

North Santa Clara County Consortium
Annual Plan
2023-24

**BELIEVE. TAKE
THAT STEP!**

Consortium Information

Consortium Name:

17 Foothill De Anza / NSCCC

Consortium Short Name:

17 / Foothill De Anza

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Website:

<https://www.nscadulthood.com>

Funding Channel 2023-24

Direct Funded

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CAEP Funds 2021-22

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Compiled by:

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[Table of Contents \(hyperlinked\)](#)

[Section 1: Plans & Goals](#)

[Executive SuBookmarkmary](#)

[Regional Planning Overview](#)

[Meeting Regional Needs: Need #1: ELL Learners](#)

[Description of how Gaps Were Identified](#)

[Description of How Effectiveness Will Be Measured](#)

[2023-24 Strategies & Activities: Overview](#)

[Section 2: Improve Effectiveness of Services](#)

[Strategy #1.1:](#)

[#1.1A: Collaborate with local WIB](#)

[#1.1B: Inclusion Based Support for Consortium](#)

[#1.1C: Consortium Member Handbook](#)

[#1.1D: Adult School Teaching Credential Support](#)

[Strategy #1.2:](#)

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

[#1.2B: Policies, Practices, and Procedures for Using the PC Tool](#)

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

[Section 3: Address Educational Needs](#)

[Strategy #2.1:](#)

[#2.1A CTE Pathway Projects](#)

[#2.1B Increase Student Targeted Academic Support](#)

[Section 4: Improve Integration of Services & Transitions](#)

[Strategy #3.1:](#)

[#3.1A Articulation Projects](#)

[#3.1C Increase Student Access & Participation in CTE Pathways](#)

[Strategy #3.2:](#)

[#3.2A Transition Services at the AS and Onboarding Support at the CC](#)

[Section 5: Fiscal Management](#)

[Section 6: Index](#)

[2021 CAEP Fact Sheets](#)

[CALPass LaunchBoard Data](#)

[CAEP Summary Reports](#)

[Precision Campus Slicers](#)

Section 1: Plans & Goals

The annual plan and the outlined strategies/activities will be based on the consortium's 2022-25 three-year plan. The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2023-24 Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. This executive summary will be used in the consortium snapshot for the California Legislature

As we continue to situate ourselves, our students, and the work of the consortium in Santa Clara County's continually shifting landscape, we still find ourselves facing many challenges; however, we also find that we are making progress in many areas of our work. This forward movement can be seen in CAEP Report data points and by reflecting upon the successes our consortium has with the goals laid out in the previous annual plan and three year plan. Here is a sampling of the consortium's achievements since last June:

1. This past academic year, we restructured the organizational workflow of the consortium. By converting the Student Support Workgroup into the Transition Support Team and the Curriculum Articulation & Alignment (CAA) Workgroup into two Project Based Teams (Articulation & CTE Pathway Projects), we have become more focused in the work that we are doing: support students in identifying goals, coordinate consortium agencies in helping students access those goals, and support their success along the way. The goal of refocusing the CAA Workgroup is to help students achieve their goals in a more effective and efficient way.
2. Continuing to build upon the success of Foothill-De Anza District's adoption of SB 554, the consortium, again, has successfully offered Child Development, Counseling, and non-credit ESL dual enrollment courses between Foothill, FUHSD, MVLA, and PAAS this past Academic Year. Continuing to grow these opportunities is a main focus of our current three year plan: Activity #2.1A: CTE Pathway Projects.

We also have gained traction in our 2022-23 CAEP Summary Report¹ numbers. Adult schools have served a total of 3,693 students², an increase from 3,364 in 2021-22³. The consortium's percentage of students earning 12+ hours is up to 79.9% from 78.7% in 2021-22. Furthermore, the number of ESL⁴ students being served has also increased: 2,045 (up from 1,784 in 2021-22). More progress can be seen as those ESL numbers are teased out further:

- We had 1,870 ESL/ELL students with complete student outcome data sets (SODS) (B) (45% of total students served (B/M)–up from 1537 2021-22) & (91.4%% of all ESL students (B/E)– up from 86.1% in 2021-22);
- 1,434 ESL/ELL students took both a valid pre & post test (C) (70.1%of all our total ESL students (C/E)– up from 59.5% in 202-221) & (70.1% of all of our students served (C/M) – up from 31.5% in 2021-22);
- Our ESL Persistence Rate (C/B) is up 76.6% from 69% in 2021-22;
- 849 ESL/ELL students achieved an EFL gain (D) (59.2% of all of pre/post test students (D/C) – about the same from 59.6%% in 20-21) & (41.5% of all of our total ESL students (D/E)– up from 35.4% in 2021-22).
- Our ESL Performance Rate (D/B) is up to 45.4% from 41.1% in 2021-22

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 5,410 students. Therefore, the progress that we have made is not without continued challenges: the teacher shortage and the need for more funding still is hampering our consortium's ability for growth, which directly results in our adult schools not being able to serve a larger percentage of students in need of ESL, ASE, and CTE courses. The high cost of living, which has caused many students and teachers to move out of the County, has exacerbated both enrollment and teacher availability.

Therefore, in order to continue understanding these challenges and needs of our community members, we analyzed data in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to

¹ 202-23 CAEP Summary Report run 7/26/23

² CAEP Manager Summary- M subtracted by N/A number for all adult schools

³ Please see the [Index](#) Comprehensive Data for a full breakdown of the CAEP Summary Reports from 2018-18, 2019-20, 2200-21, 2021-22, & 2022-23. All data points are calculated from un-duplicate numbers.

⁴ CAEP Manager Summary E (ESL)

Employment Report Report⁵, the 2021 CAEP Fact Sheets⁶, 2021 CalPass/AE Pipeline Launchboard⁷, our in-house data dashboard Precision Campus, and labor market reports from our local Workforce Investment Boards (NOVAworks & Work2Future). The data show, 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 146,164⁸. 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%⁹ of those who speak English “less than well” in our micro region of the County and only 1%¹⁰ of the larger Santa Clara County Region. Furthermore, after running the 2022-23 CAEP Barriers to Employment Report this July, it revealed that the lack of English skills is still one of the biggest barriers our students face in gaining and keeping employment: 2,659¹¹ students recorded having English Skills as a barrier (this is up from 2,257 in 2021-22).

With these student needs in mind, we are still focusing on the following consortium student barrier and member optional metrics:

- Consortium Student Barrier:
 - English Language Learner
- 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:

⁵ CAEP Manager Barriers To Employment Report (run 7/26/23)

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

⁷ <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

⁸ 2021 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures

⁹ 2021 CAEP Fact Sheets

¹⁰ 2021 CAEP Fact Sheets

¹¹ CAEP Manager Barriers To Employment Report (run 7/26/23)

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~~ Member Handbook (Director) (name change)

#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 Team)

#1.2B: Policies, Practices, and Procedures for Using the PC Tool (Data Team)

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

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 CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~) (name change)

#2.1B Increase Student Targeted Academic Support (TST)

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 Articulation Projects ~~Transition Activities~~ (name change)

#3.1C Increase Student Access & Participation in CTE Pathways (TST)

~~#3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) (CAA WG) Activity Deleted-due to redundancy~~

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 AS and Onboarding Support at the CC (TST)

For our consortium to be more focused and effective in the work we do supporting adult ed students' success and meet the goals set for in the activities stated above, we have restructured the work model of the consortium: The New Model of Consortium Work. In this new model, we no longer have workgroups. Instead, we have divided the work of the consortium into Consortium Teams and Project Teams.

The Consortium Teams consist of the Leadership Board, Director, Data Team, and Transition Support Team (TST). The two Project Teams for the 2023-24 academic year are the Articulation Project Team and CTE Project Team. As a consequence of restructuring the work model, some of our three year plan activities have also incurred changes:

- #1.1C: Consortium Member Handbook (formerly: Consortium User Manual)
- #2.1A CTE Pathway Projects (formerly: Expand Child Development Pathway with ESL Bridge)
- #3.1A Articulation Projects (formerly: Transition Activities)
- #3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) Was deleted due to redundancy

(Please see the [Regional Planning Overview](#) Section for more information and an organizational chart of the New Model of Consortium Work.)

Furthermore, to complete the work in the Annual Plan & 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 transition 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.

Moreover, every August, the Board reviews all five budgets, affirming that funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans.

Here is a full list of our Accomplishments & Goals from the 2023-24 academic year:

#1.1A: Collaborate with local WIB

Accomplishments: NSCCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. The consortium director is also participating in two subcommittee workgroups led by NOVAworks: Teacher Shortage & Employer Presentation Summit co hosted w/ Stanford University.

Goals for 2023-24: Continue working and building relationships with NOVAworks and its stakeholders in the 2022-23 academic year.

#1.1B: Inclusion Based Support for Consortium

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

Goals for 2023-24: Continue finding inclusion based resources and supports for our consortium and its members.

#1.1C: Consortium ~~User Manual~~ Member Handbook

Accomplishments: The first draft of the handbook has been started; however, we need to wait for the new data analyst hire to come through before a more complete draft will be ready to pilot.

Goals for 2023-24: Pilot the draft of the Handbook to new hires, receive feedback, make adjustments. Continue this iterative process.

#1.1D: Adult School Teaching Credential Support

Accomplishments: As of this time, MVLA has two teachers who have completed courses and utilized this stipend. FUHSD has two teachers who have started the credential program.

Goals for 2023-24: In the 2023-24 academic year, NSCCC will continue recruiting teachers in order to use the funds by the end of this academic year.

#1.2A: Adult School & College Data Input Alignment

Accomplishments: In the 2022-23 academic year, the Data Team aligned how they input data from ASAP into TE for their ESL & CTE TE programs. Foothill also hired a part time data analyst who started the process of identifying CAEP coding at Foothill College. The hire took a full time position elsewhere; therefore, the work has been stalled. De Anza & Foothill have agreed to fund a full time data analyst for CAEP, and the consortium is waiting for the position to be filled in order to finish the work set forth in this activity.

Goals for 2023-24: In the next academic year, both colleges will help fund a full time data analyst who will continue to help the consortium identify how courses are coded for adult ed (CAEP) in the colleges' COMIS data system, help the consortium navigate the Precision Campus data tool, and develop pragmatic data questions that will help guide the work we do.

#1.2B: Policies, Practices, and Procedures for Using the PC Tool

Accomplishments: The Data Team has started a rough draft of the PC manual. We are now waiting on the hire of the full time data analyst to help continue this project.

Goals for 2023-24: With the help of the full time data analyst, the Data Team will continue creating the manual for Precision Campus.

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

Accomplishments: Planned for 23-24

Goals for 2023-24: Once the new consortium data analyst is hired and trained, have them answer the two data questions: Where do they succeed? Where do they stop out?, and help support the Transition Support Team in identifying additional supports to increase student success.

#2.1A CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~)

Accomplishments: Dual Enrollment: Early Childhood Education Pathway had 18 students, Counseling 5 had 28 students dually enrolled across all three adult schools. In addition, FUHSD dually-enrolled 4 students into HTEC 50 and 2 students in the Mandarin Translation class

Goals for 2023-24:

- Continue to support and grow the ECE Pathway and the Coun5 Cohort
 - Develop Health Care Pathways
 - Utilize the new ELL Healthcare Grant funding to help support the development of Healthcare Pathways.
 - Foothill: build a Community Healthcare Worker pathway that supports adult school students' transitions from ESL and other CAEP programs.
 - De Anza: Connect FUHSD & MVLA CNA candidates/graduates with local externship sites. Create seamless pathways to nursing programs.
 - De Anza: Connect the Articulated Medical Interpreter students to the Mandarin Translation Certificate.
-

#2.1B Increase Student Targeted Academic Support

Accomplishments: The adult schools collaborated on a De Anza Counseling 5 class where 28 students representing each adult school joined the dual enrollment cohort. A shared dual enrollment cohort document was created to track the process of recruitment through students participating in the course.

Goals for 2023-24: Support Students in Transitioning (Before, During, & After): Dual Enrollment Cohort Model & Regular Transitions. Reflect on the dual enrollment cohorts from 2021-22 & 2022-23 (ECE & Coun5) to learn what supports worked, what needs to be done differently, and what new supports we can provide students. With this information,

the team can continue to support the cohorts that will be formed in the 2023-24 AY: ECE, Coun5, & Health Care.

#3.1A Articulation Projects ~~Transition Activities~~

Accomplishments: The Leadership Board worked together to create an articulation template based on the process MVLA went through to articulate Accounting at Foothill. The Articulation Project Team will utilize this template in the 2023-24 AY to articulate medical terminology at Foothill & De Anza Colleges.

Goals for 2023-24:

- Complete articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza
 - Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit
-

#3.1C Increase Students' Access to & Participation in CTE Pathways

Accomplishments: We have finished this AY with roughly 88 students who participated in a dual enrollment opportunity. Examples of courses students took: Early Childhood Education (18), Counseling 5 (28), English Pronounce (17), ESL (6), Other (19). Dual enrollment numbers by adult school: FUHSD (55), PAAS (25), MVLA (12)

Goals for 2023-24: Continue Gather CTE Interests for ESL & ASE Students for the 2023-24 Academic Year. In the 8/16 TST meeting, each team member will share what a typical ESL/ASE student journey looks like at each agency. Afterwards, team members will share best practices they utilize in gathering student CTE and transition interests, which can then be implemented when the adult school student returns to campus. The process of scheduling outreach events will also begin in this meeting.

#3.2A Transition Services at the AS and Onboarding Support at the CC

Accomplishments: Ended the 2022-23 AY w/ 9 [FUHSD(4), PAAS (3), MVLA 5] College Info / Application / Financial Aid workshops @ adult schools. We had 136 students [FUHSD (60), MVLA (57), PAAS (19)] attend a college campus event: Career & College Fairs, College Field Trips, Opening Days, virtual job/interview two day session. Our three adult schools

collectively had 88 students take a college dual enrollment course. The TST team met 6/13/23 and looked at the goals for the 20223-24 AY, revisited meeting norms, introduced new members to the team, went over the new model of consortium work, scheduled the date for the first meeting after summer break, and set the agenda for that meeting.

Goals for 2023-24: Support Students Transition Interests: Scheduling & Implementing AS/CC Transition Activities. Create a shared calendar and utilize the information gathered in Activity 3.2A in order to start scheduling outreach events between the college and adult schools.

Regional Planning Overview

Provide an overview of how the consortium will implement the three-year plan

For our consortium to be more focused and effective in the work we do supporting adult ed students' success, we have restructured the work model of the consortium: The New Model of Consortium Work. In this new model, we no longer have workgroups. Instead, we have divided the work of the consortium into Consortium Teams and Project Teams.

The Consortium Teams consist of the Leadership Board, Director, Data Team, and Transition Support Team (TST). These four teams are foundational teams and, although personnel will change, the consortium will always have these team structures. The Leadership Board, Data Team, and TST will each meet once a month to work on reaching the goals set out in the annual plan.

The Project Teams will form in alignment with the needs of the consortium and the projects set forth in the three year and annual plans. They will disband after the work has been accomplished and new Project Teams will be created. The two Project Teams for the 2023-24 academic year are the Articulation Project Team and CTE Project Team. These teams will meet as needed throughout the academic year to complete the work set out in the 2023-24 annual plan.

The Director attends each team meeting and helps the members stay focused, aligned to the set tasks, and reach end of the year goals. The Leadership Board will receive regular updates from the Director on the progress of the consortium and project teams, and will provide guidance when needed.

As a consequence of restructuring the work model, some of our three year plan activities have also incurred changes:

- #1.1C: Consortium Member Handbook (formerly: Consortium User Manual)
- #2.1A CTE Pathway Projects (formerly: Expand Child Development Pathway with ESL Bridge)
- #3.1A Articulation Projects (formerly: Transition Activities)
- #3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) Was deleted due to redundancy

The vision and support of the Leadership Board & Director and the on the ground work of the Data Team, TST, and Project Teams are now the driving forces behind the development and execution of the activities set forth in the 2022-25 Three Year Plan. As a consortium, we feel confident that this New Model of Consortium Work is more closely aligned with our tasks and goals, and it has a more effective workflow that will provide the foundation needed to meet the goals for the 2023-24 annual plan. Below is the new organizational structure chart (New Model of Consortium Work) of the NSCCC consortium and how the plan's activities align to it.

New Model of Consortium Work Overview (rv 8/14/23)

Teams	LB Board	Director	Data Team	Transition Support Team	Project Teams (CTE Pathway Maps 1-8)		
Goals	Guide & support the vision of the consortium	Support Teams & Projects w/ goals/ tasks. Director tasks/activities.	Keep NSCCC on schedule with data & metrics	Support students with transition to other adult schools, college, and/or the workforce	Help get the work done in the projects (activities) set forth in the 3 yr and annual plans		
Tasks/ Projects	Identified needs, etc	Help facilitate teams, CAEP deliverables, etc	Monitor State Data (CAEP) Navigate PC Help support Teams w/ Data	Work on tasks laid out in the TST Activities: #3.1C, #3.2A, #2.1B	Project #1	Project #2	Project #3
					#3.1A: Articulation Projects: Medical Terminology Articulation	#2.1A: CTE Pathway Projects: Healthcare Pathway: Community Health Care Worker	#2.1A: ELL Healthcare Grant Team
Core Members	5 voting members	Director	Jon, Julie, Florence, Jim, Connor, Lori	Desirie, Gina, Sripryia, Cody, Nury, Felisa, & Tiffany (Christian & Leah)	Juile, Liz, Raji, Sripryia, Tiffany, Angela, Teresa, Dr. Karangutkar	Juile, Lori P, Gina, Raji, Lori R, Sripryia, Tiffany, Angela, Teresa	Lori, Raji, Julie, Jon, Francisco, Teresa, Valerie, Randy, Tiffany, Jim, Lynn, & Jenée
Stakeholders	supporting agency members	Consortium & Project Teams,	TBD	TBD	TBD	TBD	TBD
Continuing Plan Activities		#1.1A: Collaborate with Local WIB #1.1B: Inclusion Based Support for Consortium #1.1C: Consortium Member Handbook #1.1D: Adult School Teaching Credential Support	#1.2A: Adult School & College Data Input Alignment #1.2B: Policies, Practices, and Procedures for Using the PC Tool #1.2C: Track Transition Data with PC & Support Seamless Student Transitions	#3.1C: Increase Students Access & Participation in CTE Pathways: #3.2A: Transition Services at the AS and Onboarding Support at the CC #2.1B: Increase Student Targeted Academic Support			
Networking	All Consortium Members are Welcome. These will be scheduled as Meetings that accompany the Bi Annual Consortium Update Report						

Consortium Teams

Director

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

Leadership Board

- Vision and guidance on all Activities

Data Team

- Helps the LB and Consortium/Project Team members analyze and utilize the data from LaunchBoard, TE, CAEP Fact Sheets, and our Precision Campus;
- This Team is also focused on helping the LB and Consortium/Project Team members interpret the data so the consortium can stay on target with the consortium and member agency's set metrics and targets;
- Leadership Board Guidance: Jonathan Fu (co-chair), Julie Vo, Lori Riehl, Connor Smith, Jim Sherman
- Data Team Activities
 - #1.2A: Adult School & College Data Input Alignment
 - #1.2B: Precision Campus Manual
 - #1.2C: Track Transition Data

Transition Support Team (TST)

- This Consortium Team helps adult school students identify, connect, and succeed in their transition interests.
- Leadership Board Guidance: Julie Vo, Valerie Fong, Jim Sherman, Liz Ambra
- TST Activities
 - #3.1C Increase students' Access & Participation in CTE pathways;
 - #3.2A Transition services at the adult schools and onboarding support at the community colleges;
 - #2.1B Increase Student Targeted Academic Support

Project Teams

- Leadership Board Guidance: Lori Riehl, Randy Bryant, Teresa Ong, Lynn Tanner, Jim Sherman
- Help get the work done in the projects (activities) outlined in the 3 yr and annual plans

Articulation Project Team

- Activities:
 - #3.1A: Articulation Projects
 1. 2023 – 24: Medical Terminology Articulation

CTE Pathway Projects Team

- Activities:
 - #2.1A: CTE Pathway Projects
 1. ECE, Counseling 5
 2. 2023–24: Healthcare Pathway:
 - a. Utilize the new ELL Healthcare Grant funding to help support the development of Healthcare Pathways.
 - b. Outline overview of our regional healthcare pathway options for students
 - c. Focus on recruiting adult school medical terminology students for Foothill's Community Health Care Worker certificate
 - d. Work on ELL Healthcare Pathway Grant
-

Meeting Regional Needs

In this section, the consortium will identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. Identify and describe the following:

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1

Description of Gaps in Service or Regional Needs

For our region of Northern Santa Clara County, one of our largest populations in need 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 146,164¹². 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 2022-23 CAEP Summary, 2022-23 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2022 CalPass/AE Pipeline LaunchBoard, and our in house data dashboard Precision Campus.

Description of How the Gaps Were Identified

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

As stated above, the American Community Survey Data found in the CAEP Fact Sheets states that there is an overwhelming need in the North Santa Clara County region for ELL services. Our consortium also has real time ESL intake data from the 2022-23 academic year.

Our consortium started the 2022-23 academic year with all three of our adult school’s ESL testing & program departments impacted. Starting with our August testing cycle, each adult school had two waitlists: one for students interested in taking a placement test (457 people), and

¹² 2021 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures
(<https://caladulthood.org/2021FactSheets>)

another for being placed in an ESL class after being tested (52). This trend did not drop off during the January testing cycle as predicted. The two waitlists continued for the full academic year.

Another change was with the demographic of testers. Each adult school reported that the community members coming for testing were being placed in the ESL programs' lower levels: Beginning Literacy and Beginning Low. We will have to wait for the 2023-24 academic year to see if these changes become trends or were just isolated to the 2022-23 academic year.

Along with the influx of community members needing ELL services this year, all three adult schools are affected by the teacher shortage. Although we instituted a stipend program to help teachers offset the cost of the adult ed teaching credential, all three adult schools are struggling to find teachers to teach ESL classes and in other CAEP program areas.

Although we faced new challenges in being able to meet the needs of community members needing ELL services in the 2022-23 academic year, our consortium continues to make strides in recovering from the COVID-19 pandemic. Utilizing the 2018-19 AY as a baseline for full recovery, by looking at the numbers from the CAEP Manager Summary from the past five academic years (2018-19, 2019-20, 2020-21, 2021-22, 2022-23), adult schools continue making progress in increasing the overall number of students served, those students becoming participants, taking pre and post tests, and making EFL gains.

Although our total CAEP Summary numbers are still down from 2018-19, in many areas, we have increased the percentage of students in various categories than in the last full year before COVID-19 hit (2018-19)¹³:

- Our percentage of overall students who become participants has increased from 74.5% in 2018-19 to 79.9% in 2022-23 (E/M).
- This increase can also be seen in the number of total participants who complete a valid pre test: 68.5% of all participants in 2018-19 to 71% of all participants in 2022-23 (B/E).
- Although our total numbers are still down from 2018-19, the percentage of ELL students we are serving is up: 58.8% of total students were ELL in 2018-19 to 67% of total students were ELL in 2022-23 [M(ELL)];

¹³ All data in this section comes from 2022-23 CAEP Summary

- The percentage of those overall students who became ELL participants is also up: 50.1% of total students in 2018-19 to 55.3% of total students in 2022-23 [E(ELL) / M(ALL)];
- The percent of total students who qualified for a valid ELL pre test is up from 45% of the total students in 2018-19 to 50.6% of total students in 2022-23 [B(ELL) / M(ALL)];
- The percent of ELL participants who had a valid pre test is up from 89.8% of all ELL participants in 2018-19 to 91.4% of all ELL participants in 2022-23 [B(ELL) / E(ELL)];
- The percent of total overall students who had a valid pre/post test pair has increased from 37.1% of total students 2018-19 to 70.1% of total students 2022-23 [C9ELL) / M(ALL)];
- The number of CTE EFL gains has increased from 17 in 2018-19 to 29 in 2022-23.

Areas that need our focus in the next academic year are:

- We still have progress to make when it comes to persistence rates, performance rates, and earning EFL gains (overall, ESL, & HSD) from our 2018-19 CAEP Summary numbers; however, our numbers and percentages are up in all of those categories from our CAEP Summary 2021-22 numbers.

Total number of students served (CAEP Summary column M):

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
M Total students served	5410 students	4150 students	2933 students	3364 students	3,693 students

Number of students who achieved 12+ hours of instruction and became participants (column E), and the percentage of the total students (column M) (**Participant Rate marker**)

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
E 12+ hours of instruction	4031 became participants	3314 became participants	2174 became participants	2336 became participants	2,952 became participants

E/M	74.5% of total students	80% of total students	74% of total students	78.7% of total students	79.9% of total students
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The total number of participants with a valid pre-test & SODS (column B), and the percentage of all participants (column E)

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
B 12+, pre-test, & SODS	2762 participants pre-tested	2346 participants pre-tested	1345 participants pre-tested	1800 participants pre-tested	2,098 participants pre-tested
B/E	68.5% of all participants	70.7% of all participants	61.8% of all participants	67.9% of all participants	71% of all participants

The total number of participants with a valid pre/post test pair (C), and the percentage of all participants (C/B) [**Persistence Rate Marker (70%+ good)**]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
C Pre/Post	2168 participants 53.7% c	X	X	1,206 participants 67% of all participants	1,577 participants 53.4% of all participants
C HSD/Equiv	182 participants 54.1% of all ASE participants	X	X	157 participants 61.3% of all ASE participants	154 participants 63.3% of all ASE participants
C CTE	17 participants 54.8% of CTE participants			29 participants 70.7% of CTE participants	29 participants 69% of CTE participants
C ELL	2009 participants	1496 participants	1033 participants	1062 participants	1,434 participants

	74% of ELL participants	61% of ELL participants	64% of ELL participants	59.5% of ELL participants	70.1% of ELL participants
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The total number of participants with a EFL Learning Gain, and the percentage of all participants (column E) (**Progress Rate marker**)

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
D EFL	1,387 participants 34.4% of participants	x	x	712 participants 30.4% of participants	927 participants 31.4% of participants
D EFL in HSD/Equiv	116 participants 32.7% of ASE Participants	x	x	89 participants 32.6% of ASE Participants	82 participants 31.4% of ASE Participants
D CTE	17 participants 2.4% of CTE Participants	x	x	29 participants 6.2% of CTE Participants	29 participants 6.1% of CTE Participants
D ELL	1286 participants 47.3% ELL participants	804 participants 33% ELL participants	262 participants 39% ELL participants	633 participants 35.4% of ELL participants	849 participants 41.5% ELL participants

In this next section, the data will be broken down into our ELL program.

The total number of ELL students we served [column M (ELL)], and the percentage of the total the total students (M) :

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
M (ELL)	3184 students	X	X	2,157 students	2,478 students

M (ELL) / M	58.8% of total students	X	X	64.1% of total students	67% of total students
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The total number of ELL students who became participants (12+ hours of instruction) [E (ELL)]:

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
E (ELL)	2714 became participants	2,44 became participants	1,326 became participants	1,784 became participants	2,045 became participants

Percent of total students (M) that became ELL participants E (ELL):

E (ESL) / M (All)=%	50.1% of total students	59% of total students	45% of total students	53% of total students	55.3% of total students
E (ESL) / M (ELL)=%	85.2% of total ELL students	X	X	82.7% of total ELL students	82.5% of total ELL students

Percent of of total participants (E) that became ELL participants (E (ELL):

E (ESL) / E(All)=%	67.3% of all participants	74% of all participants	61% of all participants	67.3% of all participants	69.2% of all participants
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Of our ELL participants, we had the following number of participants who had 12+ hours of instructions, a pre-test, & SODS [B (ELL)]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
B (ELL) 12+, pre-test, & SODS	2438 participants	2135 participants	1068 participants	1537 participants	1,870 participants

Percent of total students (M) who qualified for column B (ELL):

B (ELL) / M	45% of total students	X of total students	36% of total students	45.6% of total students	50.6% of total students
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Percent of ELL participants [E (ELL) who qualified for column B:

B (ELL) / E (ELL)	89.8% of all ELL participants	87% of all ELL participants	79% of all ELL participants	86.1% of all ELL participants	91.4% of all ELL participants
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Of our ELL participants, we have the following numbers of participants who took both a valid pre & post test [column C (ELL)]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
C (ELL) valid pre & post test	2009 participants	1496 participants	585 participants	1062 participants	1,434 participants

Percent of total students (M) who qualified for column C (ELL):

C (ELL) / M	37.1% of total students	X of total students	20% of total students	31.5% of total students	70.1% of total students
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Percent of ELL participants [E (ELL) who qualified for column C (ELL):

C (ELL) / E (ELL)	74% of all ELL participants	61% of all ELL participants	43% of all ELL participants	59.5% of all ELL participants	70.1% of all ELL participants
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Our ELL Persistence [C (ELL) / B (ELL)], EFL Gains [D (ELL), & Performance Rates [D (ELL) / B (ELL)] are also recovering:

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY
C (ELL) / B (ELL) = ELL Persistence Rate (70%+ good)	82.4% of participants are persisting	70% of participants are persisting	55% of participants are persisting	69% of participants are persisting	76.6% of participants are persisting
D (ELL) EFL Gain	1286 ELL participants complete an EFL Gain	804 ELL participants complete an EFL Gain	262 ELL participants complete an EFL Gain	633 ELL participants complete an EFL Gain	849 ELL participants complete an EFL Gain

D (ELL) / B (ELL) Performance Rate	52.7% of B's complete an EFL Gain	38% of B's complete an EFL Gain	25% of B's complete an EFL Gain	41.1% of B's complete an EFL Gain	45.4% of B's complete an EFL Gain
D (ELL) / C (ELL) C= pre/post test	64% of C's complete an EFL Gain	54% of C's complete an EFL Gain	45% of C's complete an EFL Gain	59.6% of C's complete an EFL Gain	59.2% of C's complete an EFL Gain
D (ELL) / E (ELL)	47.3% of E's complete an EFL Gain	33% of E's complete an EFL Gain	19% of E's complete an EFL Gain	35.4% of E's complete an EFL Gain	41.5% of E's complete an EFL Gain

We need to continue offering and expanding services since we are serving approximately 16.4% of those who speak English “less than well” in our micro-region of the County and only 1.6% of the larger Santa Clara County Region¹⁴.

Continuing to expand our services for English language acquisition will also help our community members who identified that a lack of English skills is still one of the biggest barrier¹⁵ our students face in gaining and keeping employment:

- for 2022-23, 2,659 students recorded having English Skills as a barrier (72%) (this is up from the 69% reported in 2021-22);
- in addition, 1,709 report that cultural barriers are keeping them from employment (46.2%) (up from 41% in 21-22 & 18% in 20-21);
- Furthermore, 2,864 report that Low Literacy is a barrier to employment (77.5%) (up from 67% in 2021-22 & 66% in 2020-21);
- To date, the adult schools have served a total of 3,693 students in 2022-23. This number is up from 3,364 students in 2021-22 and 2,933 in 2021-21; however, it is still slightly down from 2019-20's number of 4,150 students, and significantly down from 2018-19's number of 5410 students (CAEP Manager Summary- M subtracted by N/A number).

¹⁴ 2021 CAEP Fact Sheet figures

¹⁵ CAEP Manager Barriers To Employment Report (run 7/27/23)

As the 2021-22 LaunchBoard¹⁶ data is the most current data in that database, it can only show an incomplete picture of the progress our consortium is making in recovering from the COVID-19 pandemic. The data supports that the total number of students served in our consortium decreased over the past three academic years– due to students moving out of the area because of the high cost of living as well as the COVID-19 pandemic. Looking at the consortium’s 2021-22 enrollment numbers in LaunchBoard, the data indicates the slow uptick in the total number of individuals served: 7,683 (up from 7,140 in 2020-21). Of those total reportable individuals served, the following data should be noted:

1. 6,758 (88%) became participants with 12+ hours of instruction (up from 6,284 in 2020-21) (Above the State average of 80.7%);
2. Of the total participants, 2,338 (35%) were in English as a Second Language (ESL) (up from 1,714 (27%) in 2020-21);
3. 1,005 students (24%) (ESL, ABE, ASE = 4,091) improved one or more educational functioning levels (up from 12% in 2020-21) (less than the statewide percentage of 28%).
4. Consortium-wide, the number of students who achieved a progress marker 2021-22:
 - 89 of 6,785 (1.3%) earned a GED, diploma or high school equivalency [down from 106 (2%) in 2020-21, 105 (2%) in 2019-20, & 137 (2%) in 2018-19]. The 2022-23 CAEP Summary reports that 82 students earned a HSD or equivalent. Although this is a small decline, it should be looked into.
 - 878 of 6,758 Completed a Workforce prep Milestone (13%) (up from 241 (3.8%) in 2020-21);
 - 892 of 6,758 earned an Immigration Integration Milestone (13%) (up from 647 (10%) in 2020-21);
 - 480 of 6,758 completed a Postsecondary Credential (7%) (down from 969 (9%) in 2020-21).
 - 1,585 out of 6,758 (23%) students were in Career Technical Education (CTE) (up from 19% in 2020-21).

¹⁶ <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

- 140 of 6,758 Earned Postsecondary Non Credit CTE Certificate (2%) (down from 170 (3%) 2020-21);
5. Of the 2021-22 CTE students, 25% state that low literacy was a serious barrier to employment; 17% state that English Language Learning was a barrier; 29% low income was also a 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.

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

Data Points

1. In the 2021-22 academic year, the three adult schools had a total headcount of 588 students who transferred to both De Anza & Foothill Colleges, down from 753 in 2020-21.
2. Of the total 2021-22 student headcount (588), 131 (22%) of students identified as English Language Learners; down from 20-21 (151) and 19-20 (166).
3. Of the total 2021-22 student ESL headcount (131), 79 (60%) went to credit-bearing ESL¹⁷ and 71 (54%) to non-credit ESL for a total of 34% of the student transitions.
4. Of the total 2021-22 student headcount (588), 287 (49%) went into CTE programs, down from 383 (50%) in 2020-21.

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"¹⁸ 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

¹⁷ We are still 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.

¹⁸ Fuzzy Match: using the name, date of birth, and gender of a student to create an "approximate" data match data across institutions.

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 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.

Description of How Effectiveness Will Be Measured

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Consortium Teams

Data Team

In charge of collecting and analyzing data in order to help the consortium measure effectiveness, keep us on target with the metrics identified in the three year plan, and keep us on track with the progress for meeting our overall consortium goals set forth in the three year and annual plan.

Quarterly Data Team

This team includes members from the monthly data team as well as leadership board members from each agency. Tracking metrics (across all agencies) quarterly

Reports and databases utilized for Tracking Effectiveness

CAEP Summary

Number served:

- Overall (M)
- ESL/ELL students (column E)

ESL/ELL students with complete student outcome data sets (SODS) (B)

ESL/ELL students took both a valid pre & post test (c)

Our ESL Persistence Rate (C/B)

Our ESL Performance Rate (D/B)

ESL/ELL students achieved an EFL gain (D)

H= HSD/HSE Achieved

CTE outcomes

CAEP Barriers to Employment

English Skills, Cultural barriers & Low Literacy

CAEP Fact Sheets

Demographic data

CalPass/AE Pipeline Launchboard

Demographic data

(Consortium Metric)

- Number of Adults Served (AE 200 - Overall) 1+ hrs. of instruction or received services
- English Language Learner (AE 305 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Member Metrics

- Adults who Became Participants (AE 202 - Overall)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

12+ hours of instruction

English as a Second Language (ESL)

EFL gains

number of students who achieved a progress marker

- Earned a GED, diploma or high school equivalency
- Completed a Workforce prep Milestone
- Earned Postsecondary Non Credit Certificate
- Earned an Immigration Integration Milestone
- Completed Postsecondary Credential
- Career Technical Education (CTE)
- Short Term CTE training programs

Precision Campus (Inhouse data dashboard)

Data uploaded from the adult schools to the college data team twice a year: January & July

Data accessed

- Total transition headcount from adult school to college
- Students identified as English Language Learners
 - transitioned to credit-bearing ESL
 - transitioned to non-credit ESL
- Track adult school dual enrollment cohorts
- Transitioned into CTE programs

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

Other

- NRS (table 4/4b & NRS DIR)- just for adult schools
 - CAEP DIR
-

Strategies & Activities Overview

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~~ Member Handbook (Director)

#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 Team)

#1.2B: Policies, Practices, and Procedures for Using the PC Tool (Data Team)

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

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 CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~) (CTE Pathway Project Team)

#2.1B Increase Student Targeted Academic Support (TST)

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 Articulation Projects ~~Transition Activities~~ (Articulation Project Team)
#3.1C Increase Students Access & Participation in CTE Pathways (TST)
~~#3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) (CAA WG)~~
Deleted-due to redundancy

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 AS and Onboarding Support at the CC (TST)

Section 2: Objective 1: Improve Effectiveness of Services

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (§84906)

Strategy #1.1

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

Activities

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

- **Metric:** Consortium Level Number of Adults Served (AE 200)

- **Description:** Work with NOVAworks & strengthen our relationship with community providers and local workforce (State Focus)

- **Rationale:** The NOVAworks Stakeholder group provides access to NSCCC regional partners and CBO and should be used as a resource to help support the work being done in the region.

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

-
- **Current Status:** NSCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. The consortium director is also participating in two subcommittee workgroups led by NOVAworks: Teacher Shortage & Employer Presentation Summit co hosted w/ Stanford University.
-

- **Goals for 2023-24:** Continue working and building relationships with NOVAworks and its stakeholders in the 2022-23 academic year.
-

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

- **Metric:** Consortium Level Number of Adults Served (AE 200)

 - **Description:** Provide inclusion-based supports for the consortium

 - **Rationale:** All consortia need to have a focus on inclusion in their work to best serve students and staff

 - **Objective:** To continually offer inclusion based support that fits the changing needs of the consortium.

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

 - **Goals for 2023-24:** Continue finding inclusion based resources and supports for our consortium and its members.
-

#1.1C: Consortium ~~User Manual~~ Member Handbook (Director)

- **Metric:** Consortium Level Number of Adults Served (AE 200)

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

-
- **Rationale:** Institutional knowledge is not located in one location and is lost when members leave the consortium.
-
- **Objective:** By the end of the 2023-24 a handbook will be created that will house NSCCC institutional knowledge and help onboard new members.
-
- **Current Status:** The first draft of the handbook has been started; however, we need to wait for the new data analyst hire to come through before a more complete draft will be ready to pilot.
-
- **Goals for 2023-24:** Pilot the draft of the Handbook to new hires, receive feedback, make adjustments. Continue this iterative process.

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

- **Metric:** Adults Who become Participants (AE 202)
-
- **Description:** In collaboration with SBCAE & ACCEL, NSCCC began utilizing the leftover Allies monies (\$40,000) to help provide the adult schools in their region financial support for teachers obtaining teaching credentials. Adult Ed staff may apply for a stipend that will help pay for the expenses of that credential.
-
- **Rationale:** In order to help the regional consortiums with their teacher shortage, SBCAE, NSCCC, and ACCEL are using the leftover Allies money to help adult ed staff earn an adult ed teaching credential. The funds are housed with the Evergreen Valley College non-Profit and it loses around 1500/year in maintenance fees; therefore, money needs to be utilized now.
-
- **Objective:** Help Regional Adult Ed staff obtain Teaching Credentials
-
- **Current Status:** As of this time, MVLA has two teachers who have completed courses and utilized this stipend. FUHSD has two teachers who have started the credential program.
-

- **Goals for 2023-24:** In the 2023-24 academic year, NSCCC will continue recruiting teachers in order to use the funds by the end of this academic year.

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.

Activities

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

- **Metric:** Consortium Level Number of Adults Served (AE 200)

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

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

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

- **Current Status:** In the 2022-23 academic year, the Data Team aligned how they input data from ASAP into TE for their ESL & CTE TE programs. Foothill also hired a part time data analyst who started the process of identifying CAEP coding at Foothill College. The hire took a full time position elsewhere; therefore, the work has been stalled. De Anza & Foothill have agreed to fund a full time data analyst for CAEP, and the consortium is waiting for the position to be filled in order to finish the work set forth in this activity.

- **Goals for 2023-24:** In the next academic year, both colleges will help fund a full time data analyst who will continue to help the consortium identify how courses are coded for

adult ed (CAEP) in the colleges' COMIS data system, help the consortium navigate the Precision Campus data tool, and develop pragmatic data questions that will help guide the work we do.

#1.2B: Policies, Practices, and Procedures for Using the PC Tool (~~Developing, Policies, Practices, and Procedures~~)-(Data team)

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

- **Description:** Create a manual for Precision Campus that lays out the Policies, Practices, and Procedures for Using the PC Tool. (The name of this activity has been changed from #1.2B: Developing, Policies, Practices, and Procedures to #1.2B: Policies, Practices, and Procedures for Using the PC Tool)

- **Objective:** Implement consistent use of the PC tool

- **Rationale:** For the consortium to use valid data when setting performance targets and evaluating student achievement.

- **Current Status:** The Data Team has started a rough draft of the PC manual. We are now waiting on the hire of the full time data analyst to help continue this project.

- **Goals for 2023-24:** With the help of the full time data analyst, the Data Team will continue the work of creating the manual for Precision Campus.

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

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

- **Description:** Track ASE/ ESL students who began at one of the consortium's adult schools and ask the following data questions: Where do they succeed? Where do they stop out?

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

- **Rationale:** Key question for new data analyst to research

- **Current Status:** Planned for 23-24

-
- **Goals for 2023-24:** Once the new consortium data analyst is hired and trained, have them answer the two data questions: Where do they succeed? Where do they stop out?, and help support the Transition Support Team in identifying additional supports to increase student success.

Section 3: Objective 2: Address Educational Needs

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (§84906)

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.

Activities

#2.1A CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~)

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

- **Description:** In order for the consortium to be more focused & effective in the work that we do, we have moved to project based teams. One team will focus on developing transition activities for adult school students to move into community college CTE Pathways and earn certificates. Transition activities include but are not limited to application workshops, familiarization with both colleges, orientations, early introduction to support staff at both colleges and career events showcasing career pathways at both colleges. **(The name of this activity has been changed from #2.1A: Expand Child Development Pathway with ESL Bridge) to #2.1A:CTE Pathway Projects)**

- **Objective:** Increase the numbers of adult school students transitioning into Community College pathways.

- **Rationale:** Adult School students benefit from jobs with increased wages. The consortium has created a model for transitioning students from adult school into community college CTE pathways. We intend to continue building on our initial successes to increase the number of pathways available to students.

- **Current Status:** Dual Enrollment: Early Childhood Education Pathway had 18 students, Counseling 5 had 28 students dually enrolled across all three adult schools. In addition, FUHSD dually-enrolled 4 students into HTEC 50 and 2 students in the Mandarin Translation class.

- **Goals for 2023-24:**
 - Continue to support and grow the ECE Pathway and the Coun5 Cohort
 - Develop Health Care Pathways
 - Utilize the new ELL Healthcare Grant funding to help support the development of Healthcare Pathways.
 - Foothill: build a Community Healthcare Worker pathway that supports adult school students' transitions from ESL and other CAEP programs.
 - De Anza: Connect FUHSD & MVLA CNA candidates/graduates with local externship sites. Create seamless pathways to nursing programs.
 - De Anza: Connect the Articulated Medical Interpreter students to the Mandarin Translation Certificate

#2.1B Increase Student Targeted Academic Support

- **Metric:** English Language Learner (AE 305)

- **Description:** Support Students in Transitioning (Before, During, & After): Dual Enrollment Cohort Model & Regular Transitions by Increased 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. Eg., ECE Pathway.

- **Objective:** Improve student persistence: e.g., target completion for CDCP certs in ESL and help students make Ed Functional Level gains in ESL, eg., ECE Pathway.

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

- **Current Status:** The adult schools collaborated on a De Anza Counseling 5 class where 28 students representing each adult school joined the dual enrollment cohort. A shared dual enrollment cohort document was created to track the process of recruitment through students participating in the course.
-
- **Goals for 2023-24:** Support Students in Transitioning (Before, During, & After): Dual Enrollment Cohort Model & Regular Transitions. By reflecting on the dual enrollment cohorts from 2021-22 & 2022-23 (ECE & Coun5), learning from what supports worked, what needs to be done differently, and what new supports can we provide students. With information, the team can continue to support the cohorts that will be formed in the 2023-24 AY: ECE, Coun5, & Health Care.

Section 4: Objective 3: Improve Integration of Services & Transitions

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (§84906)

Strategy #3.1

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

Activities

[#3.1A: Articulation Projects](#) ~~Transition Activities~~

- **Metric:** Transition to Postsecondary Credit (AE 637)
-
- **Description:** create articulation agreements between adult schools and FHDA for Medical Terminology classes. In order for the consortium to be more focused & effective in the work that we do, we have moved to project based teams. Following the template created by the leadership board for MVLA Accounting articulation process, this project team will work together to articulate Medical Terminology at both Foothill and De Anza colleges. **(The name of this activity has been changed from #3.1A Transition Activities to #3.1A Articulation Projects)**

- **Objective:** Have MVLA & FUHSD Medical Terminology Articulated w/ FHDA to reduce barriers for students entering the colleges.

- **Rationale:** Two barriers adult school students face in reaching their academic and career goals are lack of time and money. The process of articulation helps to reduce both of those barriers for students.

- **Current Status:** The Leadership Board worked together to create an articulation template based on the process MVLA went through to articulate Accounting at Foothill. The Articulation Project Team will utilize this template in the 2023-24 AY to articulate medical terminology at Foothill & De Anza Colleges.

- **Goals for 2023-24:**
 - Complete articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza
 - Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit

#3.1C Increase Students Access & Participation in CTE Pathways

- **Metric:** English Language Learner (AE 305)

- **Description:** 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)

- **Objective:** Gather CTE & Transition Interests for ESL & ASE Students. Increase students Access & Participation in CTE pathways. Provide career information that supports pathway selection for AS students. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.

- **Rationale:** Data shows student barriers to employment and value of pathways in ensuring students achieve gainful employment after completing pathways.

- **Current Status:** We have finished this AY with roughly 88 students who participated in a dual enrollment opportunity. Examples of courses students took: Early Childhood Education (18), Counseling 5 (28), English Pronounce (17), ESL (6), Other (19). Dual enrollment numbers by adult school: FUHSD (55), PAAS (25), MVLA (12)

- **Goals for 2023-24: Continue** Gather CTE Interests for ESL & ASE Students for the 2023-24 Academic Year. In the 8/16 TST meeting, each team member will share what a typical ESL/ASE student journey looks like at each agency. Team members will share best practices they utilize in gathering student CTE and transition interests, which can then be implemented when the adult school student returns to campus. The process of scheduling outreach events will also begin in this meeting.

~~#3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) (CAA WG)~~
Deleted-due to redundancy

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.

Activities

#3.2A Transition Services at the AS and Onboarding Support at the CC

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

- **Description:** Support Students Transition Interests: Calendaring & Implementing AS/CC Transition Activities. 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.

- **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.

- **Rationale:** To remove barriers to transition students through systematic inter-agency transition services between CC & AS transition teams.

- **Current Status:** Ended the 2022-23 AY w/ 9 [FUHSD(4), PAAS (3), MVLA 5] College Info / Application / Financial Aid workshops @ adult schools. We had 136 students [FUHSD (60), MVLA (57), PAAS (19)] attend a college campus event: Career & College Fairs,

College Field Trips, Opening Days, virtual job/interview two day session. Our three adult schools collectively had 88 students take a college dual enrollment course.

- The TST team met 6/13/23 and looked at the goals for the 20223-24 AY, revisited meeting norms, introduced new members to the team, went over the new model of consortium work, scheduled the date for the first meeting after summer break, and set the agenda for that meeting.

-
- **Goals for 2023-24:** Support Students Transition Interests: Calendering & Implementing AS/CC Transition Activities. Create a shared Calendar and utilize the information gathered in Activity 3.2A in order to start scheduling outreach events between the college and adult schools.

Section 5: Fiscal Management

The financial management section will address the consortium's planned allocations and outline how they will be consistent with the annual plan. This section will also require the consortium to address how it will incorporate carry-over funds into the plan.

Overview

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP three-year plan.

To complete the work in the 2023-24 Annual Plan, the 2022-2025 Three Year plan and build on student transitions 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 working on articulating programs and building career pathways with the two community colleges in order to continue increasing the ease of transition for our adult ed students. Furthermore, funds are budgeted and spent according to the CAEP guidelines as outlined in state legislation and dispersed based on the agreed upon percentages: MVLA (42.05%), FUHSD (34.5%), PAAS (18.37%), Foothill (2.54%), De Anza (2.54%).

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

In the July 2023 Leadership Board meeting, the Board reviewed all five budgets and affirmed that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The Board also voted in favor to cap each agency's annual carryover at 20% of yearly allocations and past carryover combined. 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. The Board will follow the same guidance and protocol the State has implemented at the consortium level for members who do not meet the 20% cap for two consecutive academic years.

Section 6: Index

2021 CAEP Fact Sheets¹⁹

2021 CAEP Fact Sheets (as of 6/9/23)			
ELL Demographic	NSCCC Area	Regional	2021-22 LaunchBoard (ELL)
Limited English	15,044	131,115 + 15,044= 146,159	2,338 (12+Hrs) (15.5%)
Age			
30-34	1,172 (7.8%)		
35-39	962 (6.4%)		
40-49	40-49 (19%)		
50+	9,857 (65.5%)		
Race/Ethnicity			
Asian	10,277 (68.3%)		
Hispanic	3,358 (22.3%)		
White	1,408 (9.4%)		
Gender			
Female	9,505 (63.2%)		
Male	5,339 (36.8%)		
Education Level			
Below HS	4,443 (29.5%)		
HS	2,180 (14.5)%		
Some College	2,707 (18%)		
Bach +	5,714 (38%)		
Labor Force			
Employed	6,878 (45.7%)		
Not In Labor Force	8,146 (54.1 %)		
Unemployed	19 (.1%)		
AWD	2,518 (26%)		

¹⁹ 2021 CAEP Fact Sheets (<https://caladulthood.org/2021FactSheets>)

Poverty or Less	3,816 (28%)		
NO HS Diploma			
All	13,017	*140, 272	
ELL	4,443	64,275	

*(140,247 <https://censusreporter.org/profiles/05000US06085-santa-clara-county-ca/>)

CALPass LaunchBoard Data (as of 6/9/23)²⁰

Areas of Interest

Metrics in 3 yr/annual Plan

Other metrics options

In Annual Plan Ex Summary

	2019-20	2020-21	2021-22
<input checked="" type="checkbox"/> reportable individuals (AE 200)	7,919	7,140	7,683
Race/Ethnicity		Hispanic (35%) White (24%) Asian (27%)	Hispanic (36%) White (23%) Asian (28%)
Gender		Female (69%) Male (30%)	Female (66%) Male (32%)
Age		19-24 (20%) 25-44 (39%) 45-54 (11%) 60+ (17%)	19-24 (19%) 25-44 (42%) 45-54 (12%) 60+ (16%)
<input checked="" type="checkbox"/> 12+ hours of instruction (AE 202)	5,780 (73%)	6,284 (88% of total)	6,758 (88%)
<input checked="" type="checkbox"/> ESL (AE 305)	2,680 of 5,780 (46%)	1,714 of 6,284 (27%)	2,338 of 6,758 (35%)
ASE	818 of 5,780 (14%)	2,439 of 6,284 (39%)	1,900 of 6,758 (28%) 1,625 FH 123 MVLA

²⁰ <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

			153 FUHSD
CTE	1,206 of 5,780 (21%)	1,196 of 6,284 (19%)	1,585 out of 6,758 (23%)
ABE	48 of 5,780 (1%)	57 of 6,284 (1%)	41 of 6,758 (1%)
AWD	1062 of 5,780 (18%)	1,056 of 6,284 (17%)	978 of 6,758 (14%)
Child Success	555 of 5,780 (10%)	489 of 6,284 (8%)	629 of 6,758 (9%)
improved one or more educational functioning levels			
ESL, ABE, ASE	958 of 3,459 (28%)	501 of 4099 (12%)	1,005 Of 4,185 (24%)
✓ ESL (AE 400 - ESL)	862 of 2,680 (32%)	364 of 1,714 (21%)	902 of 2,338 (39%)
ASE	114 of 818 (14%)	164 of 2,439 (7%)	130 of 1,900 (7%)
Achieved a Progress marker			
✓ Workforce prep Milestone	223 of 5,780 (4%)	241 of 6,284 (3.8%)	878 of 6,758 (13%)
Occupational Skills gain	611 of 5,780 (11%)	1,489 of 6,284 (24%)	1,240 of 6,758 (18%)
✓ Immigration Integration Milestone	1,304 of 5,780 (23%)	647 of 6,284 (10%)	892 of 6,758 (13%)
Achieved a Success marker			
✓ GED, diploma or high school equivalency	105 of 5,780 (2%)	106 of 6,284 (2%)	89 of 6,785 (1%) 89 of 1,900 (4.6%)
✓ Postsecondary Credential	575 of 5,780 (7%)	969 of 6,284 (9%)	480 of 6,785 (7%)

✓ Postsecondary Non Credit CTE Certificate	76 of 5,780 (1%)	170 of 6,284 (3%)	140 of 6,785 (2%)
✓ Short Term Certificate	71 of 5,780 (1%)	156 of 6,284 (2%)	NA
Transitions			
To post secondary	389 of 3,459 (11%)	962 of 4099 (ABE, ASE. ESL) (23%)	NA
To CTE	388 of 3,459 (11%)	981 of 4099 (ABE, ASE. ESL) (24%)	NA
✓ Credit College (non developmental) (AE 637 - Overall)	205 of 3,459 (6%)	691 of 4099 (ABE, ASE. ESL) 17%	NA
Complete 6+ units	173 of 205 (84%)	604 of 691 (87%)	NA
GPA 2.0+	146 of 205 (84%)	524 of 604 (87%)	NA
Enrolled in AE after taking College Credit	684 of 5,780 (12%)	1,464 of 6,758 (23%)	1,484 of 6,758 (22%)
Barriers to Employment			
low literacy		CTE 34% greatest barrier	CTE 394
			ESL 2338
			ASE 1900
English Language Proficiency		CTE 27% state that English Language Proficiency was a serious barrier	CTE 263
			ESL 2338
			ASE 169
low income		CTE 26% low income	CTE 467

			ESL 237
			ASE 930
Cultural barriers			ESL 1,229

CAEP Summary Reports 2022-23 AY (as of 7/26/23)

Column	2018-19	2019-20	2020-21	2021-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 annual plan)	2022-23 AY (2023-24 AP)
Over All						
M Un-duplicated Total - N/A= Total	MVLA: 2,320 FUHSD: 2007 PAAS: 1083 <hr/> Total: 5410	4150	2933	3329	Total: 3364	MVLA: 1,630 FUHSD: 1,325 (2,196 - 871 N/A = 1,325) PAAS: 738 <hr/> Total: 3,693
E (12+ hours) Un-duplicate Total	MVLA: 1,473 FUHSD: 1,691 PAAS: 867 <hr/> Total: 4031	3314	2174	2336	Total: 2650	MVLA: 1,219 FUHSD: 1,158 PAAS: 575 <hr/> Total: 2,952
E/M=% that became Participants	MVLA: FUHSD: PAAS: <hr/> Total: 74.5%	80%	74%	70%	Total: 78.7%	MVLA: 74.7% FUHSD: 87.3% PAAS: 77.9% <hr/> Total: 79.9%

B (Pre test / SODS)) Un-duplicated Total	MVLA: 954 FUHSD: 1,090 PAAS: 718 <hr/> Total: 2762	2346	1345	1636	Total: 1800	MVLA: 839 FUHSD: 770 PAAS: 489 <hr/> Total: 2,098
B /M (All)=%					Total: 53.5%	MVLA: 51.4% FUHSD: 58.1% PAAS: 66.2% <hr/> Total: 56.8%
B/E=%	68.5%	70.7%	61.8%	70%	Total: 67.9%	MVLA: 68.8% FUHSD: 66.4% PAAS: 85.% <hr/> Total: 71%
C Pre/Post	MVLA: 681 FUHSD: 917 PAAS: 570 <hr/> Total: 2168				MVLA: 419 FUHSD: 479 PAAS: 308 <hr/> Total: 1,206	MVLA: 560 FUHSD: 607 PAAS: 410 <hr/> Total: 1,577
C/E=%					Total: 45.5%	MVLA: 45.9% FUHSD: 52.4% PAAS: 71.3% <hr/> Total: 53.4%
C/B=% Persistence Rate (70%+ good)					Total: 67%	MVLA: 66.7% FUHSD: 78.8% PAAS: 83.8% <hr/> Total: 75.1%
D EFL Gain	MVLA: 437 FUHSD:				MVLA: 269 FUHSD: 279	MVLA: 327 FUHSD: 358

	593 PAAS: 357 _____ Total: 1,387				PAAS: 164 _____ Total: 712	PAAS: 242 _____ Total: 927
D/E %					Total: 26.8%	MVLA: 26.8% FUHSD: 30.9% PAAS: 42% _____ Total: 31.4%
D/B= % Performance Rate					Total: 39.5%	MVLA: 38.9% FUHSD: 46.4% PAAS: 49.4% _____ Total: 44.1%
D/C %					Total: 59%	MVLA: 58.3% FUHSD: 58.9% PAAS: 59% _____ Total: 58.7%
ESL Data						
M (ESL)	MVLA: 1,077 FUHSD: 1,156 PAAS: 951 _____ Total: 3184				MVLA: 906 FUHSD: 653 PAAS: 598 _____ Total: 2,157	MVLA: 1,046 FUHSD: 738 PAAS: 694 _____ Total: 2,478
M (ESL) / M (ALL)	58.8% of total students				Total: 64.1%	MVLA: 64.1% FUHSD: 55.6% PAAS: 94% _____ Total: 67%

E (ESL)	MVLA: 906 FUHSD: 1,001 PAAS: 807 <hr/> Total: 2714	2442	1326	1604	Total: 1784	MVLA: 846 FUHSD: 634 PAAS: 565 <hr/> Total: 2,045
E/M (All)=%	50.1% of total students	59%	45%	48%	Total: 53%	MVLA: 51.9% FUHSD: 47.8% PAAS: 85.9% <hr/> Total: 55.3%
E / M (ESL)	85.2%				Total: 82.7%	MVLA: 80.9% FUHSD: 85.9% PAAS: 81.4% <hr/> Total: 82.5%
E/E(All)=%	67.3% of all participants	74%	61%	69%	Total: 67.3%	MVLA: 69.4% FUHSD: 54.7% PAAS: 98.2% <hr/> Total: 69.2%
B (ESL) (Pre test / SODS))	MVLA: 802 FUHSD: 932 PAAS: 704 <hr/> Total: 2438	2135	1068	1419	Total: 1537	MVLA: 770 FUHSD: 611 PAAS: 489 <hr/> Total: 1,870
B /M (All)=%	45% of total students		36%	43%	Total: 45.6%	MVLA: 47.2% FUHSD: 46.1% PAAS: 66.2% <hr/> Total: 50.6%
B/E(ESL)=%	89.8% of all	87%	79%	88%		MVLA: 91%

	ELL participants				Total: 86.1%	FUHSD: 96.3% PAAS: 86.5% <hr/> Total: 91.4%
C (ESL) Pre/Post	MVLA: 638 FUHSD: 802 PAAS: 569 <hr/> Total: 2009	1496	585	1033	Total: 1062	MVLA: 528 FUHSD: 496 PAAS: 410 <hr/> Total: 1,434
C/M=%	37.1% of total students		20%	31%	Total: 31.5%	MVLA: 32.3% FUHSD: 37.4% PAAS: 55.5% <hr/> Total: 38.8%
C/E(ESL)=%	74% of all ELL participants	61%	43%	64%	Total: 59.5%	MVLA: 62.4% FUHSD: 78.2% PAAS: 72.5% <hr/> Total: 70.1%
C/B=% Persistence Rate (70%+ good)	82.4% of participants are persisting	70%	55%	73%	Total: 69%	MVLA: 68.5% FUHSD: 81.1% PAAS: 72.5% <hr/> Total: 76.6%
D (ESL) EFL Gain	MVLA: 409 FUHSD: 520 PAAS: 357 <hr/> Total: 1286	804	262	622	Total: 633	MVLA: 306 FUHSD: 301 PAAS: 242 <hr/> Total: 849
D/E(ESL) %	47.3% of E's complete an EFL Gain	33%	19%	39%	Total: 35.4%	MVLA: 36.1% FUHSD: 47.4% PAAS: 42.8%

						<hr/> Total: 41.5%
D/B= % Performance Rate	52.7% of B's complete an EFL Gain	38%	25%	44%	Total: 41.1%	MVLA: 39.7% FUHSD: 49.2% PAAS: 49.4% <hr/> Total: 45.4%
D/C %	64% of C's complete an EFL Gain	54%	45%	60%	Total: 59.6%	MVLA: 57.9% FUHSD: 60.6% PAAS: 59% <hr/> Total: 59.2%
CTE						
M (CTE)					MVLA: 469 FUHSD: 178 PAAS: N/A <hr/> Total: 647	MVLA: 512 FUHSD: 146 PAAS: N/A <hr/> Total: 658
M / M (ALL)					Total: 19%	MVLA: 31.4% FUHSD: 11% PAAS: N/A <hr/> Total: 17.8%
E (CTE)	Mvla 423 Fuhsd 285 Total: 708				MVLA: 299 FUHSD: 162 PAAS: N/A <hr/> Total: 461	MVLA: 333 FUHSD: 135 PAAS: N/A <hr/> Total: 468
E / M (CTE)					Total: 71.2%	MVLA: 65% FUHSD: 92.4% PAAS: N/A <hr/> Total: 71.1%

E/E(All)=%					Total: 17.3%	MVLA: 27.3% FUHSD: 11.6% PAAS: N/A <hr/> Total: 15.8%
B (CTE)	12 19 Total 31				MVLA: 33 FUHSD: 8 PAAS: N/A <hr/> Total: 41	MVLA: 36 FUHSD: 6 PAAS: N/A <hr/> Total: 42
C (CTE)	MVLA: 6 FUHSD: 11 PAAS: N/A <hr/> Total: 17				MVLA: 24 FUHSD: 5 PAAS: N/A <hr/> Total: 29	MVLA: 26 FUHSD: 3 PAAS: N/A <hr/> Total: 29
C/B=% Persistence Rate (70%+ good)	54.8%				Total: 70.7%	MVLA: 72.2% FUHSD: 50% PAAS: N/A <hr/> Total: 69%
D (CTE) EFL Gain					MVLA: 16 FUHSD: 5 PAAS: N/A <hr/> Total: 21	MVLA: 16 FUHSD: 2 PAAS: N/A <hr/> Total: 18
D/B= % Performance Rate					Total: 51.2%	MVLA: 44.4% FUHSD: 33.3% PAAS: N/A <hr/> Total: 42.8%
D/E CTE					6.2% of CTE Participants	6.1% of CTE Participants
ABE/ASE						

M (ABE/ASE)					MVLA: 164 FUHSD: 204 PAAS: N/A <hr/> Total: 368	MVLA: 136 FUHSD: 186 PAAS: N/A <hr/> Total: 322
M / M (All)					Total: 10.9%	MVLA: 8.34% FUHSD: 14% PAAS: N/A <hr/> Total: 8.71%
E (ABE/ASE)	MVLA: 183 FUHSD: 171 PAAS: N/A <hr/> Total: 354				MVLA: 121 FUHSD: 152 PAAS: N/A <hr/> Total: 273	MVLA: 100 FUHSD: 161 PAAS: N/A <hr/> Total: 261
E / M (ABE/ASE)					Total: 74.1%	MVLA: 73.5% FUHSD: 86.5% PAAS: N/A <hr/> Total: 81%
E/E(All)=%					Total: 10.3%	MVLA: 8.2% FUHSD: 13.9% PAAS: N/A <hr/> Total: 8.84%
B (ABE/ASE)	165 171 Tota 336				MVLA: 105 FUHSD: 151 PAAS: N/A <hr/> Total: 256	MVLA: 82 FUHSD: 161 PAAS: N/A <hr/> Total: 243
C (ABE/ASE)	54 128				MVLA: 47 FUHSD: 110 PAAS: N/A	MVLA: 41 FUHSD: 113 PAAS: N/A

	Total 182				_____	_____
					Total: 157	Total: 154
C/B=% Persistence Rate (70%+ good)					Total: 61.3%	MVLA: 50% FUHSD: 70.1% PAAS: N/A _____
						Total: 63.3%
D (ABE/ASE) EFL Gain	MVLA 32 FUHSD 84 Total: 116				MVLA: 34 FUHSD: 55 PAAS: N/A _____	MVLA: 24 FUHSD: 58 PAAS: N/A _____
					Total: 89	Total: 82
D/B= % Performance Rate					Total: 34.7%	MVLA: 29.2% FUHSD: 36% PAAS: N/A _____
						Total: 33.7%
D/E(ASE)					32.6% of ASE Participants	31.4% of ASE Participants

Precision Campus Slicers

Academic Year	2021-22 AY				
Slicers	Headcount	Identified as ESL/ELL	Transferred to Credit ESL	Transferred to Non-Credit ESL	Transferred to Credit CTE
College Year:	2018-19 thru 2021-22: shows data points for each AY	2018-19 thru 2021-22: shows data points f			
CAEP Years:	18-19 19-20	18-19 19-20	18-19 19-20	18-19 19-20	18-19 19-20

	20-21	20-21	20-21	20-21	20-21
CAEP Data Source:	All Adult Schools				
CAEP Program:	n/a	ESL/ELL: Yes	ESL/ELL: Yes	ESL/ELL: Yes	n/a
Course Section Characteristics:	n/a	n/a	Credit: Yes	Non-Credit: yes	CTE Status: Yes
Total	588	131	79	71	287

Academic Year	2020-21 AY				
Slicers	Headcount	Identified as ESL/ELL	Transferred to Credit ESL	Transferred to Non-Credit ESL	Transferred to Credit CTE
College Year:	2018-19 thru 2021-22: shows data points for each AY	2018-19 thru 2021-22: shows data points f			
CAEP Years:	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21	18-19 19-20 20-21
CAEP Data Source:	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools	All Adult Schools
CAEP Program:	n/a	ESL/ELL: Yes	ESL/ELL: Yes	ESL/ELL: Yes	N/A
Course Section Characteristics:	n/a	n/a	Credit: Yes	Non-Credit: Yes	CTE Status: Yes
Total	753	151	94	67	383

END

Final Revision

08/15/2023

Uploaded to NOVA

08/15/2023