	\$3,717,987	Certified
Mountain View-Los Altos Union High	\$4,207,873	Certified
Palo Alto Unified	\$1,769,798	Certified
Totals	\$10,151,065	5/5 Certified

#### A. Funds Evaluation

*The evaluation should include an overview of how adult education funds will be allocated over the coming three years, other resources (not reported in NOVA) that are available to consortium members, and how CAEP and other funds will be leveraged to implement strategies and activities and achieve outcomes in the plan.*

To complete the work in the Three Year plan and continue increasing student transition and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium. Specifically, 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 building career pathways with the community colleges and partner organizations as well as increasing the ease of transition for 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%).<sup>41</sup> Every July, at the Leadership Board's annual retreat, the Board reviews all five budgets, affirming that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The

<sup>41</sup> Narrative from 2021-21 CFAD Governance Document

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 from through 2025. Being mindful of the proposed legislation suggesting a maximum of a 15% carryover, we will utilize that number as a potential target for maximum annual carryover in our discussions. Our goal is to have an initial agreement on carryover that is updated in our Charter by July, 2022<sup>42</sup>.

When looking at leveraged funds, here is the breakdown by agency for the 2020-21 AY:

MVLA: Total Leveraged Funds: \$518,768	FUHSD: Total Leveraged Funds: \$708,187	PAAA: Total Leveraged Funds: \$166,4	Foothill: Total Leveraged Funds: \$269,070	De Anza: \$0
<p><b>CalWORKS: \$186,000</b></p> <p>- \$4,000 (ESL/EL Civics)</p> <p>- \$182,000 (Short Term CTE)</p> <p><b>WIOA II: \$249,380</b></p> <p>- \$33,408 (ABE/ASE)</p> <p>- \$215,972 (ESL/EL Civics)</p> <p><b>Fees: \$83,388</b></p> <p>- \$83,388 (Short Term CTE)</p>	<p><b>WIOA II: \$447,807</b></p> <p>\$71,226 (ABE/ASE)</p> <p>\$202,238 (ESL/EL Civics)</p> <p>\$126,781 (Short Term CTE)</p> <p>\$47,562 (Workforce Reentry)</p> <p><b>Fees: \$260,380</b></p> <p>\$188,924 (K-12 Success)</p> <p>\$71,456 (Short Term CTE)</p>	<p><b>WIOA II: \$166,424</b></p> <p>\$166,424 (ABE/ASE)</p>	<p><b>NonCredit: \$45,245</b></p> <p>\$31,704 (ESL/EL Civics)</p> <p>\$13,541 (K-12 Success)</p> <p><b>Donations: \$223,825</b></p> <p>\$223,825 (K-12 Success)</p>	

De Anza shows that they have \$0 leveraged funds. At this time, De Anza is utilizing their allocation for transition support and wrap around services.

We as a consortium do not foresee any major shifts in the adult school being able to leverage funds; however, one area of growth could be in leveraging college Strong Workforce funds (which are not included in our NOVA Leveraged Funds by Program Area Report).

<sup>42</sup> Updated from 2020-21 Annual Plan

## Section 7: Index

### A. Comprehensive Data

#### a. CAEP Summary Reports

Column	2019-20	2021-21	2021-22 (to date 6/6/22)
M Un-duplicate Total - N/A= Total	4150	2933	3329
E (12+ hours) Un-duplicate Total	3314	2174	2336
E/M=% that became Participants	80%	74%	70%
B Un-duplicate Total	2346	1345	1636
ESL Data			
E (ESL)	2442	1326	1604
E/M=%	59%	45%	48%
E/E(All)=%	74%	61%	69%
B (ESL) (Pre test / SODS))	2135	1068	1419
B/M=%		36%	43%
B/E(ESL)=%	87%	79%	88%
C (ESL) %Pre/Post	1496	585	1033
C/M=%		20%	31%
C/E(ESL)=%	61%	43%	64%

C/B=% Persistence Rate (70%+ good)	70%	55%	73%
D (ESL) %EFL Gain	804	262	622
D/E(ESL) %	33%	19%	39%
D/B= % Performance Rate	38%	25%	44%
D/C %	54%	45%	60%

## b. 2021 CAEP Fact Sheets

According to the 2021 CAEP Fact Sheets<sup>43</sup>, the following demographics are true for the region the NSCCC serves. (Please note, the figures pertaining to 16 and 17 year olds were subtracted from the total to obtain an accurate data set for CAEP demographics.)

Total population	333,997
Education	
• Bachelors and above	68.7%
• Some College /Associates	15.7%
• High School or equivalent	8.8%
• Below HS	3.89%
Race/Ethnicity	
• Asian	41.7%
• White	40.4%
• Hispanic	11.9%
Limited English	15,049
• Age	
○ 30-34	7.8%
○ 35-39	6.4%
○ 40-49	19%
○ 50+	65.5%
• Race/Ethnicity	
○ Asian	68.3%

<sup>43</sup> 2021 CAEP Fact Sheets (American Community Survey 2020): <https://caladulthood.org/2021FactSheets>

	Language spoken at home: Chinese: 25.5% Mandarin: 23.8% Korean: 5.9% Vietnamese: 4.2%
○ Hispanic	22.3%
○ White	9.4%
● Gender	
○ Female	63.2%
○ Male	Male
○ Trans	N/A
○ Fluid	N/A
Foreign Born	164,474
○ Limited English	10%
○ Bachelors +	77.9%
Near Poverty:	24,374
○ Limited English	28%
○ Some college	33.1%
○ Bachelors+	33.1%
○ No HSD	12.1%
○ 50+	49.2%
○ 20 - 39	15.4%
○ 40-49	19%

○ English spoken at home	45.4%
○ Spanish spoken at home	17.5%
○ Chinese spoken at home	13.1%
○ Female	61.8%
No High School Diploma	13,017
○ 50+	32.2%
○ 40-49	36.9%
○ Asian	36.9%
○ Hispanic	31.3%
○ White	26.6%
○ English Less than well	30%
○ English spoken at home	37.5%
○ Spanish spoken at home	25%
○ Chinese spoken at home	7.2%
○ Female	53%
Unemployed (at time of survey)	8912
Adults w/ Disabilities	25,589
○ 50+	79.2%
○ Female	53.5

○ White	55.1%
○ Asian	25.3%
○ Bachelors+	42.3%
○ Some college/Associate	29%
○ English Less than Well:	26%
○ English spoken at home	62.9%



## c. Launchboard Data Pipeline (2020-21) Consortium-Wide Statistics

	2019-20	2020-21 (Up or only 20-21)	2020-21 (Down)	2020-21 (Same)
Total served	7,919 (9786 in 18-19)		7,140	
<ul style="list-style-type: none"> <li>• first time students</li> </ul>		3,856		
<ul style="list-style-type: none"> <li>• returning/continuing students</li> </ul>		3,284		
1-11 hrs of instruction	39%	4732 (66%)		
12+ hrs of instruction	73%	6,272 (88%)		
ESL	46%		1706 (27%)	
Adult Secondary Education (ASE)	FUHSD: 150 MVLA: 91 PAAS: N/A FH: 577 DA: Suppressed	FUHSD: 174 MVLA: 131 PAAS: N/A FH: 2,133 <sup>44</sup> DA: Suppressed		
Career Technical Education (CTE)	21%		1,190 (19%)	
Workforce Prep	8%	138 (12%)		
Short Term CTE	92%		1,053/1,190 (88%)	
Adult Basic Education (ABE)	1%			57 (1%)
Adults with Disabilities	18%		1,056 (17%)	
Child School Success	10%		488 (8%)	

<sup>44</sup> Working with CAEP Tap & WestEd to understand the spike in Foothill's ASE numbers (and consequently their overall participant numbers).

CAEP Progress				
EFL Gain (ESL, ABE, ASE)	28%		501 of 4,091 (12%)	
• EFLs in ESL	32%		367 of 1,712 (21%)	
• ASE	822		166 of 2,445 (7%) <sup>45</sup>	
• ABE	30%		18 of 66 (27%)	
Immigration Integration Milestone	23%		640 of 6,272 (10%)	
GED, diploma or high school equivalency	2%		77 of 6,272 (1%) <sup>46</sup>	
Earned Postsecondary Noncredit Certificate	1%	163 of 6,272 (3%)		
Completed Postsecondary Credential	7%	572 of 6,272 (9%)		
Completed a Workforce Prep Milestone	#222	240/6,272		
Took classes in more than one program (ESL, ABE, ASE, CTE) Area during the AY year	14%	1,211 of 6,272 (19%)		
Transitions See Precision Campus Data				
Demographics				
female		4,897 (69%)		
male		2,160 (30%)		
Age				

<sup>45</sup> This number is off due to Foothill's elevated ASE numbers.

<sup>46</sup> This % is off due to Foothill's elevated ASE numbers.

60 +	19%		1,206 (17%)	
55-60:	4%		247 (3%)	
45-54:	12%		765 (11%)	
25-44:	38%	2,802 (39%)		
19-24:	20%			1,442 (20%)
we serve at least 10% in 4 of the "pockets" of age groupings				
Race/Ethnicity				
Hispanic (35%) is our largest demographic. Next is Asian 1,921 (27%) and 1,686 (24%) White.				
Barriers to Employment (if ever flagged)		7,140		
Low Literacy:	64%	4,733 (66%)		
• ESL 1,741 (100%)		1,741 (100%)		
• ASE 2,459 <sup>47</sup> (100%)				
• CTE	29%	417 (34%)		
Need English:	42%		2,195 (31%)	
• ESL 1,741 (100%)		1,741 (100%)		
• ASE 163 (7%) (down from 12%)				
• CTE	18%	326 (27%)		
Cultural Barriers:	25%		1,229 (18%)	

<sup>47</sup> Working with CAEP Tap & WestEd to understand the spike in Foothill's ASE numbers (and consequently their overall participant numbers).

• ESL	#595		986 (57%)	
Low Income	18%	1,366 (26%)		
• ASE 1,153 (47%) (up from 46%)		301 (25%)		
• CTE 301 (25%) (up from 23%)	23%	301 (25%)		

## d Recap of the 2021-22 Annual Strategies

We will be extending the following strategies into 2021-2022. While we made progress on all of them, we will continue work on these this coming year. These include:

a. The Data Work Group will meet quarterly to analyze key reports in ASAP and identify processes and practices that can be aligned for complete and more accurate consortium-wide data in CASAS (#11, Data WG, Gaps in Services):

- *We are still working on this. It is a new activity (#1.2A: AS & CC Data Input Alignment)*

b. Our hypothesis is that students succeed based on a variety of factors, including what services we provide, how we provide them, the extent to which students access them, and how students experience and perceive them. Therefore, our consortium will survey a cohort of AS transition students regarding their experiences with and perceptions of transition activities and transition support services, including transition passport/checklist and transition plan. (#2, SSWG, Seamless Transitions)

- *Our first set of surveys went out this Spring (2022)*

c. Continue to refine the processes for students' transitions from adult schools to community colleges. One of the ways we will accomplish this is by finishing the FHDA "passport", which has been created for the student to take with them to the receiving college; this activity is in progress and should be completed in the fall of 2021-2022 (#13, Transition Advisors/Counselors AS and CC, Student Acceleration). Also, the continued data analysis and collaborative discussion will further align transition planning across adult schools and clarify expectations for the use of transition tools. (#24 (Strategy #4 was incorporated into Strategy #24)

- *The Passport has been finished & the Transition team will start using it in the 22-23 AY.*

d. Identify entry and exit skills in reading and writing to: assist in appropriate placement; identify any gaps in preparation; and brainstorm strategies for addressing gaps. Using a subgroup training from CALPRO on curriculum alignment as well as data from our internal Data Dashboard, a collaborative exploration took place. Identifying the most common course at Foothill that students transition into, this group learned that some of our assumptions about where students self-place was not completely accurate. Appropriate preparation and placement of incoming students to the community colleges will support greater success. (#14, ESL Subgroup, CAA WG, Student Acceleration)

- *Although the CAA Wg (ESL Team) has worked hard on this and have finished the High level ESL document, we have put it on hold for the moment. We are now focusing more on understanding how our ESL students can benefit from more support in CTE pathways (Activity #3.1C)*

e. For the consortium to better communicate what important work they and their students have accomplished, disseminate information about programs, services, and events through a variety of different mechanisms. It also sets up a system for the consortium partners and students to be informed about upcoming events. Overall, this strategy is designed to assist the consortium in collaborating. (#12, SSWG, Leveraging Resources).

- *A master calendar of dates has been added to the Consortium website and the Transition team and SS Wg are still working on how to best communicate the work we do across the consortium.*

f. In partnership with NOVAConnect and all WIB partners, we will help organize and run a Partner fair. Also, in conjunction with NOVAConnect, the consortium will help assist in facilitating consortium training in Mental Health 101. The goal is to share resources and build collaborative relationships that extend and complement the monthly partner meetings; while sub-group organizational meetings occurred, it was originally postponed until the fall of 2021 when face-to-face learning returns; however, both events will most likely remain virtual. (#17, Leadership, Leveraging);

- *Due to the Pandemic and lack of interest from the larger WIB Stakeholder community, the Partner Fair has been placed on hold. Activity #1.1A is focused on working more closely with NOVA works in the coming three academic years.*

New strategies added for 2021-2022 include:

a. Review, assess and (potentially) revise our charter to reflect the changes we have made since inception and make clear our commitment to equity and anti-racist education. (#22, Leadership, Professional Development). Also, amending our mission and vision to make clear our commitment to equity and anti-racism (#25, Leadership, Prof Development);

- We will be focusing on revising our Charter at this July's Leadership Board's Retreat.

b. Increase the numbers of students who transition from adult school CAEP programs into community college Early Childhood Education classes by creating an ECE task force with members from adult schools & CC to provide students with an orientation to ECE program options, resources that share workforce opportunities, support for completing CCC Apply and accessing CC resources as needed to succeed in class. (#21, Leadership/sub-group, Leveraging Resources)

- *We successfully offered a dual enrollment course between Foothill and FUHSD this past Academic Year. One of the main strategies for this upcoming 3 yr plan is to build upon that success and find new CTE pathways to create dual enrollment opportunities for. (See: Activity #2.1A: Expand Child Development Pathway with ESL Bridge)*

## A. Precision Campus Slicers:

- a. Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course)

In the notes for AE 637 it states: "This metric is calculated for non-CTE Adult Ed Participants who subsequently enroll in college credit coursework that is non-developmental or CTE in the selected or subsequent year." So, I understand this to mean that the AS student needs to be ESL, ABE, ASE, but they count as a transfer to either college credit bearing non-developmental or CTE courses. Adult school students during this time period that ended up in college classes from ABE/ASE/CTE

Slicers:

- CAEP Year
  - 18-19
  - 19-20
  - 20-21
  - (18-19 was the first year that we have complete data and last 3 yr plan date)
  - CAEP Year means: a student was in one of our adult schools in one of these three academic years. 18-19 is when we really started having transitional services in the consortium.
- College Year
- Course Section Characteristics
  - Credit
- Course Selection Characteristic: CAEP Program (Can't do all at same time)
  - ESL/ELL (Headcount)
    - Course Section Characteristics
      - DA 18-19 (49), 19-20 (71), 20-21 (77), 21-22 (61)
      - FH 18-19 (28), 19-20 (33), 20-21 (19), 21-22 (15)
      - FUHSD: MVLA: 18-19 (39), 19-20 (60), 20-21 (58), 21-22 (48)
      - MVLA: FUHSD: 18-19 (18), 19-20 (26), 20-21 (27), 21-22 (27)
      - PAAS 18-19 (19), 19-20 (21), 20-21 (14), 21-22 (7)
    - All Adult Schools: 18-19 (76), 19-20 (107), 20-21 (99), 21-22 (82)
  - ABE (Headcount)
    - Course Section Characteristics
      - DA 18-19 (5), 19-20 (7), 20-21 (7), 21-22 (6)
      - FH 18-19 (4), 19-20 (2), 20-21 (2), 21-22 (N/A)
      - FUHSD 18-19 (2), 19-20 (2), 20-21 (1), 21-22 (1)

- MVLA 18-19 (7), 19-20 (7), 20-21 (7), 21-22 (6)
- PAAS No data returned for the criteria selected
- All Adult Schools: 18-19 (9), 19-20 (9), 20-21 (8), 21-22 (7)
- ASE (HSE) (Headcount)
  - Course Section Characteristics
    - DA 18-19 (8), 19-20 (7), 20-21 (8), 21-22 (6)
    - FH 18-19 (8), 19-20 (5), 20-21 (8), 21-22 (7)
    - FUHSD 18-19 (4), 19-20 (4), 20-21 (4), 21-22 (6)
    - MVLA 18-19 (10), 19-20 (8), 20-21 (12), 21-22 (7)
    - PAAS 18-19 (1), 19-20 (0), 20-21 (0), 21-22 (1)
  - All Adult Schools: 18-19 (15), 19-20 (12), 20-21 (16), 21-22 (14)
- TOTAL by Adding ESL/ABE/ASE(HSE) (These are the numbers we are using in the plan's Metric targets)
  - DA ~~18-19 (62)~~, 19-20 (85), 20-21 (92), 21-22 (73)
  - FH ~~18-19 (40)~~, 19-20 (40), 20-21 (29), 21-22 (22)
  - FUHSD (MVLA) ~~18-19 (45)~~, 19-20 (66), 20-21 (63), 21-22 (55)
  - MVLA (FUHSD) ~~18-19 (35)~~, 19-20 (41), 20-21 (44), 21-22 (37)
  - PAAS ~~18-19 (20)~~, 19-20 (21), 20-21 (14), 21-22 (8)
- NOT USING HSD right now, these numbers are high and not sure how accurate
  - ASE HSD (Not including these right now)
  - All Adult Schools:18-19 (162), 19-20 (256), 20-21 (366), 21-22 (294)
  - Course Section Characteristics
    - DA 18-19 (34), 19-20 (46), 20-21 (88), 21-22 (77)
    - FH 18-19 (130), 19-20 (220), 20-21 (310), 21-22 (223)
    - FUHSD 18-19 (28), 19-20 (29), 20-21 (34), 21-22 (38)
    - MVLA 18-19 (133), 19-20 (227), 20-21 (332), 21-22 (255)
    - PAAS No data returned for the criteria selected

END

Thank you