

North Santa Clara County Consortium for Adult Education 2025-28 Three Year plan

Consortium Information

17 Foothill De Anza / NSCCC

Address:

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

Website:

<https://www.nscadulthood.com>

Funding Channel 2025-26:

Direct Funded

CAEP Funds 2025-26:

\$10,835,960

CAEP Funds 2024-25:

\$10,578,896

CAEP Funds 2023-24:

\$10,466,894

Co-Written and Compiled by:

Jenée Crayne, NSCCC Director

Co-Writers:

Leadership Board

Data Team and Transition Team

Consortium Contacts

Primary Contact

Jenée Crayne, NSCCC Director
(nscccdirector@gmail.com)

Member Agencies

Fremont Unified High School District Adult School

Lori Riehl, Principal

lori_riehl@fuhdsd.org

Mountain View Los Altos Adult School

Julie Vo, Director

julie.vo@mvla.net

Palo Alto Adult School

Jim Sherman, Principal

jsherman@pausd.org

Foothill College

Valerie Fong, Dean of Language Arts

fongvalerie@fhda.edu

De Anza College

Randy Bryant, Dean of Career Technical Education

bryanrandy@fhda.edu

Table of Contents

Executive Summary.....	4
Assessment.....	5
Pre-Planning Assessment.....	5
1. Overview and Preparation.....	5
3. Data Collection Process - Further Context.....	6
Regional Alignment and Priorities.....	9
1. Regional Partners:.....	9
2. Relevant Plans:.....	11
3. Priorities:.....	11
4. Alignment:.....	12
5. Educational Needs:.....	14
6. Areas of Need:.....	18
7. Needs - Further Context.....	19
8. Challenges.....	19
9. Challenges - Further Context (optional).....	19
10. Populations Served:.....	20
11. Contributions by Entities.....	20
Regional Service Providers.....	22
1. Industries:.....	23
2. Industries Served - Further Context.....	23
3. Evaluate Services:.....	25
4. Regional Partners:.....	27
Metrics.....	27
CAEP Barriers & Metrics.....	28
1. Student Barriers.....	28
2. Optional Metrics:.....	28
3. Consortium Level Metric Targets.....	30
Member Metrics.....	30
De Anza College.....	30
Foothill College.....	32
FUHSD.....	33
MVLA.....	34
PAAS.....	35
Member Spending Targets.....	36

	3
Objectives.....	38
1. Objective #1: Address Educational Needs.....	38
2. Objective #2: Improve Integration of Services & Transitions.....	38
3. Objective #3: Improve Effectiveness of Services.....	39
Select the operational strategies that your consortium is using to improve effectiveness of services:.....	40
Activities & Outcomes.....	40
Objective #1: Address Educational Needs.....	41
Objective #2: Improve Integration of Services & Transitions.....	41
Objective #3: Improve Effectiveness of Services.....	41
Funds Evaluation.....	41
Funds Evaluation.....	41

Executive Summary

Guidance: Provide an Executive Summary briefly describing consortium members and participants in the Three-Year planning process, needs identified in the Needs Assessment, selected Three-Year Plan Metrics, objectives, strategies, outcomes, and a summary of the funds evaluation. Characters : 4959/5000

The North Santa Clara County Consortium (NSCCC) comprises five member institutions: FUHSD Adult School, Mountain View Los Altos Adult School, Palo Alto Adult School, Foothill College, and De Anza College. Over the past three years, NSCCC has made progress in three key areas: CAEP data, 2022–25 three year plan activities, and transitions to college through dual enrollment enrollment:

As of 2024-25's Q3, CAEP Summary data shows that we have or are close to surpassing our 2023-24 numbers in student enrollment, persistence, and performance:

- 4,170 students were served in adult schools (already up from 4,163 in 2023–24 & 3,693 in 2022-23)
- 3,072 students earned 12 or more instructional hours (on track to surpass 3,233 in 2023–24 & surpassed 2,952 in 2022-23)
- 2,811 ESL students served (on track to surpass 2,843 in 2023–24 & surpassed 2,478 in 2022-23). Of these ESL students:
 - 2,303 students 12 or more instructional hours (on track to surpass 2,399 in 2023–24 & surpassed 2,045 in 2022-23)
 - 2,160 students completed a student outcome data sets (SODS) (B) ((on track to surpass 2,200 in 2023–24 & surpassed 1,870 in 2022-23)
 - 1,580 students completed valid pre- and post-tests (C (ESL)) (on track to surpass 1,652 in 2023–24 & surpassed 1,434 in 2022-23)
 - 983 students achieved Educational Functioning Level Gain (EFL) (D) (up from 1,034 in 2023–24 & surpassed 849 in 2022-23)

NSCCC has also made strong progress in both its Three-Year and Annual Plan activities:¹ Highlights include: Exceeded 2% target gains across all 2022–25 metrics. Hosted an External Stakeholder Event and NSCCC Member Summit to gain regional and consortium level insights & feedback from our partners. Presented on dual enrollment twice at the State level. Supported teacher credentialing with stipends. Aligned ESL, CTE, and ASE TE updates and created a consortium-wide Data Vision. Launched a Healthcare Pathway to increase CTE participation. And developed a Consortium Member Handbook for onboarding support.

¹ For a full list of our Accomplishments & Goals from the 2024-25 academic year, please see activities in Section 2-4 of this plan.

Furthermore, dual enrollment participation and course numbers have steadily increased over the past three years (partial Summer 2025–26 data also shows strong engagement):

- 2022–23: 56 students took 108 courses
- 2023–24: 93 students took 169 courses
- 2024–25: 98 students took 238 courses
- 2025–26 (Summer only): 53 students took 60 courses

2025-28 Three Year Planning: Needs Assessment & Key Findings

Over a span of eight months, the 2025–2028 Three-Year Plan was collaboratively developed across external and internal stakeholders: Hosted stakeholder events to gather input, reviewed goals with leadership teams, and developed pathways aligned with labor market and student needs using CAEP Fact Sheets, DataVista, LaunchBoard, local labor data, and community surveys to analyze trends.

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

The 2025–28 Plan will focus on English language support, workforce alignment, service awareness, and stronger partnerships.

Consortium Goals & Objectives

Objective 1: Address Educational Needs:

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

Objective 2: Improve Integration of Services and Transitions:

- Continue aligning CTE and ESL pathways through IET, dual enrollment, and bridge programs; expand transition supports like tutoring and mentoring; and host career events to support student transitions.

Objective 3: Improve Effectiveness of Services:

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

Outcomes & Key Strategies

By 2028, the consortium aims to:

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

Funds Evaluation

NSCCC's CAEP funding will grow from \$10.5M in 2024–25 to \$10.8M in 2025–26, with full use expected in future years. The consortium is working to combine funding sources to support pathways and student services. The plan targets 2% annual growth in college transitions, employment, and credential attainment, reflecting a strong commitment to equity, alignment, and data-driven decisions. NSCCC remains a key partner in advancing education and economic opportunity in the region.

Conclusion

NSCCC's 2025–2028 Plan focuses on equity, alignment, and student success through a collaborative, data-driven approach. It aims to close educational gaps, strengthen transitions, and improve service effectiveness: building pathways, boosting workforce readiness, and supporting lifelong learning to better serve the region's adult learners.

Assessment

Guidance: In the Regional Service Providers section, enter the number of Participants in each applicable program area based on the available student data from DataVista. Due to time lags, at this time, only the 2022-23 DataVista student data is available. Additionally, if there are no areas for a particular program area, a zero has to be entered. The field cannot be left blank.

Use the + Add Service Provider button to add additional non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

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.

Pre-Planning Assessment

Overview and Preparation

Provide a brief narrative description of the assessment conducted by the consortium to assess educational needs, regional alignment, and current levels and types of education and workforce services. Also include the consortium's overall approach and process to conducting the assessment.

October 2024: NSCCC held an External Stakeholders event with the goal of bringing together our regions CBO's and NSCCC members to facilitate conversations around regional student need.

November 2025: Started working on the plan's assessment tool. Focuses on sections: Regional Alignment and Priorities, Evaluate the Educational Needs of Adults in the Region, Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region.

December 2024: Leadership Board finalized the assessment process utilizing data from CAEP FactSheets, DataVista, CAEP Summary (TE), and agency specific LMI data curated by NOVAworks for each city in our consortium.

January 2025: Utilizing the information gained from December's assessment, the LEadership Board started working on updating CTE and Student Support focused Activities.

March 2025: NSCCC held a Member Summit focused on facilitating discussions between faculty, teachers, staff, and administration from all five agencies. The information from the Summit is helping inform the 3 year plan.

April 2025: Reviewed feedback from Summit and the Leadership Board worked on activities for the plan. The Data Team and Transition Support Team also worked on plan activities that fall under their purview.

May 2025: Leadership Board and Data Team continued to work on activities for the plan.

June 2025: LB finalizes the plan. It is sent out for review from NSCCC members and CBO in our region utilizing NovaWorks contact list.

What type of representatives make up your assessment planning board members? (Select all that apply)

- ☒ Community College representatives
- ☒ Community Partner Organization representatives (input from networking Meeting)
- ☐ County Office of Education representatives
- ☒ K12 School District representatives
- ☐ Other (please specify): _____

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps? (Select all that apply).

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

Data Collection Process - Further Context

Provide any further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Demographic & Economic: CAEP Factsheets / NOVAworks / CAEP Data		
Data Points	Insights from Data	implications for 3 yr plan Outcomes
Age	52.5% of ELLs over 50	37% is over 65 - factor into employment data for this group (retired?); Might suggest we should not focus on 50+ age group. Or use a programmatic approach (ELL and CTE) for all ages. But it does validate the need for senior classes at Adult Schools.
Foreign Born	There is potentially a large difference between FB and refugees--where is the data on refugees? What support do they need?	69% of foreign born are employed; 2% are unemployed; 76.2% are college educated. While we serve these folks, are they a high need group? Only 10% speak English less than well. Consider half the population are foreign born, implications for cultural barriers/challenges.
Race	of ELLs, 55.8% Asian; 29.9% Hispanic; 10.4%	Can we disaggregate the Asian data and look at disaggregated education level and employment?
Language Acquisition	of ELLs, Top languages: Spanish, Chinese (Mandarin and/or Cantonese)	59.2% of limited English speakers are female, 37.8% are 65 or older, and 86% are either Asian or Hispanic.
Education Level	of ELLs, 46.4% have at least some college or higher of ELLs 32.7% below HS level No HSD/GED = 4.5% of reg'l pop	There is a high need to increase education and training for ELLs below HS level With this in mind, should we add serving No HS diploma to the populations we are focusing on in the 3 yr plan? 53% are "not in labor force" but only 29% are 65 & older--hmmm... 37% speak Eng less than well, Are they employed in min wage positions? Are the

	37% speak Eng less than well	53% obtaining general assistance? May reflect need for ESL to ASE transition supports in AE
Employment / Poverty	28,690/351,866 = 8% ELLs, 58% not in labor force, with 2% unemployed	We suspect that it's higher due to our cost of living being more expensive in this area relative to the state/federal poverty guidelines. Those who are near poverty/less = 60% not in the labor force; 6% are unemployed → how can we find this 6%? 17% of our folks near poverty or less speak English "less than well." Of those who are unemployed, only 3% speak English less than well. Based on documented unemployment; therefore, it's under-representing the % of Hispanics (11.8%) who may be looking for work--especially since of those w/o HSD = 46.5% are Hispanic.
Disabilities	30,999/351,866 = 9% 2% Unemployed 23% Employed 75% Not in labor force	Support: we don't have a lot of resources for this population. The CCs have disability support services and classes for students with disabilities. Ensure transition teams are aware of these services/programs at the CCs.
cost of living	~\$175K is the salary for survival in SV	Entry-level jobs are not paying nearly that rate. Stackable certificates & clear pathways are needed to support workers to gain the skills necessary to earn a living wage. This is a multi-year process. CCs: Think about pathway maps for part-time students and internships.

Data Source	Insights from Data	Implications for 3 yr plan Outcomes
LMI - target industries that are offered now and on the horizon	There continues to be increased demand for Healthcare workers	Increase regional Healthcare pathway alignment to foster transitions to postsecondary and employment

		Education LMI data is between 3% - 7% for our cities
<u>O*NET</u> - CTE career pathway outlook, indicators of growth and job availability	Currently bright outlook for Accountants, Community Healthcare workers, Healthcare support workers (CNA, HHA, MA, MRS, nurses)	Revisit accounting course articulation and pathway alignment, Refine coordination of services to support HC pathway alignment
Any input from Industry as of now?	NOVA: businesses are looking for office skills, accounting, healthcare Programming is being hit by AI a bit...	Do we need to expand our pathways OR do we focus on making stronger transition points in our current ones? TO: we should align education and workforce needs, but that's just my humble opinion.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs.

Click Add Partner Organization, search for the organization's name, and select it. If the organization is not listed, click Create a new one in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
FUHSD Adult	Adult School
Mountain View Los Altos Adult School	Adult School
Palo Alto Adult Education	Adult School
Foothill College	Community Organization
De Anza College	Community Organization
NOVAworks Job Center	Workforce Development Board
Sourcewise	Community Organization
Rotary Club of Cupertino	Philanthropic Organization
Cupertino High	High School
In-Home Supportive Services (IHSS) San Jose	Community Organization
Cupertino Library	Community Organization
Sunnyvale Post Acute	Business
Sunnyvale Rotary	Philanthropic Organization
Hyatt House San Jose / Cupertino	Business
Webster House	Business
CalWorks	Community Organization
Sunnyvale Community Services	Community Organization
South Bay Consortium for Adult Education	Other
ACCEL	Other
Work2Future	Workforce Development Board
Villa Sienna	Business

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan? (Select all that apply)

California Education Code (§ 84906) requires that the CAEP Three-Year Plan include “a description of the alignment of adult education services supported by this program 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 the federal Workforce Innovation and Opportunity Act (Public Law 113-128).”

- ☒ WIOA Title II Continuous Improvement Plan (CIP)
- ☒ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- ☒ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans → NOVA’s state/regional plan
- ☒ California Strong Workforce Program (SWP) Local Plan (in NOVA)
- ☐ K12 Strong Workforce Program (SWP) Plans
- ☒ Accreditation Institutional Self-Studies (i.e., WASC, COE)
- ☐ Other (please specify): _____ (up to 100 characters)

What are the top priorities in relation to regional alignment? (Select all that apply)

- ☒ Developing or enhancing program mapping and career pathways that support identified industry needs
- ☒ Identifying emerging industries for development of CTE programming aligned with regional needs
- ☒ Increasing access to and awareness of services
- ☒ Pooling resources to streamline service provision across providers→ do we include this b/c we’re sharing students OR the ELLHCPG?
- ☐ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- ☒ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- ☒ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions
- ☐ Other (please specify)

Alignment with Other Education and Workforce Plans

Provide a brief 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. The description should include:

Assessment Question	Plan	Description
Names of relevant education and workforce plans guiding services in the region, and the consortium members or other entities that participated in developing these plans.	WIOA II CIP	Adult Schools
	SWP FH	Colleges
	Perkins FH:	Colleges
	ELL Healthcare Pathways Grant Plan	Adult Schools NSCCC
Summary of the adult education and workforce services described in each of these plans.	ELL Healthcare Pathways Grant Plan	Expansion & alignment of programs in AS & CC in healthcare pathways (including CNA, Med Interpreter, Phlebotomy, Med Asst, etc.), including <ul style="list-style-type: none"> Accelerated EL support (Med English, Med Communications, Med Terminology) Creating bridge programs, etc.
	WIOA II CIP	In general aligns to student transitions and pathway persistence
	SWP FH	Focused on credit and non-credit healthcare pathways.
	Perkins FH	Re-focus on non-credit pathways for CTE pathways

	CAEP	N/A
How adult education and workforce services supported by CAEP are currently aligned with priorities and services described in each of these plans.	CAEP	<p>We are directing students to transition to workforce pathways or further education based on their goals</p> <ul style="list-style-type: none"> • ESL bridge programs • Career and Transition Services • Core academic instruction in ESL, ABE, ASE, CTE, K-12 Success • ELL HCPG: targeted approach to transitions based on the region's needs for healthcare workers in a variety of jobs
Identified gaps in alignment of adult education and workforce services across CAEP and these other plans.	WIOA/CIP, SWF, Perkins, CAEP	<p>We do not see gaps in alignment of our plans. Services that could be funded that are not:</p> <ul style="list-style-type: none"> • Funds for paid internships • Immigration services & transcript evaluations: Fast-track to jobs for which folks are educated outside of this country with degrees • Authorization to work support <p>Credential support for teachers with workforce background and/or equivalent certification requirements for AS that CC have (E.g., MA TESOL is "enough" for Adult School ESL teachers)</p>

Evaluate the Educational Needs of Adults in the Region

Describe and evaluate the educational needs of adults in the region. The description and evaluation should include:

- *Summary of key data points identified by the consortium to be indicators of educational needs.*
- *Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.*

Data	Data Sources	Implications
LMI	NOVAworks	Target industries that are offered now and on the horizon. Shows us the demographic breakdown similar to CAEP Fact Sheets, current labor market trends, cost of living per city in our consortium. We need to know more about AI and how it will affect the industry. We do know that Healthcare is and will be in demand in the future for the data.
O*NET	Onet	CTE career pathway outlook, indicators of growth and job availability → Steering students toward pathways that will have jobs for them; developing pathways in the areas that need workers Healthcare continues to be an in demand industry
Demographic	CAEP Fact Sheets	Shows us the demographic breakdown by population, age, race, gender, foreign born status, language skills, poverty, unemployment, disability, gives us an indication that our services are supporting the demographics of the region, informs program improvement Half of the population of our consortium are foreign born. 9% of the population identified as an adult with a disability. 60% of adults with limited English identified as unemployed or not in the labor force. How many of this population has no intention of getting into the workforce? (ie: retired and not seeking employment, 37.8% of limited English population are 65+)
<u>DataVista</u> (Launchboard)	DataVista	Look at our own transition data to look at trends, including plateaus, & industry needs to set our own goals / targets based on our students' goals. Does each school have clean data on transition? We know that the data team is working on this.

TE Data Adult Schools	Barriers:	correlated with launchboard - trends in enrollments, learning gains, persistence, barriers, and student goals used to assess the need for expansion of support services
	Enrollments	trends to gauge demand.
	Outcomes	determines the efficacy of existing services and activities. Get the lists of referred AS Students, cross reference with CCC and FH applications, create PC cohorts to assess what they took.
Student Input	AS: Student focus group	What group is this- does it need to be created?
	Leverage input from ELL HCPG students	<p>How do we get this input- when will we look at it?</p> <ul style="list-style-type: none"> Conducting surveys & EE data for students in ELL HCPG-supported classes → do these need to be standardized? <p>Adult Schools will create and provide surveys to the ELL HCPG and share the results.</p> <p>Can we hire student transition mentors (peers who have successfully transitioned into college programs)?</p>
	Use student testimonials / success stories	<p>Who will provide these? → For what purpose?</p> <ul style="list-style-type: none"> Do these apply to the CAEP plan OR are the more useful for legislative day, brochures, websites, etc.?
	IET career interests survey results	<p>How do we get this input- when will we look at it?</p> <ul style="list-style-type: none"> Agency specific at this time; we gather this regularly & data goes to the Transition Team (e.g., FUHSD) → transition students into the programs; classroom presentations for IntH/Adv 1-1 goal setting meetings w/ students & counselor AND, those in IET classes get further guidance & support re: their career options
	CC CTE outcome	General overlook of how CTE students increase income. How do we get this- when will we look at it?

	survey	Not broken out into credit non credit / AS student- might not be of value if we can't disaggregate it.
	AS EES-	<p>job info / wage increase / retained employment / continuing education at college. How do we get this- when will we look at it?</p> <ul style="list-style-type: none"> • Employment Earnings survey data → CASAS/TE data tables (2 yrs later...); we never get data from EDD for students who gave us their SSN/ITIN • Provides some information about how many students transition to post secondary and career <p>Relatively easy to share but how actionable is this? A lot of feedback on how this data is not the best during WIOA network meetings.</p>
	Other	<p>Ability to flag relevant students at the CCs can help us pull reports from existing data about this population.</p> <p>End of quarter student social events with survey</p>
Faculty/TST Input	Internal Stakeholder Meeting	March Member Summit: Consortium members, especially teachers, are looking to become more engaged in consortium work.
	Member Questionnaire	Members are looking to become more engaged in consortium work.

Please identify the categories of needs of your region. (Select all that apply)

- X Access for underserved populations
- X Access to technology
- X Addressing broad needs of diverse population served
- X Alignment of education and workforce needs
- X Basic skills attainment
- X English language needs
- X Improving accessibility of programming
- X Improving digital literacy
- X Increasing awareness of services

- X Labor shortages
- X Lack of transportation
- X Lack of childcare
- X Living wage job attainment
- X Low literacy
- X Rebuilding programs to pre-pandemic levels
- ☐ Rural geographic needs
- X Short-term CTE training
- X Strengthening partnerships
- X Other (please specify): Quality jobs that include OJT, healthcare benefits, fixed schedules, retirement benefits

Needs - Further Context

Although there are many areas of need in the Santa Clara region, the main area we will focus on in the 2025-28 plan are as follows:

- Alignment of education and workforce needs
- English language needs
- Improving accessibility of programming
- Increasing awareness of services
- Strengthening partnerships

What challenges does your region face that impact the programs you have previously or are currently offering? (Select all that apply)

- X Lack of physical/facility access
- X High cost of living/housing/healthcare
- X Areas of economic inequity
- X Labor market issues (e.g., teacher shortages, etc.)
- ☐ Internet access challenges
- X Staff turnover and burnout
- ☐ Diverse regional needs
- ☐ Regional infrastructure needs
- X Lack of CTE credentials to expand programming (AS)
- X Waiting list for students / not enough program capacity for number of qualified applicants
- ☐ Other (please specify)

Challenges - Further Context (optional)

Provide further context on challenges faced and how they are unique to your region.

Characters : 0/5000

Although there are many challenges our region face, we will focus on the following in the three yr plan:

- High cost of living/housing/healthcare
- Labor market issues (e.g., teacher shortages, etc.)
- Waiting list for students / not enough program capacity for number of qualified applicants

Which populations are currently being served by your programs? (Select all that apply)

☒ Adults over 50

☒ Adults with disabilities

☐ Disconnected youth

☒ Foreign born or refugees

☒ Less than a high school education

☒ Limited English proficiency/English language learners

☒ Limited/low literacy

☒ Near or below the poverty line

☐ Residents of underserved rural areas

☒ Incarcerated individuals or those who have been previously incarcerated

☒ Under-represented minority populations

☒ Unemployed

☒ Workers in need of upskilling

☐ Other (please specify): _____ (up to 100 characters)

Although there are many populations our region that we provide services to, we will focus on the following in the three yr plan:

Limited English proficiency/English language learners

Workers in need of upskilling

Contributions by Entities

List consortium members and others* who participated in creating this Three-Year Plan and their specific contributions to the Three-Year Plan.

Some examples are partners such as: Students (do not specify student name due to FERPA), teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, the local bargaining units of the school districts and community college districts, etc.

Briefly describe the ways in which each consortium member or partner contributed (e.g., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Name	Role	Three-Year Plan Contribution
Julie Vo	Administrator	Designed proposed strategies
Valerie Fong	Administrator	Designed proposed strategies
Lori Riehl	Principal	Designed proposed strategies
Randy Bryant	Administrator	Designed proposed strategies
Jim Sherman	Principal	Designed proposed strategies
Jon Fu	Administrator	Designed proposed strategies
Teresa Ong	Administrator	Designed proposed strategies
Thomas Ray	Administrator	Designed proposed strategies
Lynn Tanner	Classified staff	Designed proposed strategies
Connor Smith	Administrator	Designed proposed strategies
Adult School Teachers	Teacher employed by local educational agencies	Participated in planning meetings
College Faculty	Community college faculty	Participated in planning meetings
Transition Team Members from Adult Schools	Classified staff	Participated in planning meetings
Transition Team Members from Colleges	Classified staff	Participated in planning meetings
Sharadon Smith	NovaWorks	Participated in planning meetings

Terry Sturtevant	Cupertino Rotary	Participated in planning meetings
HuaiRong S h a o	I H S S	Participated in planning meetings
Lelan Anders	NovaWorks	Participated in planning meetings
Classic Cauley	Sourcewise	Participated in planning meetings
Sandy Madneile	Cupertino Union School District	Participated in planning meetings
Adult School Students	Student	Participated in planning meetings
Data Team Members	Classified staff	Designed proposed strategies
Desirie Torres	Transition Counselor FUHSD	Participated in planning meetings
Sripriya Kannan	Transition Counselor PAAS	Participated in planning meetings
Gina Riccitelli	Transition Advisor MVLA	Participated in planning meetings
Tiffany Tran Rodriguez	Classified staff	Participated in planning meetings
Nury Akylbekova	ADult Ed STUDENT SUCCESS SPECIALIST	Participated in planning meetings
Felisa Vilaubi	Academic Counselor Adult School Transition De Anza	Participated in planning meetings
Tiffany Rodriguez-Tran	ADult Ed STUDENT SUCCESS SPECIALIST De Anza	Participated in planning meetings
Janie Garcia	Adult Education Program Coordinator Foothill	Participated in planning meetings
Florence Liu	Classified staff	Participated in planning meetings
Liz Ambra	Administrator	Designed proposed strategies

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Enter the number of Participants served in each applicable program area in which a member offers instruction based on the most current available student data from DataVista or another identified data source such as TOPSPRO Enterprise.

The Provider Name and Provider Type for CAEP-funded members will be auto-populated. 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. Provide a check mark for each of the services provided. The total participants will be automatically tallied.

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

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*De Anza College	Member Representative	0	0	29	0	839	885	0	34	832	2619
*Foothill College	Member Representative	0	2,293	994	330	553	387	0	531	36	5124
*Fremont Union High	Member Representative	68	186	6	197	130	913	0	149	26	1675
*Mountain View-Los Altos Union High	Member Representative	35	102	0	0	404	816	0	354	65	1776
*Palo Alto Unified	Member Representative	6	0	0	0	0	670	0	0	19	695
Total Participants		109	2581	1029	527	1926	3671	0	1068	978	11889

* Consortium Member required to input number of Participants

What industries do you currently serve/plan to serve in the future? (Select all that apply)

- ☐ Agriculture
- ☐ Bioscience
- X Business
- ☐ Construction
- X Education
- ☐ Environmental technology
- ☐ Financial management
- ☐ Fire safety
- X Healthcare
- X Hospitality/Food services
- ☐ Logistics

☒ Manufacturing

☐ Retail

☐ Technology

☐ Transportation

☐ Other (please specify):

Industries Served - Further Context

Provide further context on the industries served including any industry specific challenges or opportunities.

Characters : 0/5000

Although there are many industries in our region, our main focus will be on the following:

- Business
- Education
- Healthcare
- Manufacturing → HUGE industry w/ a lot of facets (San Mateo focuses on bio-eng; south bay is semiconductor/chip manufacturing → DeAnza's program is general level entry point

Thinking about our 3 yr plan, how can we incorporate the information above into the current work we are doing and plan to do in the next three years

Partners & Regional Plans:	Who are they?	How do we engage with them now?	Future engagement opportunities
Educational institutions	consortium agencies: adult schools / colleges /other Sunnyvale Unified School District	Coordination of services to support transitions Alignment of CTE pathways FH offers NC ESL for parents at SESD	ESL pathway alignment
Industry	Skilled Nursing Facilities Tetra Hotel	Support our CNA & other medical-related pathway students to gain practical skills; jobs for our students through clinicals/externships.	Expand and strengthen HC Industry partnerships to create more seamless transitions to employment.

		FH in partnership with NOVA Works to provide Vocational ESL to housekeeping and food service workers.	
Nonprofit organizations	from Network meeting Community Services agencies	Share information about NSCCC programs.	Looking for digital literacy and programs for older adults Opportunities for students to practice healthcare/medical terminology skills with people who need support.
Workforce development boards	NOVAworks	participate in stakeholders meeting / planning meeting / get LMI data from them / refer students to them / other Participation in community resource & job fairs; conducting workshops for advanced-level ESL & ASE students. Client referrals to AE and CC ETPL training programs	Expand workshop opportunities for AS students who could use their services, Refine cross-referral processes to remove barriers for students Invite Chris to a LB meeting FEB? to discuss Activity 1.1A and what are the possibilities for expanding collaborative endeavors.
Other Plans	CIP, SWF, Perkins, ELL Grant	Recognized the goals of each and that they are inline with our CAEP goals. No gaps	Opportunities for braiding funds and goals

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

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include:

- The levels of education and workforce services currently offered by the consortium (hours of instruction)
 - Education services:
 - AS: ELL beginning to advance / College Beginning to advance
 - These are not the same
 - Gaps- not fully understanding how the 2 systems align
 - CTE: Into, Concentrator, & Capstone (IET)
 - WIOA is designating med term/interpreter as intro, which does not receive IET funding
 - MVLA & FUHSD have fought this
 - Workforce services: CTE, IET, Counseling Career Exploration,
 - ESL: Hours of Instruction: 381,331
 - CTE: Hours of Instruction: 74,047
 - Work Force Prep: 257,226
 - ASE: Hours of Instruction: 16,276
 - ABE:Hours of Instruction: 4,520
 - K-12 Success: Hours of Instruction: 15,027
 - AWD: Hours of Instruction: 1,617
- The types of education and workforce services currently offered by the consortium (seven program areas).
 - Education: ESL, CTE, Workforce Prep, ASE, ABE, K-12 Success, AWD
 - Workforce Services: CTE, IET, Counseling Career Exploration, Skill Development, On-the-Job training, Job Placement and Internship, Apprenticeship (DA ECE first 5)
- An evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps.
 - Fill the need to our capacity
 - Teacher shortage
 - Lack funding to pay teachers
 - Classroom space is at capacity at AS
 - Leverage CC relationships, but AS students need the extra warm handoff to make that leap to CC
 - One way to help this is the co-location options
 - AS on CC

- CC on AS
 - AS & CC Crosswalk of CASAS scores with skills at CC ESL/Into CTE courses
 - CC Crosswalk between ESL levels and CTE programs
 - Where we meet the needs identified in Section 2: Assessment:
 - On ramping- getting student info on workforce option,
 - after bridge section of the onramp- if students don't have immediate counseling, they fall off and don't make into the pathway
 - Follow-up; how do we know if and where the students fall off.
 - How to flag AS students in the college system?
 - DA- create/add an ELL bridge course
 - Having FH & DA have the same ESL assessment
 - Scheduling and AS & College terms are not aligned
 - Most AS like in person course

What regional partners does your consortium work with to ensure programs offered align with regional needs? (Select all that apply.)

- X County departments
- X Educational institutions
- X Industry
- ☐ Local government
- X Nonprofit organizations
- ☐ Small businesses
- X Workforce development boards
- ☐ Other (please specify):

Metrics

Guidance

At the consortium level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, 2024-25. The targets should be for the next three years 2025-26, 2026-27, 2027-28. The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available until Spring 2026.

PLEASE NOTE: There are instances where a consortium member name is different in DataVista and NOVA. When this occurs, the agency's 'Adults Who Become Students' data will be missing. Consortia and members will review their source data TOPSPRO Enterprise (TE)(K012), COMIS (noncredit) or DataVista (the source data feeder system).

At the member level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, 2024-25. And the targets, for all members, should be for the next three years 2025-26, 2026-27, 2027-28.

Due to time lags in posting the 2022-23 and 2023-24 student data from DataVista, consortia and their members should feel free to use additional student data sources (such as TE, COMIS, etc.) to project their targets.

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.

Unfunded members will follow the same processes above as funded members.

CAEP Barriers & Metrics

Each Consortium is required to track the metric types of: Number of Adults Served and Student Barriers. An additional two metrics are required to be tracked by all Members: Adults Served who Became Participants and Percent of Available Funds Spent.

Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Optional Metrics: Consortium members may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. 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. Unfunded members will follow the same processes above as funded members.

Student Barriers

- **Adult Ed Metrics:**
 - ELL Language Learner

Optional Metrics:

- Students and Programs
 - ESL
 - CTE
- **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.
 - EFL Gain
- **Transition:** Learn about student transition into postsecondary education and college credit pathways.
 - Transition to Non Developmental College Credit
 - Transition to CTE
- **Success:** Information on completion of diplomas, certificates, and college credit awards.
 - Post Secondary Credential
- **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.
 - Employed After 2 Quarters

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026

All Metrics set at a 2% growth

		Consortium Level Metric Actuals			Consortium Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	9,008 (15.6%)	9,511 (5.8%)	DataVista Spring 2026	9,701	9,895	10,093
Student Barriers	English Language Learner (149AE)	3,867 (23.82%)	4,290 (10.93%)	DataVista Spring 2026	4,376	4,464	4,553

Member Metrics

De Anza College		Member Level Metric Actuals			Member Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,294 (73.92%)	1,644 (27.04%)	DataVista Spring 2026	1,677	1,711	1,745
Employment & Earnings	Employed Two Quarters After Exit (505AE)	238 (57.61%)	DataVista Spring 2026	DataVista Spring 2027	243	248	253
Progress	Completed Educational Functioning Level Gain (400AE)	345 (81.57%)	438 (26.95%)	DataVista Spring 2026	447	456	465
Success	Postsecondary Credential (624AE)	295 (50.51%)	238 (-19.32%) Where did this # come from?	DataVista Spring 2027	243	248	253
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	251(84.55%)	DataVistas Spring 2026	DataVista Spring 2027	256	261	266
Transition	Transitioned to CTE (636AE)	260 (92.59%)	DataVistas Spring 2026	DataVista Spring 2027	265	270	275
Students	English as a Secondary	668 (77.65%)	885 (32.48%)	DataVistas	903	921	939

and Programs	Language (1002)			Spring 2026			
Students and Programs	CTE	6668	839	DataVistas Spring 2026	873	873	890

Foothill College		Member Level Metric Actuals			Member Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	3,897 (11.66%)	3,625 (-6.97%)	DataVisa Spring 2026	3,698	3,72	3,847
Employment & Earnings	Employed Two Quarters After Exit (505AE)	296 (12.97%)	DataVista Spring 2026	DataVista Spring 2027	302	308	314
Success	Postsecondary Credential (624AE)	588 (1.37%)	310 (-47.27%) Where did this # come from?	DataVista Spring 2027	316	322	328
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	632 (36.79%)	DataVista Spring 2026	DataVista Spring 2027	645	658	671
Transition	Transitioned to CTE (636AE)	800 (41.84%)	DataVista Spring 2026	DataVista Spring 2027	816	832	849

Students and Programs	English as a Secondary Language (1002)	427 (49.3%)	387 (-9.36%)	DataVistas Spring 2026	395	403	411
Students and Programs	CTE	588	553 (-5.95%)	DataVistas Spring 2026	564	576	588

FUHSD		Consortium Level Metric Actuals			Consortium Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,178 (11.23%)	1,442 (22.41%)	DataVista Spring 2026	1,471	1,500	1,530
Employment & Earnings	Employed Two Quarters After Exit (505AE)	79 (3.94%)	DataVista Spring 2026	DataVista Spring 2027	81	83	85
Progress	Completed Educational Functioning Level Gain (400AE)	367 (25.68%)	490 (33.51%)	DataVista Spring 2026	500	510	520
Success	Postsecondary Credential (624AE)	168 (-23.98%)	135 (-19.64%) Where did this # come from?	DataVista Spring 2027	138	141	144

Transition	Transitioned to Non-Developmental Credit College Course (637AE)	52 (-17.46)	DataVista Spring 2026	DataVista Spring 2027	53	54	55
Transition	Transitioned to CTE (636AE)	54 (-3.57%)	DataVista Spring 2026	DataVista Spring 2027	55	56	57
Students and Programs	English as a Secondary Language (1002)	643 (14.82%)	930 (44.63%)	DataVista Spring 2026	949	968	987
Students and Programs	CTE	136	149 (9.56%)	DataVistas Spring 2026	152	155	158

MVLA		Consortium Level Metric Actuals			Consortium Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,273 (8.89%)	1,215 (-4.55%)	DataVista Spring 2026	1,239	1,264	1,289
Employment & Earnings	Employed Two Quarters After Exit (505AE)	87 (-14.70)	DataVista Spring 2026	DataVista Spring 2027	89	91	93
Progress	Completed Educational Functioning Level Gain (400AE)	348 (20.83%)	441 (26.72%)	DataVista Spring 2026	450	459	468
Success	Postsecondary	54 (-21.73)	40 (-25.92%)	DataVista	41	42	43

	Credential (624AE)			Spring 2027			
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	36 (44%)	DataVista Spring 2026	DataVista Spring 2027	37	38	39
Transition	Transitioned to CTE (636AE)	93 (30.98%)	DataVista Spring 2026	DataVista Spring 2027	95	97	99
Students and Programs	English as a Secondary Language (1002)	889 (11.2%)	847 (-4.72%)	DataVista Spring 2026	864	881	899
Students and Programs	CTE	342	420 (22.8%)	DataVistas Spring 2026	428	437	446

PAAS		Consortium Level Metric Actuals			Consortium Level Metric Targets		
Metric Set	Metric Description	2022-23	2023-24	2024-25 (2025-26	2026-27	2027-28
All	Participants (202AE)	577 (14.71%)	677 (17.33%)	DataVisa Spring 2026	691	705	79
Employment & Earnings	Employed Two Quarters After Exit (505AE)	16 (0%)	DataVista Spring 2026	DataVista Spring 2027	17	18	19
Progress	Completed Educational Functioning Level Gain	249 (43.93%)	311 (24.89%)	DataVista Spring 2026	317	323	329

	(400AE)						
Success	Postsecondary Credential (624AE)	85 (84.78%)	46 (-45.88%) Where did this # come from?	DataVista Spring 2027	47	48	49
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	30 (30.43%)	DataVista Spring 2026	DataVista Spring 2027	31	32	33
Transition	Transitioned to CTE (636AE)	60 (62.16%)	DataVista Spring 2026	DataVista Spring 2027	61	62	63
Students and Programs	English as a Secondary Language (1002)	577 (18.48%)	677 (17.33%)	DataVista Spring 2026	691	705	719
Students and Programs	CTE	N/A	N/A	N/A	N/A	N/A	N/A

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

	% of Available Funds Spent			Member Level Targets		
Member	2022-23	2023-24	2024-25*	2025-26	2026-27	2027-28

De Anza College	100%	100%	64%	100%	100%	80%
Foothill College	100%	100%	23%	100%	100%	80%
FUHSD	100%	100%	75%	100%	100%	100%
MVLA	100%	100%	65%	100%	100%	100%
PAAS	100%	100%	57%	100%	100%	80%

Objectives

Guidance: *There are three core Objectives defined in Ed. Code: (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.*

In this Objectives section, you will describe strategies that the members of the consortium and others impacted by or interested in the provision of education and workforce services to adults in the region, will take to achieve the objectives.

These strategies should be at a high level. In the next section of the workflow for Activities and Outcomes, you will define specific tactical activities you will take to achieve the strategies for these Outcomes.

Objective #1: Address Educational Needs

Strategy 1.1: The consortium continues to develop partnerships with (its consortium members), NOVAworks, and other community providers to support our students. (Develop partnerships with Members, NOVAworks, and CBOs)

- #1.1A: Collaborate with Local WIB & Stakeholders (Leadership Board)
- #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 LB 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: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

Utilizing Data

- Quarterly reviews of student data
- Data visualization tools and dashboards

Providing Professional Development

- Attendance for education providers at workshops, webinars, and conferences
- Training in technology and student tracking

Identifying Best Practices

- Alignment of practices and procedures across the consortium
- Creating SMART goals

Offering Flexible Courses and Services

- Hybrid and hyflex delivery to meet students where they are
- Virtual and in-person tutoring and support centers

Additional Context (optional)

Describe the approaches that the members will use to implement the strategies selected to improve 1) integration of services and 2) transitions to post-secondary education and the workforce.

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 (CTE Team)

#2.1B Increase Student Targeted Academic Support (TST Team)

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ☒ X Develop or Improve Professional Development Activities
- ☒ X Develop or Improve Pathways/Maps for Students
- ☒ X Develop or Improve Community Partnerships
- ☒ X Develop or Improve Transition and Counseling Services/Resources
- ☐ □ Develop or Improve Distance Learning Capabilities (flexible schedule)
- Develop or Improve ESL Instruction
- ☒ X Close Gaps in Services
- ☐ □ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ☒ X Develop or Improve Wraparound Services for Students and Families
- ☒ X Develop or Improve Dual Enrollment or Onramp to Community College
- ☐ □ Utilize Guest Speakers
- ☐ □ Develop or Improve GED Programs
- ☐ □ Develop or Improve Basic Skills Education Programs
- ☐ □ Work with Students in the Justice System
- ☐ □ Other

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ☒ X Develop or Identify Industry and Workforce Needs Courses
- ☒ X Better Use of Data and Analytics to Evaluate Services
- ☒ X Increase Staff Training and Development
- ☒ X Enhance Marketing and Messaging Efforts
- ☒ X Enhance Student Completion
- ☒ X Enhance Student Recruiting
- ☒ X Enhance Student Retention
- ☐ Rebuild Staff/Programs post-Pandemic
- ☒ X Better Use of Data Analytics to Prioritize Services
- ☒ X Conduct Exit Surveys

Additional Context (optional)

Describe any additional strategies, or provide additional context around previously selected strategies, that the members of the consortium will use to improve effectiveness of services.

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

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

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

- #3.2A Transition Services at the AS and Onboarding Support at the CC (TST Team)
-

Activities & Outcomes

Guidance: Create a plan to implement the strategies named in the Objectives section of this workflow by defining the activities to execute them and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual member level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the Three-Year plan but may be helpful for consortium planning.

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

Objective #1: Address Educational Needs

Strategy #1.1

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

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

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

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

Description:

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

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

Rationale:

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

Current Status:

- NSCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. (Met 2023-24 Goal)
- Identified the need for a NSCCC Advisory Stakeholders meeting

Goals for 2025- 28:

- Continue working and building relationships with NOVAworks and its stakeholders in the 2022-23 academic year.
- Plan & hold a NSCCC Advisory Stakeholders meetings in October

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

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

Description:

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

Objective:

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

Rationale:

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

Current Status:

1. Inclusion based resources have been added to the NSCCC's website under the Equity tab: CALPRO Research Brief 16: Equity in CA Adult Education, Inclusive Classroom Self-Assessment, Cultural Competency Assessment, Understanding Implicit Bias & Assessment. (Met 2023-24 Goal)

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

Goals for 2025-28:

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

#1.1C: Consortium 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)**

Objective:

Keep handbooks updated to help onboard new consortium members.

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

Current Status: The handbook has been completed (Met 2023-24 Goal)

Goals for 2025-28:

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

Strategy #1.2

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

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

#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.

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

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.

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

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

2024-25 Status:

1. Check annually for any TE update processes & make sure our guidance includes any changes.
2. Work on aligning TE updates across all three adult schools for Support Services.
3. What other data inputting alignment can we work on? Is there a way for the Data Team to continue the COMIS coding quest?

Goals for 2025-28

Year 1:

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

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

Year 1-3:

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

Year 3:

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

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

Metric: Transition to Postsecondary Credit (AE 637)

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

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

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

Current Status:

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

Goals for 2024-25:

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

Goals for 2025-28

1 year

Finish Data Vision

- Alignment data reporting on tracking ELL HCPW Grant participants
 - Review Persistence Data: IET (bi-annually)
 - Track IET students into post secondary (Adult Ed Certificate Programs and CC Pathways)
- Adult School: Frequency & Data Source:
 - Review Data Vision Data Goals and agree Frequency & Data Source for gaining the data needed
 - Review AS Completion Data: IET, CTE Certificate/Licensure, HSD/GED
 - Start looking at workforce prep data (update from Lori)? CAEP Outcomes ? Labor Market Data?
 - This will inform: Focus of Regular CC monthly Meetings & Timeframe for Quarterly or Biannual full team meeting ([Data Team Calendar](#))
 - Alignment data reporting on tracking ELL HCPW Grant participants
 - Review Persistence Data: IET (bi-annually)
- College: Frequency & Data Source:
 - Review Data Vision Data Goals and agree Frequency & Data Source for gaining the data needed ([College Data & Sources](#))
- Effectively track adult school students transitioning into the colleges.
 - Dual Enrolled Students (Utilize internal cohort trackers to track students utilizing District PC)
 - Identify what CAEP information we need from CAEP PC and identify how we access it in District PC
 - If Distric PC can not do what we need, then we figure out another plan
 - Identify CC staff members to enter cohorts & run reports in DPC– the Director will no longer have access.
 - Create the cohorts (Jenée) Add them to DPC. Need to designate a person for this)
 - Who at FHDA: will help do this work? Randy will supply a team member. Janie will discuss it with team and we'll figure it out.
 - Track the students in District PC
 - Identify what data is actionable and when? This will help identify when the college data team meets and when the full team meets.
 - General Students (non-DE) (Pursue all avenues/conversations to identify AS students who transition into the CC & track them through it)
 - Identify the flagging tracking system for these students (Janie lead project)
 - PC already tacks by program characteristics

- Need to figure out how to track by student characteristic (Adult School / CAEP students)
 - Data personal time is bound to what programs students go to.
-

Year 1-3:

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

Year 3

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

1.2D: Track ELL HCPW Programs Transitions to Employment

Metric: Employment

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

Objective: Increase learner success in gaining employment.

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

Goals for 2025-28

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

Yr 1-3: Make necessary adjustments to employment transitions. I.e: *Assess the effectiveness of language and academic support for ELL students to successfully transition to employment.*

Assessment tools: Attendance hours and certificate completion

Year 3

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

Objective #2: Improve Integration of Services & Transitions

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

#2.1A #2.1B

#2.1A Pathway Projects: CTE & ESL

Metric: Transition to Postsecondary Credit (AE 637)

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

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

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

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

Recap Goals for 2024-25:

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

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

1. Share student interest across the consortium. If the individual student interest came with the student when they transitioned.

2. Add a project based team in an annual plan/ three yr plan: that creates pathway maps for 3 to 4) HC, ECE, Accounting, CIS other?) (CTE Coordinators can serve on this PB Team)
 - FUHSD has developed an “Office English” class that will feed into CIS 99 at DeAnza.

Goals for 2025-28

1 year

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

1-3 years

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

3-5 years

- Assess and iterate on the current work

#2.1B Increase Student Targeted Academic Support

- **Metric:** English Language Learner (AE 305)
-
- **Description:** Improve student persistence and completion through student wrap-around supports
-
- **Objective:**
 - Understand and identify the academic supports needed in each pathway by creating an iterative process between the TST and program teachers.
 - Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
 - Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college
-
- **Rationale:** Persistence data for program pathways suggests that additional support is needed

to improve persistence and completion. Focus on persistence and completion that aligns with Guided Pathways and new state funding focusing on pathway completion.

Recap of 2024-25 Goals:

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

Goals for 2025-28

1 year

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

1-3 years

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

3-5 years

- Assess and iterate on the current work.

Objective #3: Improve Effectiveness of Services

Strategy 3.1:

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

Activities #3.1A & #3.1C

#3.1A: Alignment Projects

Metric: Transition to Postsecondary Credit (AE 637)

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

Objective:

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

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

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

Recap of 2024-25 Goals

1. Work on completing articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza
2. Plan A
 - a. De Anza 60A: Basic Med Term (3 units)
 - i. Req for Phlebotomy & Med Assistant (other Allied)
 - ii. CTE Team (Randy & Tiffany) at De Anza will start connect faculty & Deans
 - iii. Talk with Anita and Mureen about this possibility.
 - iv. Articulate with MVLA & FUHSD separately
 - b. Foothill: HS52 Med Term (4units)
 - i. Not required for NSCCC CTE pathways

- ii. Teresa will see if Foothill and De Anza can articulate together
 - 1. the difference in units poses an obstacle
- c. Future- articulate med term first. Articulate word class to lead into CC Business office programs
- 3. Plan B
 - a. See if faculty will do credit for prior learning
 - i. Credit by exam
 - ii. But District does not have this yet
- 4. Plan C
 - a. Is dual enrollment an option?
 - i. Where AS teachers meet min quals for college.
- 5. Proposed revitalization of noncredit G-suite at FHC? AE can refer students
- 6. Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit (Is this still a goal?)

Goals for 2025-28

1 year

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

1-3 years

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

3-5 years

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

#3.1C Increase Students Access & Participation in CTE Pathways

Metric: English Language Learner (AE 305)

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

Objective:

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

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

Recap of 2024-25 Goals

- e. Gather CTE & Transition Interests for ESL & ASE Students.
Create a standard framework for identifying the transition readiness for individual students. Create a more formalized referral/hand-off system for student to enter the pathway of interest,
 - Ready to transition, know the pathway, need to level up English
 - Ready to transition, know pathway, language ready
 - Ready to transition, don't know pathway, Language ready
 - Ready to transition, don't know pathway, Language not ready
 - Not ready to transition, start information sessions to help
 Each agency will collect general student interest and share it with the consortium for programming purposes.
 - Create a calendar for when data will be shared and how it will be used
 - Create a shared spreadsheet for this information
- f. Encourage enrollment in Bridge and Foundation classes
Establish a professional development series for faculty to discuss and share curriculum and pathway opportunities to support student transitions.
- g. Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.
Create career pathway maps related to the 2-4 pathways we are focusing on in our annual plan.

h. Support enrollment into CTE pathways

See above

i. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.

Adult Schools provide the list of students transitioning to the colleges (regardless of which level of transition readiness and which pathway)

Data team supports creation of cohort in FHDA Precision Campus

Identify students who transition from AS to bridge and foundation classes

Identify students who move from bridge and foundation classes into one of the pathways identified in the Healthcare Pathways Grant

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

Goals for 2025-28

1 year

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

1-3 years

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

3-5 years

Assess and iterate on the current work.

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

Activity #3.2A

#3.2A Transition Services and Onboarding Support

Metric: Transition to Postsecondary Credit (AE 637)

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

Objective:

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

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

Recap of 2024-25 Goals:

- e. Identify and document timeframes for transition activities
- f. Schedule transition activities to important college and adult school dates/deadlines
 - i. *Identify the start of the onramp: identify how/when CTE pathway information will be provided to ELL/ASE students at the adult schools and college noncredit esl.*
 - ii. Continue to focus resources on target transition population
 1. Locating/Identifying then plan backward for college introductions and information. This will ensure students are ready for a successful transition (TST works on this). optimal transition points for each adult school and then mapping (MVLA: CTE Dec and June / ESL end of May/June) FUHSD ESL may/june PAAS: May
- g. Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework (see 3.1C). Options include:
 - i. Adult school transition services can include Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP).

- ii. College presence at the adult schools
 - 1. College posters at adult schools
 - 2. MVLA bi monthly library bus- College table maybe once a month.
 - 3. Identify opportunities for the college tabling with swag
- iii. Pathway Fair
- iv. CC onboarding strategies can include campus tours, individualized ed plans; drop in counselors hours at SV Center; Students make individual appointments with financial aid office for help with FAFSA
- h. Monitor transitions and implement process for continuous improvement
 - i. Create a data table for the TST numbers- create a space for insights. August/September TST meeting, look at data table and add the insights of what was done more effectively to increase numbers

Continue to monitor trends

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

Goals for 2025-28

1 year

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

1-3 years

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

3-5 years

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

Funds Evaluation

Guidance

For each consortium member, the prior year's total leveraged funds and program reporting status (2023-24) will be auto-populated. Clicking on a listed member name will open up that member's Program Area Report in another browser tab.

Funds Evaluation

Evaluate the funds reported for the prior fiscal year (July 2023 - June 2024) by each consortium member as part of the Program Area Reporting exercise in NOVA.

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
De Anza College	\$1,129,841	Certified
Foothill College	\$809,943	Certified
Fremont Union High	\$4,975,803	Certified
Mountain View-Los Altos Union High	\$4,813,556	Certified
Palo Alto Unified	\$2,168,383	Certified
Totals	\$13,897,526	5/5 Certified

The evaluation should include:

Overview of how the adult education funds referenced in the NOVA Program Area Reporting will be allocated over the coming three years (including remaining carryover funds from prior years).

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%).

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

How CAEP and other funds will be leveraged to implement the strategies and achieve the outcomes described in this Three-Year Plan.

<i>CalWORKs</i>	<i>\$186,672</i>
<i>Fees</i>	<i>\$438,320</i>
<i>WIOA II</i>	<i>\$1,009,580</i>
<i>Perkins</i>	<i>\$11,753</i>
<i>Strong Workforce Program (K12 or College)</i>	<i>\$528,627</i>
<i>Comm. College Supportive Services</i>	<i>\$189,166</i>
<i>NonCredit</i>	<i>\$412,238</i>
<i>Other State Grants</i>	<i>\$3,432</i>
<i>n-kind Contributions</i>	<i>\$79,560</i>
<i>Donations</i>	<i>\$9,197</i>

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 more.

Other resources not reported into NOVA that will be available to consortium members and partners to carry out the collaborative strategies described in this Three-Year Plan.

We are utilizing the funds for the ELL Healthcare Grant to help support our students meet their academic and career goals.

Index

CAAEP Summary

CAEP Summary Report 2024-25 AY (run 5/12/2025 - Q3) Do we want to start looking at workforce prep?

Column	18-19	19-20	20-21	21-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 annual plan)	2022-23 AY (2023-24 AP)	2023-24 AY (2024-25 AP) (run 7/15/2024)	2024-25 (Q3) 2025-28 3 Yr Plan (run 5/12/2024)
Over All								
M Un-duplicate Total - N/A= Total	MVLA: 2,320 FUHSD: 2007 PAAS: 1083 _____ Total: 5410	4150	2933	3329	Total: 3364	MVLA: 1,630 FUHSD: 1,325 (2,196 - 871 N/A = 1,325) PAAS: 738 _____ Total: 3,693	MVLA: 1,500 FUHSD: 1,803 (2,183-380 N/A=1,803) PAAS: 860 _____ Total: 4,163	MVLA 1,466 FUHSD 1,846 (2,616-770= 1,846) PAAS 858 (871-13=858) _____ Total 4170
E (12+ hours) Un-duplicate Total	MVLA: 1,473 FUHSD: 1,691 PAAS: 867 _____ Total: 4031	3314	2174	2336	Total: 2650	MVLA: 1,219 FUHSD: 1,158 PAAS: 575 _____ Total: 2,952	MVLA: 1,163 FUHSD: 1,395 PAAS: 675 _____ Total: 3,233	MVLA 986 FUHSD 1,394 PAAS 692 _____ Total 3,072
E/M=% that became	MVLA: FUHSD: PAAS:	80%	74%	70%	Total: 78.7%	MVLA: 74.7% FUHSD: 87.3%	MVLA: 77.5% FUHSD: 77.3% PAAS: 78.4%	MVLA 67.25% FUHSD 75.55% PAAS 80.65%

Participants	<hr/> Total: 74.5%					PAAS: 77.9% <hr/> Total: 79.9%	<hr/> Total: 77.7%	<hr/> Total 73.66%
B (Pre test / SODS)) Un-duplicated Total	MVLA: 2346 954 FUHSD: 1345 1,090 PAAS: 1636 718 <hr/> Total: 2762				Total: 1800	MVLA: 839 FUHSD: 770 PAAS: 489 <hr/> Total: 2,098	MVLA: 807 FUHSD: 1,030 PAAS: 600 <hr/> Total: 2,437	MVLA 725 FUHSD 1,017 PAAS 620 <hr/> Total 2,362
B /M (All)=%					Total: 53.5%	MVLA: 51.4% FUHSD: 58.1% PAAS: 66.2% <hr/> Total: 56.8%	MVLA: 53.8% FUHSD: 57.1% PAAS: 69.7% <hr/> Total: 60.2%	MVLA 49.45% FUHSD 55.09% PAAS 72.26% <hr/> Total 56.64%
B/E=%	68.5%	70.7%	61.8%	70%	Total: 67.9%	MVLA: 68.8% FUHSD: 66.4% PAAS: 85.0% <hr/> Total: 71%	MVLA: 69.3% FUHSD: 73.8% PAAS: 88.8% <hr/> Total: 77.3%	MVLA 73.52% FUHSD 72.29% PAAS 89.59% <hr/> Total 76.88%
C Pre/Post	MVLA: 681 FUHSD: 917 PAAS: 570 <hr/> Total:				MVLA: 419 FUHSD: 479 PAAS: 308 <hr/> Total: 1,206	MVLA: 560 FUHSD: 607 PAAS: 410 <hr/> Total: 1,577	MVLA: 549 FUHSD: 769 PAAS: 473 <hr/> Total: 1,791	MVLA 494 FUHSD 751 PAAS 445 <hr/> Total 1,690

	2168							
C/E=%					Total: 45.5%	MVLA: 45.9% FUHSD: 52.4% PAAS: 71.3% <hr/> Total: 53.4%	MVLA: 47.2% FUHSD: 55.1% PAAS: 70% <hr/> Total: 57.4%	MVLA 50.01% FUHSD 53.87% PAAS 64.30% <hr/> Total 55.01%
C/B=% Persistence Rate (70%+ good)					Total: 67%	MVLA: 66.7% FUHSD: 78.8% PAAS: 83.8% <hr/> Total: 75.1%	MVLA: 68% FUHSD: 74.6% PAAS: 78.8% <hr/> Total: 73.8%	MVLA 68.13% FUHSD 73.84% PAAS 71.77% <hr/> Total 71.54%
D EFL Gain	MVLA: 437 FUHSD: 593 PAAS: 357 <hr/> Total: 1,387				MVLA: 269 FUHSD: 279 PAAS: 164 <hr/> Total: 712	MVLA: 327 FUHSD: 358 PAAS: 242 <hr/> Total: 927	MVLA: 391 FUHSD: 449 PAAS: 280 <hr/> Total: 1,120	MVLA 286 FUHSD 454 PAAS 309 <hr/> Total 1,049
D/E %					Total: 26.8%	MVLA: 26.8% FUHSD: 30.9% PAAS: 42% <hr/> Total: 31.4%	MVLA: 33.6% FUHSD: 32.1% PAAS: 41.4% <hr/> Total: 35.7%	MVLA 29% FUHSD 32.56% PAAS 44.65% <hr/> Total 34.14%
D/B= % Performance Rate					Total: 39.5%	MVLA: 38.9% FUHSD:	MVLA: 48.4% FUHSD: 43.5%	MVLA 39.44% FUHSD 44.64% PAAS 49.83%

						46.4% PAAS: 49.4% <hr/> Total: 44.1%	PAAS: 46.6% <hr/> Total: 46.1%	<hr/> Total 44.41%
D/C %					Total: 59%	MVLA: 58.3% FUHSD: 58.9% PAAS: 59% <hr/> Total: 58.7%	MVLA: 71.2% FUHSD: 58.3% PAAS: 59.1% <hr/> Total: 62.8%	MVLA 57.89% FUHSD 60.45% PAAS 69.43% <hr/> Total 62.07%
Passed I-3 (F)								MVLA 414 FUHSD 615 PAAS 283 <hr/> Total 1,312
Other Literacy Gains (G)								MVLA 73 FUHSD 82 PAAS 0 <hr/> Total 155
HSD/HSE Achieved (H)								MVLA 11 FUHSD 15 PAAS NA <hr/> Total 26
PostSeco ndary Achieved (I)								MVLA 8 FUHSD 76 PAAS 39 <hr/> Total 123
Enter Employment								MVLA 146 FUHSD 246 PAAS 74

Achieved (J)								_____ Total 466
Increase Wages Achieved (K)								MVLA 16 FUHSD 80 PAAS 56 _____ Total 152
Transition Post-Sec Achieved (L)								MVLA 57 FUHSD 41 PAAS 27 _____ Total 125

===

ESL Data

Column	18-19	19-20	20-21	21-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 anl plan)	2022-23 AY (2023-24 AP)	2023-24 AY (2024-25 AP)	2024-25 (Q3) 2025-28 3 Yr Plan
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	MVLA: 929 FUHSD: 1,094 PAAS: 820 _____ Total: 2,843	MVLA 874 FUHSD 1,107 PAAS 830 _____ Total 2,811
M (ESL) / M (ALL)	58.8% of total students				Total: 64.1%	MVLA: 64.1% FUHSD: 55.6% PAAS: 94% _____ Total: 67%	MVLA: 61.9% FUHSD: 60.6% PAAS: 95.3% _____ Total: 72.6%	MVLA 59.61% FUHSD 59.96% PAAS 96.73% _____ Total 67.41%

E (ESL 12+ hrs)	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	MVLA: 816 FUHSD: 913 PAAS: 670 <hr/> Total: 2,399	MVLA 706 FUHSD 909 PAAS 688 <hr/> Total 2,303
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%	MVLA: 54.4% FUHSD: 50.6% PAAS: 77.9% <hr/> Total: 60.9%	MVLA 48.15% FUHSD 49.24% PAAS 80.18% <hr/> Total 55.22%
E / M (ESL)	85.2%				Total: 82.7%	MVLA: 80.9% FUHSD: 85.9% PAAS: 81.4% <hr/> Total: 82.5%	MVLA: 87.8% FUHSD: 83.4% PAAS: 81.7% <hr/> Total: 84.3%	MVLA 80.77% FUHSD 82.11% PAAS 82.89% <hr/> Total 81.92%
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%	MVLA: 75.3% FUHSD: 65.4% PAAS: 99.25% <hr/> Total: 79.9%	MVLA FUHSD PAAS <hr/> Total
B (ESL) (Pre test / SODS))	MVLA: 802 FUHSD: 932 PAAS:	2135	1068	1419	Total: 1537	MVLA: 770 FUHSD: 611 PAAS: 489 <hr/> Total: 1,870	MVLA: 735 FUHSD: 865 PAAS: 600 <hr/> Total: 2,200	MVLA 655 FUHSD 885 PAAS 620 <hr/> Total 2,160

	704 Total: 2438							
B/M (All)=%	45% of total student s		36%	43%	Total: 45.6%	MVLA: 47.2% FUHSD: 46.1% PAAS: 66.2% Total: 50.6%	MVLA: 49% FUHSD: 47.9% PAAS: 69.7% Total: 55.5%	MVLA FUHSD PAAS Total
B/E(ESL)= %	89.8% of all ELL particip ants	87%	79%	88%	Total: 86.1%	MVLA: 91% FUHSD: 96.3% PAAS: 86.5% Total: 91.4%	MVLA: 90% FUHSD: 94.7% PAAS: 89.5% Total: 91.4%	MVLA 92.77% FUHSD 97.35% PAAS 90.11% Total 93.79%
C (ESL) Pre/Post	MVLA: 638 FUHSD: 802 PAAS: 569 Total: 2009	1496	585	1033	Total: 1062	MVLA: 528 FUHSD: 496 PAAS: 410 Total: 1,434	MVLA: 513 FUHSD: 666 PAAS: 473 Total: 1,652	MVLA 475 FUHSD 660 PAAS 445 Total 1,580
C/M=%	37.1% of total student s		20%	31%	Total: 31.5%	MVLA: 32.3% FUHSD: 37.4% PAAS: 55.5% Total: 38.8%	MVLA: 34.2% FUHSD: 36.9% PAAS: 55% Total: 42%	MVLA FUHSD PAAS Total
C/E(ESL)= %	74% of all ELL	61%	43%	64%	Total: 59.5%	MVLA: 62.4% FUHSD:	MVLA: 62.8% FUHSD:	MVLA 67.29% FUHSD 72.60%

	participants					78.2% PAAS: 72.5% _____ Total: 70.1%	72.9% PAAS: 70.5% _____ Total: 68.7%	PAAS 64.68% _____ Total 68.60%
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% _____ Total: 76.6%	MVLA: 69.7% FUHSD: 76.9% PAAS: 78.8% _____ Total: 75.1%	MVLA 72.51% FUHSD 74.57% PAAS 71.77% _____ Total 73.14%
D (ESL) EFL Gain	MVLA: 409 FUHSD: 520 PAAS: 357 _____ Total: 1286	804	262	622	Total: 633	MVLA: 306 FUHSD: 301 PAAS: 242 _____ Total: 849	MVLA: 364 FUHSD: 390 PAAS: 280 _____ Total: 1,034	MVLA 273 FUHSD 401 PAAS 309 _____ Total 983
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% _____ Total: 41.5%	MVLA: 44.6% FUHSD: 42.7% PAAS: 41.7% _____ Total: 43%	MVLA 38.66% FUHSD 44.11% PAAS 44.91% _____ Total 42.68
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% _____ Total: 45.4%	MVLA: 49.5% FUHSD: 45% PAAS: 46.6% _____ Total: 47%	MVLA 41.67% FUHSD 45.31% PAAS 49.83% _____ Total 45.50%
D/C %	64% of C's	54%	45%	60%	Total: 59.6%	MVLA: 57.9% FUHSD:	MVLA: 70.9% FUHSD:	MVLA 57.47 FUHSD 60.75%

	complete an EFL Gain					60.6% PAAS: 59% _____ Total: 59.2%	58.5% PAAS: 59.1% _____ Total: 62.8%	PAAS 69.43% _____ Total 62.21%
Passed I-3 (F)								MVLA 414 FUHSD 615 PAAS 283 _____ Total 1,312
Other Literacy Gains (G)								MVLA 54 FUHSD 20 PAAS 0 _____ Total 74
HSD/HSE Achieved (H)								MVLA 5 FUHSD 0 PAAS NA _____ Total 5
PostSecondary Achieved (I)								MVLA 4 FUHSD 30 PAAS 39 _____ Total 73
Enter Employment Achieved (J)								MVLA 139 FUHSD 227 PAAS 74 _____ Total 440
Increase Wages Achieved (K)								MVLA 16 FUHSD 79 PAAS 56 _____ Total 151

Transition Post-Sec Achieved (L)								MVLA 34 FUHSD 24 PAAS 27 <hr/> Total 85
---	--	--	--	--	--	--	--	--

===

CTE								
Column	18-19	19-20	20-21	21-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 annual plan)	2022-23 AY (2023-24 AP)	2023-24 AY (2024-25 AP)	2024-25 (Q3) 2025-28 3 Yr Plan
M (CTE)					MVLA: 469 FUHSD: 178 PAAS: N/A <hr/> Total: 647	MVLA: 512 FUHSD: 146 PAAS: N/A <hr/> Total: 658	MVLA: 598 FUHSD: 134 PAAS: N/A <hr/> Total: 732	MVLA 521 FUHSD 186 PAAS NA <hr/> Total 707
M / M (ALL)					Total: 19%	MVLA: 31.4% FUHSD: 11% PAAS: N/A <hr/> Total: 17.8%	MVLA: FUHSD: PAAS: N/A <hr/> Total:	MVLA 35.53% FUHSD 10.07% PAAS NA <hr/> Total 16.95%
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	MVLA: 404 FUHSD: 130 PAAS: N/A <hr/> Total: 534	MVLA 284 FUHSD 173 PAAS NA <hr/> Total 457
E / M (CTE)					Total: 71.2%	MVLA: 65% FUHSD: 92.4% PAAS: N/A <hr/> Total: 71.1%	MVLA: FUHSD: PAAS: N/A <hr/> Total:	MVLA 54.51% FUHSD 93.01% PAAS NA <hr/> Total 64.63%

E/E(All)=%					Total: 17.3%	MVLA: 27.3% FUHSD: 11.6% PAAS: N/A _____ Total: 15.8%	MVLA: FUHSD: PAAS: N/A _____ Total:	MVLA FUHSD PAAS NA _____ Total
B (CTE)	12 19 Total 31				MVLA: 33 FUHSD: 8 PAAS: N/A _____ Total: 41	MVLA: 36 FUHSD: 6 PAAS: N/A _____ Total: 42	MVLA: 112 FUHSD: 4 PAAS: N/A _____ Total: 116	MVLA 67 FUHSD 37 PAAS NA _____ Total 104
C (CTE)	MVLA: 6 FUHSD : 11 PAAS: N/A _____ Total: 17				MVLA: 24 FUHSD: 5 PAAS: N/A _____ Total: 29	MVLA: 26 FUHSD: 3 PAAS: N/A _____ Total: 29	MVLA: 98 FUHSD: 3 PAAS: N/A _____ Total: 101	MVLA 50 FUHSD 24 PAAS NA _____ Total 74
C/B=% Persistence Rate (70%+ good)	54.8%				Total: 70.7%	MVLA: 72.2% FUHSD: 50% PAAS: N/A _____ Total: 69%	MVLA: FUHSD: PAAS: N/A _____ Total: 87%	MVLA 74.62% FUHSD 64.86% PAAS NA _____ Total 71.15%
D (CTE) EFL Gain					MVLA: 16 FUHSD: 5 PAAS: N/A _____ Total: 21	MVLA: 16 FUHSD: 2 PAAS: N/A _____ Total: 18	MVLA: 66 FUHSD: 2 PAAS: N/A _____ Total: 68	MVLA 34 FUHSD 15 PAAS NA _____ Total 49
D/B= % Performance Rate					Total: 51.2%	MVLA: 44.4% FUHSD: 33.3% PAAS: N/A _____ Total: 42.8%	MVLA: FUHSD: PAAS: N/A _____ Total:	MVLA 50.74 FUHSD 40.54% PAAS NA _____ Total 47.11%

D/E CTE					6.2% of CTE Participants	6.1% of CTE Participants	MVLA: 16% FUHSD: 1.5% PAAS: N/A <hr/> Total: 16.7%	MVLA 11.97% FUHSD 8.67% PAAS NA <hr/> Total
Passed I-3 (F)								MVLA 39 FUHSD 21 PAAS NA <hr/> Total 60
Other Literacy Gains (G)								MVLA 56 FUHSD 75 PAAS NA <hr/> Total 131
HSD/HSE Achieved (H)								MVLA 5 FUHSD 0 PAAS NA <hr/> Total 5
PostSeco ndary Achieved (I)								MVLA 7 FUHSD 52 PAAS NA <hr/> Total 59
Enter Employment Achieved (J)								MVLA 8 FUHSD 7 PAAS NA <hr/> Total 15
Increase Wages Achieved (K)								MVLA 0 FUHSD 4 PAAS NA <hr/> Total 4

Transition Post-Sec Achieved (L)								MVLA 39 FUHSD 17 PAAS NA <hr/> Total 56
---	--	--	--	--	--	--	--	--

===

ABE/ASE							Only ASE (HSD/HSE)	
Column	18-19	19-20	20-21	21-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 annual plan)	2022-23 AY (2023-24 AP)	2023-24 AY (2024-25 AP)	2024-25 (Q3) 2025-28 3 Yr Plan
M (ABE/ASE)					MVLA: 164 FUHSD: 204 PAAS: N/A <hr/> Total: 368	MVLA: 136 FUHSD: 186 PAAS: N/A <hr/> Total: 322	MVLA: 137 FUHSD: 217 PAAS: N/A <hr/> Total: 354	MVLA 164 FUHSD 193 PAAS NA <hr/> Total 357
M / M (All)					Total: 10.9%	MVLA: 8.34% FUHSD: 14% PAAS: N/A <hr/> Total: 8.71%	MVLA: FUHSD: PAAS: N/A <hr/> Total:	MVLA 11.18% FUHSD 10.45% PAAS NA <hr/> Total 8.56%
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	MVLA: 102 FUHSD: 186 PAAS: N/A <hr/> Total: 288	MVLA 103 FUHSD 146 PAAS NA <hr/> Total 249

E / M (ABE/ASE)					Total: 74.1%	MVLA: 73.5% FUHSD: 86.5% PAAS: N/A _____ Total: 81%	MVLA: FUHSD: PAAS: N/A _____ Total:	MVLA 62.80% FUHSD 75.64% PAAS NA _____ Total 68.90
E/E(All)=%					Total: 10.3%	MVLA: 8.2% FUHSD: 13.9% PAAS: N/A _____ Total: 8.84%	MVLA: FUHSD: PAAS: N/A _____ Total:	MVLA FUHSD PAAS NA _____ Total
B (ABE/ASE)	165 171 Total 336				MVLA: 105 FUHSD: 151 PAAS: N/A _____ Total: 256	MVLA: 82 FUHSD: 161 PAAS: N/A _____ Total: 243	MVLA: 96 FUHSD: 186 PAAS: N/A _____ Total: 282	MVLA 95 FUHSD 136 PAAS NA _____ Total 231
C (ABE/ASE)	54 128 Total 182				MVLA: 47 FUHSD: 110 PAAS: N/A _____ Total: 157 57.5%	MVLA: 41 FUHSD: 113 PAAS: N/A _____ Total: 154 59% od ase E	MVLA: 53 FUHSD: 120 PAAS: N/A _____ Total: 173 60% of ase E	MVLA 40 FUHSD 94 PAAS NA _____ Total 134
C/B=% Persisten ce Rate (70%+ good)					Total: 61.3%	MVLA: 50% FUHSD: 70.1% PAAS: N/A _____ Total: 63.3%	MVLA: FUHSD: PAAS: N/A _____ Total: 61.3%	MVLA 42.10% FUHSD 69.11% PAAS NA _____ Total 58%
D (ABE/ASE) EFL Gain	MVLA 32 FUHSD 84 Total: 116				MVLA: 34 FUHSD: 55 PAAS: N/A _____ Total: 89	MVLA: 24 FUHSD: 58 PAAS: N/A _____ Total: 82	MVLA: 42 FUHSD: 69 PAAS: N/A _____ Total: 111	MVLA 28 FUHSD 57 PAAS NA _____ Total 85

D/B= % Performance Rate					Total: 34.7%	MVLA: 29.2% FUHSD: 36% PAAS: N/A <hr/> Total: 33.7%	MVLA: FUHSD: PAAS: N/A <hr/> Total:	MVLA 29.47% FUHSD 41.91% PAAS NA <hr/> Total 36.79%
D/E(ASE)					32.6% of ASE Participants	31.4% of ASE Participants	MVLA: 41.1% FUHSD: 37% PAAS: N/A <hr/> Total: 39%	MVLA 27.18% FUHSD 39.04% PAAS NA <hr/> Total 34.13%
Passed I-3 (F)								MVLA 15 FUHSD 2 PAAS NA <hr/> Total 17
Other Literacy Gains (G)								MVLA 21 FUHSD 5 PAAS NA <hr/> Total 26
HSD/HSE Achieved (H)								MVLA 11 FUHSD 15 PAAS NA <hr/> Total 26
PostSeco ndary Achieved (I)								MVLA 0 FUHSD 6 PAAS NA <hr/> Total 6
Enter Employment								MVLA 9 FUHSD 17 PAAS NA

Achieved (J)								<hr/> Total 26
Increase Wages Achieved (K)								MVLA 1 FUHSD 1 PAAS NA <hr/> Total 2
Transition Post-Sec Achieved (L)								MVLA 23 FUHSD 0 PAAS NA <hr/> Total 23