

NSCCC
Annual Plan
2022-23

BELIEVE. TAKE
THAT STEP!

Consortium Information

Consortium Name:

17 Foothill De Anza / NSCCC

Consortium Short Name:

17 Foothill De Anza

Address:

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

Website:

<https://www.nscadulthood.com>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

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CAEP Funds 2021-22:

\$9,076,442

Compiled by:

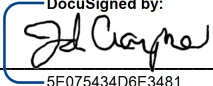
Jenée Crayne, NSCCC Director

Rv. 9/12/2022

Consortium Contacts

Primary Contact

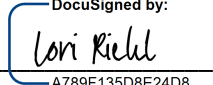
Jenée Crayne, NSCCC Director (nscccdirector@gmail.com)

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Member Agencies

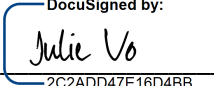
Fremont Unified High School District Adult School

Lori Riehl, Principal

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Mountain View Los Altos Adult School

Julie Vo, Director

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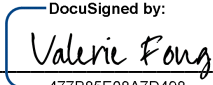
Palo Alto Adult School

Tom Keating, Principal

signature  date 9/12/2022
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Foothill College

Valerie Fong, Dean of Language Arts

signature  date 9/12/2022
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De Anza College

Randy Bryant, Dean of Career Technical Education

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2. Objective #1: Improve Effectiveness of Services

- a. Strategy #1.1: The consortium continues to develop partnerships with (its consortium members), NOVACONNECT, and other community providers to support our students.
 - #1.1A: Collaborate with local WIB (Director/LB)
 - #1.1B: Inclusion Based Support for Consortium (Director)
 - #1.1C: Consortium User Manual (Director & WG CC)
 - #1.1D: Adult School Teaching Credential Support (Director/LB)
- b. Strategy #1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a coordinated way.
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- a. Strategy #2.1: The consortium will expand focused pathway programs (ESL & CTE) and wrap around support services in order to improve student persistence and completion.
 - #2.1A Expand Child Development Pathway with ESL Bridge: (CAA WG)
 - #2.1B Increase overall academic support students receive: Tutoring & Early Alert (SS WG)

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- b. 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.
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1. Plans & Goals

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

a. Executive Summary

(Please provide an Executive Summary of your consortium's implementation plan for the 2022-23 Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. This executive summary will be used in the consortium snapshot for the California Legislature.)

As we continue to situate ourselves, our students, and the work of the consortium in Santa Clara County's current shifting landscape, we still find ourselves facing many challenges; however, we also find that we are slowly able to gain a small amount of traction and some progress is possible. This forward movement can be seen in CAEP Report data points and by reflecting upon the successes the workgroups have had with the goals laid out in the previous annual plan. Here is a sampling of the wins our consortium has achieved since last June:

1. Building upon the success of Foothill-De Anza District's adoption of SB 554, the consortium has successfully offered Child Development, Counseling, and non-credit ESL dual enrollment courses between Foothill and FUHSD this past Academic Year. Continuing to grow these opportunities is a main focus of our current three year plan: Activity #2.1A: Expand Child Development Pathway with ESL Bridge.
2. This July, the Leadership Board began the process of updating and revising our consortium bylaws.
3. Another goal is to improve communication across member agencies. Last year we created a master calendar of dates that was added to the Consortium website. This continues to be a goal in the current three year plan: creating a manual to communicate the consortium's best practices (#1.1C) and having the adult schools schedule appropriate dates for community college presentations that focus on those CTE courses/pathways (#3.1C). In order to continue to refine the processes for students' transitions from adult schools to community colleges, our Student Support workgroup created a "passport" that

contains student information that helps students take with them to the receiving college.

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

We also have gained traction in our 2021-22 CAEP Summary Report numbers. To date, the CAEP Summary Report¹ for 2021-22² shows that the adult schools have served a total of 3,364 students³, which is slightly up from 2,933 in 2020-21. The consortium's percentage of students earning 12+ hours is up to 78.7% from 74% in 20-21. Furthermore, the number of ESL students being served has also increased: 1,784⁴ (up from 1,326 in 20-21). More progress can be seen as those ESL numbers are teased out further:

- We had 1,537 ESL/ELL students with complete student outcome data sets (SODS) (B) (45.6% of total students served (B/M)–up from 36% in 19-20) & (86% of all ESL students (B/E)– up from 79% in 20-21);
- 1,062 ESL/ELL students took both a valid pre & post test (C) (59.5% of all our total ESL students (C/E)– up from 43% in 20-21) & (31.5% of all of our students served (C/M) – up from 20% in 20-21);
- Our ESL Persistence Rate (C/B) is up to 69% from 55% in 20-21;
- Our ESL Performance Rate (D/B) is up to 41% from 25% in 20-21;
- 633 ESL/ELL students achieved an EFL gain (D) (59.6% of all of pre/post test students (D/C) – up from 45% in 20-21) & (41% of ESL/ELL students w/ SODS (D/B)– up from 25% in 20-21), & (35.4% of all of our total ESL students (D/E)– up from 19% in 20-21).

Although these percentages are increasing, the number of total adults served is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018 - 19's number of 5,418 students. Therefore, the progress that we have made is not without continued challenges: some schools have moved their classes back to in-person full time, while some also remain offering online and hybrid classes. COVID-19 variants still play a role in the ability of our students and teachers to attend classes. Besides teachers missing classes due to illness, the whole Santa Clara County is still experiencing an ongoing teacher shortage; which also hampers program growth. Due to the high cost of living, compounded by COVID-19, many students and teachers have moved out of the County, which has exacerbated both enrollment and teacher availability.

Therefore, in order to continue understanding these challenges and needs of our community members, we drilled down into the data found in the 2021-22 CAEP Summary, 2021-22 CAEP

¹ 2021-22 CAEP Summary Report run 6/6/2022

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

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

⁴ CAEP Manager Summary E (ESL)

Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline Launchboard, our in-house data dashboard Precision Campus, and labor market data from our local Workforce Investment Boards (NOVAworks & Work2Future). The data shows, as has been the case in the past for our region, one of our largest “in-need” populations still includes those who speak English “less than well.” According to the 2021 CAEP Fact Sheets, for our consortium’s region (those 18 and older), this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164⁵. In addition, we know that the number of those in need is actually higher as we serve individuals who work in our region but do not live in our region; as stated above, the cost of living has pushed many to live outside of the boundaries of our consortium, so there are many more potential students in our workforce that need services.

Although our region is home to six community colleges, eight adult schools, and many non-profits & for-profit educational institutions, the need for English language acquisition is not being met. In our consortium alone, we provide ESL services for approximately 10%⁶ of those who speak English “less than well” in our micro region of the County and only 1%⁷ of the larger Santa Clara County Region. Furthermore, after running our most recent CAEP Barriers to Employment Report this June, it revealed that the lack of English skills is still one of the biggest barriers our students face in gaining and keeping employment: 2257⁸ students recorded having English Skills as a barrier (67%) (this is up from 31% in 2020-22).

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

- Consortium Student Barrier:
 - English Language Learner
- Member Optional Metrics:
 - Participants with Educational Functioning Levels Gains ESL
 - Participants with Transition to Postsecondary (credit college)

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

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

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

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

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

Objective #1: Improve Effectiveness of Consortium & Its Services

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

- #1.1 A: Collaborate with local WIB (Director/LB) (Consortium: # of Adults Served)
- #1.1B: Inclusion Based Support for Consortium (Director) (Consortium: # of Adults Served)
- #1.1C: Consortium User Manual: (Director & WG CC) (Consortium: # of Adults Served)
- #1.1D: Adult School Teaching Credential Support (Director/LB) (Adults Who become Participants (AE 202))

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

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

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

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

- #2.1A Expand Child Development Pathway with ESL Bridge: (CAA WG) (Transition to Postsecondary Credit)
- #2.1B Increase overall academic support students receive: Tutoring & Early Alert (SS WG) (ELL Metric)

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

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

- #3.1A Transfer Activities (CAA WG) (Transition to Postsecondary Credit)
- #3.1C Increase Students Access & Participation in CTE pathways (SS WG lens) (SS WG) (ELL Metric)

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

- #3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges (SS WG) (Transition to Postsecondary Credit)

To complete the work in the Three Year plan and continue increasing student transition and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium. Specifically, our consortium expends funds to a) provide adult education services in the CAEP approved areas; b) improve student learning; c) improve teaching and needed resources and staff development; d) provide needed support to students. In addition, we are building career pathways with the community colleges and partner organizations as well as increasing the ease of transition for students.

Furthermore, every August, the Board reviews all five budgets, affirming that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work from through 2025.

All of the members of the Leadership Board, Workgroups (Student Support, Curriculum Articulation & Alignment, Data), and the Transition Team put so much of their time, dedication, hard work, expertise, and love into crafting our current 2023-25 three year plan. We all look forward to working with each other this academic year to bring the first phase plan's goals to life in order to best serve our student community members.

b. Regional Planning Overview

(Provide an overview of how the consortium will implement the 2022-25 three-year plan.)

The leadership board, workgroups, and director are the driving forces behind the development and execution of the activities set forth in the 2022-25 Three Year Plan. The LB and each workgroup will meet once a month to work on the activity goals set out in the plan. Starting this August, each workgroup will set their agendas for the whole academic year in order to create an activity workflow that aligns with the tasks set out in the plan's stated activities. The director attends each workgroup meeting and helps the members stay focused and aligned to the set tasks and end of academic year goals. The LB will receive regular updates from the director on the progress of the workgroups and will provide guidance when needed. As a consortium, we feel confident that by setting all agendas to align with set goals and tasks, we have a workflow that will provide the foundation needed to meet the activity tasks for the first 12 months of the overall three Year Plan. By accomplishing this, the consortium will be building a strong foundation to be able to accomplish all goals set forth in our Three Year Plan.

Director & Leadership Board

i. Activities

1. #1.1 A: Collaborate with local WIB (Director/LB)
2. #1.1B: Inclusion Based Support for Consortium (Director)
3. #1.1C: Consortium Manual (Director & WG CC)
4. #1.1D: Adult School Teaching Credential Support (Director/LB)

Leadership Board

ii. Guidance on all Activities

Data Workgroup

- iii. Helps the LB and WH members analyze and utilize the data from the LaunchBoard, TE, CAEP Fact Sheets, and our Precision Campus;
- iv. This workgroup is also focused on helping the LB and WG members interpret the data so the consortium can stay on target with the consortium and member agency's set Metric and targets;
- v. Data WG Activities
 1. Leadership Board Guidance: Karen Filice, Tom Keating, Julie Vo, Jonathan Fu
 2. #1.2A: Adult School & College Data Input Alignment (Data WG)
 3. #1.2B: Precision Campus Manual (Data WG)
 4. #1.2C: Track Transition Data (Data WG)

Student Support Workgroup & Transition Team Activities

- vi. Leadership Board Guidance: Julie Vo, Valerie Fong, Tom Keating, Liz Ambra
- vii. Activities:
 1. #2.1B Increase the targeted academic support students receive: Tutoring, Early Alert, & Intrusive Follow up;
 2. #3.1C Increase students Access & Participation in CTE pathways (SS WG lens) (SS WG);
 3. #3.2A Transition services at the adult schools and onboarding support at the community colleges.

Curriculum Alignment Workgroup Activities

- viii. Leadership Board Guidance: Lori Riehl, Randy Bryant, Lynn Tanner, Tom Keating
- ix. Activities:
 1. #2.1A ESL and CTE Pathways (CAA Lens)
 2. #3.1A Transition Class

c. Meeting Regional Needs

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

i. Regional Need #1

(Description of Gaps in Service or Regional Needs)

For our region of Santa Clara County, one of our largest populations in need includes those who speak English “less than well.” According to the 2021 CAEP Fact Sheets for our consortium’s region (those 18 and older) this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164⁹. In addition, we know that the number of those in need is actually higher as we serve a number of individuals who work in our region but do not live in our region; the cost of living has pushed many to live outside of the boundaries of our consortium, so there are many more potential students in our workforce. In order to understand the needs of our community members, we analyzed the data found in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline launchBoard, and our in house data dashboard Precision Campus.

ii. Description of How the Gaps Were Identified

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

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

- In 2019-2020, we served 2,442 ESL/ELL students (column E) (59% of total students served– (E/M);
- In 2020-21, we served 1,326 ESL/ELL students (E) [45% of total students served (E/M)];
- In 2021-22, we served 1,784 ESL/ELL students (E) [53% of total students served (E/M)] (up from 45% in 2020-21).

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

- We had 1,537 ESL/ELL students with complete student outcome data sets (SODS) (B) (45.6% of total students served (B/M)–up from 36% in 19-20) & (86% of all ESL students (B/E)– up from 79% in 20-21);

⁹ 2021 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures
(<https://caladulthood.org/2021FactSheets>)

- 1,062 ESL/ELL students took both a valid pre & post test (C) (59.5% of all our total ESL students (C/E)– up from 43% in 20-21) & (31.5% of all of our students served (C/M) – up from 20% in 20-21);
- Our ESL Persistence Rate (C/B) is up to 69% from 55% in 20-21;
- Our ESL Performance Rate (D/B) is up to 41% from 25% in 20-21;
- 633 ESL/ELL students achieved an EFL gain (D) (59.6% of all of pre/post test students (D/C) – up from 45% in 20-21) & (41% of ESL/ELL students w/ SODS (D/B)– up from 25% in 20-21), & (35.4% of all of our total ESL students (D/E)– up from 19% in 20-21).

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

Continuing to expand our services for English language acquisition will also help with our region's unemployment statistics. Our 2021-22 CAEP Barriers to Employment Report revealed that a lack of English skills is still one of the biggest barrier our students face in gaining and keeping employment:

- for 2021-22, 2257¹⁰ students recorded having English Skills as a barrier (69%) (this is up from 31% in 2020-21);
- in addition, 41%¹¹ report that cultural barriers are keeping them from employment (up from 18% in 20-21 & 25% in 19-20);
- Furthermore, 67%¹² report that Low Literacy is a barrier to employment (66% in 2020-21 & 64% in 2019-20);
- To date, the adult schools have served a total of 3,364¹³ students in 2021-22. This number is slightly up from 2,933 in 2021-21; however, it is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018-19's number of 4,150 students (CAEP Manager Summary- M subtracted by N/A number).

The 2020-21 LaunchBoard data shows similar patterns statewide and in Silicon Valley. While the total number of students served in our consortium decreased over the past two academic years due to economic issues and numerous students moving out of the area as well as the COVID-19

¹⁰ 2021-22 CAEP Manager Barriers To Employment Report (% = total ELL Barrier / M on CAEP Summary)

¹¹ 2021-22 CAEP Manager Barriers To Employment Report (% = total Cultural Barrier / M on CAEP Summary)

¹² 2021-22 CAEP Manager Barriers To Employment Report (% = total Literacy Barrier / M on CAEP Summary)

¹³ CAEP Summary M-N/A (all Caep Summary figures use the unduplicated numbers)

pandemic—serving 90% of the students we served in 2019-20 and 73% of the students served in 2018-2019.

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

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

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

Data Points

1. In the 2021-22 academic year, the three adult schools had a total headcount of 588 students who transferred to both De Anza & Foothill Colleges, down from 753 in 2020-21.
2. Of the total 2021-22 student headcount (588), 131 (22%) of students identified as English Language Learners; down from 20-21 (151) and 19-20 (166).
3. Of the total 2021-22 student ESL headcount (131), 79 (60%) went to credit-bearing ESL¹⁴ and 71 (54%) to non-credit ESL for a total of 34% of the student transitions.
4. Of the total 2021-22 student headcount (588), 287 (49%) went into CTE programs, down from 383 (50%) in 2020-21.

Precision Campus Narrative

As of January 2022, our consortium's in-house data dashboard has been incorporated with De Anza / Foothill's district database called Precision Campus (PC). The three adult schools systematically provide Foothill's data team with their student data recorded in ASAP and TE twice a year (after Q2 & Q4). These data points are "fuzzy matched"¹⁵ with the records for those students who have transitioned to our two community colleges. As with our previous in-house dashboard, the main benefit of PC is that it offers current academic year transition data for the consortium. In contrast to our previous in-house data dashboard, the new PC tool is more streamlined, can handle and manage larger amounts of data points simultaneously, and offers a more detailed data environment to formulate data questions.

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

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

¹⁴ We are looking into whether or not Foothill's mirrored noncredit ESL courses would have impacted this number.. E.g., At Foothill, they only have one level of ESL that does not have a mirrored noncredit option.

¹⁵ Fuzzy Match: using the name, date of birth, and gender of a student to create an "approximate" data match data across institutions.

As we build this manual, we will be able to fine tune the questions, access the data more effectively, and use the information we glean from it. Ultimately, we want to be able to understand where students “stop-out” in their adult school-to-college journey. Therefore, we will use data from PC to dive deeper into course-taking patterns, student success rates, identify which classes have the greatest passing success rates, and understand how economic barriers correlate to academic persistence and completion.

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

ii. Description of How Effectiveness Will Be Measured

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

With these ELL student needs in mind, our three workgroups will spend the first meeting of the academic year mapping out their agendas to align with the annual plan activity tasks each workgroup has set forth in the three year plan. We believe that by being able to clearly see the map of the individual tasks, milestones, deliverables, and who is responsible for them, tracking the progress our workgroups are making becomes manageable and meeting our end of the year goals attainable.

Additionally, the consortium has decided to focus and expand our regular data workgroup quarterly meetings by creating a new data review team. This team will specifically meet to review quarterly data in order to assess and measure the effectiveness and progress our agencies are making in meeting the goal of increasing all consortium and member targets by 2% per year– as set forth in our three year plan. The structure of this data review team is as follows:

- Adult Schools
 - Decide who will be on this data review team:
 - data manager & principal/director
 - Submit quarterly data
 - Run the following reports to get a “picture in time” that all adult schools can use for comparison:
 - NRS table 4/4b
 - NRS DIR
 - CAEP DIR

- CAEP Summary
 - CAEP Barriers to Employment
- Colleges:
 - Decide who will be on this data review team:
 - Deans on the Leadership Board & a data manager?
 - Decide what type of quarterly data will be analyzed at these meetings:
 - Transition data
 - Student enrollment in non-credit ESL and non credit ASE?
- Methods of Assessment:
 - CAEP Summary (by columns)
 - E= 12+ hrs (#1.1D)
 - E/M= % became participants (#1.1D)
 - B= SODS
 - C= valid pre/post test
 - C/B= persistence rate (goal 70% or higher)
 - D= EFL gain (#2.1B)
 - D/B= performance rate (goal=_____ compared to 100% or State Average?)
 - H= HSD/HSE Achieved
 - CTE outcomes
- Meetings:
 - Depending on the members of this data review team, these quarterly data review meetings can be part of that month's Leadership Board meeting or part of that month's Data Workgroup meeting.
 - November (Oct 31: Student data due in TOPSPro Q1)
 - February (Jan 31: Student Data due in TOPSPro Q2)
 - May (Apr 30: Student Data due in TOPSPro (Q3)
 - August (Jul 15: Student Data due in TOPSPro (Q4) FINAL)

The data collected quarterly will help our consortium track the effectiveness and progress of the following Annual Plan Activities, student barrier and metrics:

- Consortium Metrics & Student Barriers:
 - Number of Adults Served (AE-200)
 - #1.1 A: Collaborate with Local WIB
 - #1.1B: Inclusion Based Support for Consortium
 - #1.1C: Consortium User Manual
 - #1.2A: Adult School & College Data Input Alignment

- English Language Learner
 - #3.1C Increase students Access & Participation in CTE Pathways (SS WG lens)
- Member Metrics:
 - EFL Gains
 - #2.1B Increase the Targeted Academic Support Students Receive: Tutoring, Early Alert, & Intrusive Follow Up
 - Adults who Became Participants (AE 202 - Overall)
 - #1.1D: Adult School Teaching Credential Support
 - Participants with Transition to Postsecondary (credit college)
 - #1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool
 - #1.2C: Track Transition Data with PC & Support Seamless Student Transitions
 - :#2.1A Expand Child Development Pathway with ESL Bridge (CAA Lens)
 - #3.1A Transition Activities
 - #3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges

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

Consortium Level Metric Targets

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

Member Level Metric Targets

De Anza College (Reported by De Anza College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	73	137	Auto-populated Spring 2023	137+3= 140	140+3= 143	143+3= 147
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	NA	NA ¹⁶		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) ¹⁷	NA PC ¹⁸ =85	NA PC=92	PC=73	73+2=75	75+2=77	77+2=79

¹⁶ As of June 2022, Launchboard shows no data available for this De Anza metric because; however, we are looking into how these data points are coded in COMIS and Launchboard in order to understand how this metric can be reflected at De Anza in the future (AE 400).

¹⁷ See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

¹⁸ For all Transition data, we have decided to use our own in house data dashboard (Precision Campus) data to set transition targets because we can glean 2021-22 transition data information from PC.

Foothill College (Reported by Foothill College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall) ¹⁹	2,490 ESL (12+)=325	4,018 ESL (12+)=397	Auto-populated Spring 2023	397+8= 405	405+8= 413	413+8= 421
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	58	91		91+2= 93	93+2= 95	95+2= 97
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) (PipeLine: Transition to Non-Developmental Credit College Course) ²⁰	144 PC=40	NA PC=29	PC=22	22+1=23	23+1=24	24+1=25

¹⁹ We have contacted WestEd and the State in order to understand Foothills elevated ASE data points, and until we can understand our ASE numbers at the colleges better, FH has decided to use their ESL numbers (LaunchBoard) to set this target.

²⁰ The consortium has decided to utilize our in-house data dashboard, Precision Campus, to set transition targets from (not LaunchBoard). See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

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

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

²¹ See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

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

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

²² See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

Palo Alto Unified (Reported by Palo Alto Adult School)

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

²³ See Index C for the PC slicer steps taken to reach the data points for Participants with Transition to Postsecondary (credit college) (AE 637 - Overall).

2. Objective #1: Improve Effectiveness of Services

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

- a. Strategy #1.1: The consortium continues to develop partnerships with (its consortium members), NOVAConnect, and other community providers to support our students.
- o #1.1A: Collaborate with local WIB (Director/LB)
 - o #1.1B: Inclusion Based Support for Consortium (Director)
 - o #1.1C: Consortium User Manual (Director & WG CC)
 - o #1.1D: Adult School Teaching Credential Support (Director/LB)

Activity Name	<u>#1.1 A: Collaborate with Local WIB</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	Work with NOVAworks & strengthen our relationship with community providers and local workforce (State Focus)
Activity Objective	To create stronger regional workforce partnerships in order to better serve our students.
Activity Rational	
Workgroup	Director and Leadership Board
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Each agency member will choose a representative from their school to attend these meetings and work with the Director and other agency WIB representatives. Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	A. Appoint agency representatives

	<p>B. This WIB team will consult with each other before each meeting to have a unified consortium voice at these meetings</p> <p>C. Director and agency representatives will attend quarterly WIB meetings.</p>
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

Activity Name	<u>#1.1B: Inclusion Based Support for Consortium</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	The Director will continue to research and update the consortium website with inclusion based information and support grounded in racial justice, gender affirmation, trauma informed practices, accessibility, undocumented students, foster youth, and formerly incarcerated community members. The Director will also consult with the Leadership Board and other consortium members on any PD opportunities they might want based on this research.
Activity Objective	In order to better support our students, this Activity will help our community members better incorporate inclusionary practices in the classroom and with colleagues.
Activity Rational	To better recognize and understand implicit bias and systemic structures that impede a person's ability to reach their goals.
Workgroup	Director
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Continually seek the Leadership Board and other consortium members input on what type of information and trainings they would like to be able to support staff and students. Create list serves/contact list for all participants that need to be included in the work of this Activity.

Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<p>A. Director continues to update NSCCC website with resources on inclusion</p> <p>B. Director seeks input from consortium members on what types of PD they would like regarding inclusion</p>
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

Activity Name	<u>#1.1C: Consortium User Manual</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.1
Brief Description of Activity	Create consortium User Manual:consortium instruction guide for laying out best operational practices: Leadership Board, Workgroup Co-Chairs, members of the workgroups, transition services, and analyzing data. The Precision Campus user manual will be a subset of this larger user manual.) (Director & WG CoChairs)
Activity Objective	To create a consortium manual that lays out the consortium structure and how it works: Charter, Leadership Board roles & responsibilities, Director roles & responsibilities, workgroup roles & responsibilities, workgroup co-chair roles & responsibilities, how the consortium engages and collaborates with community partners, how annual plan and 3 year plans are conceived and created, etc.
Activity Rational	The rationale is twofold: 1. help support current members collaborate with each other & 2. help support new consortium members with the onboarding process.
Workgroup	Director, Leadership Board, & Workgroup Co-Chairs & Members
Partners/Stakeholders: (If	Leadership Board

needed, who are these people & bring them in at appropriate time.)	Workgroup Co-Chairs & members Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<ul style="list-style-type: none"> A. Director starts the process of cataloging the workings of the consortium on a shared Gdrive document. Director seeks input from all interested parties. B. Director receives final approval of the document from workgroup co-chairs and the Leadership board. C. Director distributes a hard copy to the 5 voting members of the Leadership Board, an electronic copy to all consortium members, and posts an electronic copy to the website.
Metrics / Barriers	Consortium Level Number of Adults Served
Responsible person	Jenée Crayne

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

	credentials. There is left over money from Allies that needs to be signed off by SBCAE, NSCCC, and ACCEL. The money is now housed with the Evergreen Valley College non-Profit and it loses around 1500/year in maintenance fees. This money needs to be utilized now.
Workgroup	Director & Leadership Board
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Ilse Pollet, SBCAE Director (12 months) Ka'ryn Holder Jackson, ACCEL (San Mateo) Director (12 months) CAA WG for possible CBEST preparation course (yr 1-3) Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	A. Work with Ilse and Ka'ryn on gathering resources for earning an adult ed teaching credential- disperse information (post to website). B. Develop the application for the stipend, including the Leadership Board on the conversation about how much money each consortium will have available to them for stipends.
Metrics / Barriers	Adults Who become Participants (AE 202)
Responsible person	Jenée Crayne & Jonathan Fu

- b. Strategy #1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order for the consortium to continually set performance targets and look at student achievement in a coordinated way.
- #1.2A: Adult School & College Data Input Alignment (Data WG)
 - #1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool (Data WG)
 - 1.2C: Track Transition Data with PC & Support Seamless Student Transitions (Data WG)

Activity Name	<u>#1.2A: Adult School & College Data Input Alignment</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	Align collection of student demographic data, goals, barriers and outcomes across the adult schools. Understand how courses are coded for adult ed (CAEP) in the colleges COMIS data system.
Activity Objective	Produce consortium wide reports that reflect systemic approach to collection and interpretation of student data: Launchboard Pipeline, TE, CAEP, NRS, and Precision Campus.
Activity Rational	In order for the consortium to interpret and act upon the student data in Launchboard Pipeline, TE reports, CAEP reports, NRS reports, ASAP and Precision Campus, the consortium needs to make sure that the schools align data collection and reporting practices.
Workgroup	Data
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Data Managers at each campus Adult School Teachers and Staff College Deans on LB ASAP Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<ul style="list-style-type: none"> A. At the adult schools, identify who is responsible for managing the data and how it is currently collected B. Where needed, develop protocols for collecting student demographic data, barriers, goals, and outcomes across the three adult schools; C. At the colleges– find the human resource capacity necessary to understand COMIS data through the lens of CAEP to align data

	<p>systems and perform informed analysis: protocols for coding adult ed (CAEP) courses, collecting student demographic data, barriers, goals, and outcomes across the two colleges.</p> <p>D. Develop PD around these best practices in order for staff at all agencies are updated and aligned on inputting data norms;</p> <p>E. Keep up to date on new data requirements</p>
Metrics / Barriers	Consortium Level Adults Served
Responsible person	Lori Riehl, Julie Vo, Valerie Fong, Randy Bryant, & Tom Keating

Activity Name	<u>#1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	Create a manual for Precision Campus that lays out the Policies, Practices, and Procedures for Using the PC Tool
Activity Objective	Implement consistent use of the PC tool
Activity Rational	For the consortium to use valid data when setting performance targets and evaluating student achievement.
Workgroup	Data & Director
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	<p>Leadership Board</p> <p>Workgroup Co-Chairs</p> <p>Workgroup members</p> <p>Create list serves/contact list for all participants that need to be included in the work of this Activity.</p>
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable	

for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<ul style="list-style-type: none"> A. Usability testing of the manual (to inform revision of the manual and the PD to be created) B. Baseline manual published with current 3 yr. plan questions C. Develop PD plan for the manual D. Update data twice a year: Q2 & Q4
Metrics / Barriers	Transition to Postsecondary Credit
Responsible person	Jenée Crayne

Activity Name	<u>#1.2C: Track Transition Data with PC & Support Seamless Student Transitions</u>
Objective that Applies to this Activity:	Objective #1: Improve Effectiveness of Consortium & Its Services
Connected Strategy	Strategy #1.2
Brief Description of Activity	PC will provide the data that informs the transition support work of the Transition Team, SS WG, & CAA WG.
Activity Objective	Train WG participants to use the PC tool so that they can have timely appropriate data to inform their work in supporting student transitions.
Activity Rational	Student transition data reflected in LaunchBoard is not up to date and current. The PC was purchased to help support current students achieve seamless transitions.
Workgroup	Data WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	<ul style="list-style-type: none"> SS WG CAA WG Transition Team FHDA Data Manager & team

	Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<p>A. Establish timeline and process for uploading data from the adult schools into the PC tool (through FHDA Data team)</p> <p>B. Identify WG members to be trained on PC utilizing the PC manual</p> <p>C. Develop research questions on a yearly basis to help support the work done in the WGs in alignment with consortium transition goals.</p>
Metrics / Barriers	Transition to Post- Secondary Credit
Responsible person	Julie Vo, Randy Bryant & Valerie Fong

3. Objective #2: Addressing Educational Needs

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

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

Activity Name	<u>#2.1A Expand Child Development Pathway with ESL Bridge (CAA Lens)</u>
Objective that Applies to this Activity:	Objective #2
Connected Strategy	Strategy #2.1
Brief Description of	Determine levels of language needed for classes in the CTE pathways

Activity	<p>Share what community colleges already offer and determine where we need to create/develop additional vocational ESL classes (AS or CC) for CTE pathways that students are interested in taking</p> <p>Coordinate with the SS WG to embed ESL tutoring as needed to support students' access to pathway classes (e.g., ECE and others to be determined)</p>
Activity Objective	<p>Increase numbers of students persisting in existing CTE pathways (e.g., Child Development) by providing ESL bridge classes focused on the pathway content.</p> <p>Determine next CTE pathways/levels to incorporate into this activity.</p>
Activity Rational	<p>Students need targeted ESL skills (i.e., vocabulary and context) to participate in CTE classes. By pairing vocational ESL with CTE pathways, we ensure that the language and vocabulary taught in ESL are also focused on specific CTE sectors.</p>
Workgroup	CAA WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	<p>ESL faculty outside of Curriculum Alignment Work Group</p> <p>CTE faculty outside of Curriculum Alignment Work Group</p> <p>Industry partners (who will employ our students & any skill gaps we can help address)</p> <p>Embedded tutors for consortium (e.g., from PAAS transition class)</p> <p>Create list serves/contact list for all participants that need to be included in the work of this Activity.</p>
<p>Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?</p>	
Short-Term: 2022-23 AY	<ol style="list-style-type: none"> A. Investigate the feasibility of modifying existing ESL courses and/or find effective resources (i.e., embedded tutors, software, texts, online curriculum) to support ESL students in CTE pathways B. Create a document (or advisory?) that shows the ESL/language levels needed for students to access classes in CTE (dual enrollment pathways) C. Provide students transitioning from the adult schools with resources and support needed to access and complete

	<p>assignments in the college's learning management system</p> <p>a. Tech bridge: Support for online learning modalities (especially Canvas). CC can give Canvas accounts. AEs do not- we have access to Google Classroom or Schoology. Do the activities tie together here?</p> <p>D. Provide adult school students with opportunities to explore the CTE pathway programs offered at the community colleges (e.g., CTE pathways fair; orientations with adult school and college instructors, etc).</p>
Metrics / Barriers	Transition Post Secondary Credit
Responsible person	Randy Bryant, Valerie Fong & Lori Riehl

Activity Name	<u>#2.1B Increase the Targeted Academic Support Students Receive: Tutoring, Early Alert, & Intrusive Follow Up</u>
Objective that Applies to this Activity:	Objective #2
Connected Strategy	Strategy #2.1
Brief Description of Activity	Increase student wrap-around support (to be consistent with the strategy), intrusive follow-up (to monitor progress in the pathways, e.g., CDCP (career dev & college prep) certificates
Activity Objective	Improve student persistence: e.g., target completion for CDCP certs in ESL and help students make Ed Functional Level gains in ESL
Activity Rational	Persistence data for program pathways suggests that additional support is needed to improve persistence and completion. Focus on persistence and completion that aligns with Guided Pathways and new state funding focusing on pathway completion.
Workgroup	SS WG

Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<p>A. At the college level, track and measure persistence. Identify where we are currently at with college persistence, then what % increase in persistence are we hoping for? Set this target.</p> <p>B. This info will help identify where tutors might be needed.</p> <p>a. Academic Support:</p> <ul style="list-style-type: none"> i. Identify adult school focused pathways and/or dual enrollment students/cohorts that have a need for targeted tutoring support for adult school students at the college and identify / implement appropriate tutor support, including embedded tutoring (hiring or deploying and training). ii. Build a collaborative cohort-model support system that bridges existing intrusive case management at the adult schools with ongoing follow-up at the colleges to identify and provide needed support for consortium adult school students. iii. track and broadcast it
	Participants with EFL Gains - ES
Responsible person	Julie Vo & Valerie Fong

4. Objective #3: Improve Integration of Services and Transitions

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

- a. Strategy #3.1: The consortium promotes accurate placement and seamless transitions to post-secondary through aligned and articulated programs.
- #3.1A Transfer Activities (CAA WG)
 - #3.1C Increase students Access & Participation in CTE Pathways (SS WG lens) (SS WG)

Activity Name	<u>#3.1A Transition Activities</u>
Objective that Applies to this Activity:	Objective #3
Connected Strategy	Strategy #3.1
Brief Description of Activity	Determine the types of "transition" activities at AS that would benefit the following students: ESL students who test out of CASAS (i.e., do not qualify for the free AS program) but want to improve their English and/or college and career readiness skills; High Level ESL Students who are thinking about transferring; ASE/HSD students thinking about transferring.
Activity Objective	Align "transition" activities at AS with activities happening at CC with the goal of determining an effective path from AS to CC.
Activity Rational	We are doing this so that as many students as possible can experience a smooth transition to post-secondary or be prepared for the workforce. We want our students to have a smooth handoff to services and education within adult schools or community colleges even if they do not qualify for the free Adult School programs because of CASAS test scores.
Workgroup	CAA WG
Partners/Stakeholders: (If	Counselors at both adult schools and community colleges.

<p>needed, who are these people & bring them in at appropriate time.)</p>	<p>Create list serves/contact list for all participants that need to be included in the work of this Activity.</p>
<p>Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?</p>	
<p>Short-Term: 2022-23 AY</p>	<p>A. The curriculum and alignment group should work to streamline and unify the classes and activities. There are several different transition classes and activities at the various schools in our consortium with the goal of serving more students. For example:</p> <ul style="list-style-type: none"> a. pilot workshop for students who test out of CASAS b. Determine what dual enrollment opportunities could serve as the class(es), workshop(s), service(s) for the (i.e. Counseling classes at the CCs) adult school students' transition to college/career. c. PAAS Transition Class... d. Enroll students into appropriate ESL college classes (credit or noncredit) e. Field trips/visiting bridge courses to give students an introduction to college campuses. <p>B. Many students already have degrees and should be surveyed when testing out of CASAS to gauge their goals. This will help in building the ESL vocational program.</p> <p>C. Survey students to assess the benefits of the class</p>
<p>Metrics / Barriers</p>	<p>Transition Post Secondary Credit</p>
<p>Responsible person</p>	<p>Tom Keating & Randy Bryant</p>

<p>Activity Name</p>	<p><u>#3.1C Increase students Access & Participation in CTE Pathways (SS WG lens)</u></p>
<p>Objective that Applies to this Activity:</p>	<p>Objective #3</p>

Connected Strategy	Strategy #3.1
Brief Description of Activity	At AS & Colleges, increase students' access to and participation in CTE pathways by continuing to support students in discovering CTE pathway opportunities (e.g., ECE and others to be determined)
Activity Objective	Increase students Access & Participation in CTE pathways (SS WG lens). Provide career information that supports pathway selection for AS students. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.
Activity Rational	Data shows student barriers to employment and value of pathways in ensuring students achieve gainful employment after completing pathways.
Workgroup	SS WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	CAA WG Data WG Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<ul style="list-style-type: none"> A. Disseminate agencies CTE programs brochures consortium wide at both adult schools and CCs B. Adult Schools identify and adopt common tool(s) to assess the CTE interests of ESL & ASE students <ul style="list-style-type: none"> a. Naviance b. Adult School survey results for IELCE program C. Use of tools to identify available pathways at the CCs <ul style="list-style-type: none"> c. De Anza's Villages d. Foothill's Career and Academic Pathways (CAPS) D. Use interest data to inform outreach <ul style="list-style-type: none"> e. Counselors/advisors & Data Wg aggregate data to

	<p>determine common areas of interest that inform colleges presentations</p> <p>f. Adult schools schedule appropriate dates for community college presentations that focus on those CTE courses/pathways. The schedule is put on the NSCCC website by the Director.</p>
Metrics / Barriers	ELL
Responsible person	Lori Riehl & Randy Bryant

- a. 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.
 - o #3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges (SS WG)

<u>Activity Name</u>	<u>#3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges</u>
Objective that Applies to this Activity:	Objective #3
Connected Strategy	Strategy #3.2
Brief Description of Activity	In order to increase students' efficacious transition to post-secondary and employment, the consortium will continue to improve the consistency of transition services at the adult schools and onboarding support at the community colleges. Adult school transition services will include: Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP), CC onboarding strategies will include: student ambassadors, campus tours, individualized ed plans.
Activity Objective	Cite transitions data over the last 3 years (since 18-19) to show increases with each year and additional transition supports put into place.
Activity Rational	To remove barriers to transition students through systematic

	inter-agency transition services between CC & AS transition teams.
Workgroup	SS WG
Partners/Stakeholders: (If needed, who are these people & bring them in at appropriate time.)	Data WG Director Create list serves/contact list for all participants that need to be included in the work of this Activity.
Outcomes: What are the tasks & Criteria for assessment of strategy (key benchmarks) that are doable for the amount of time the WG meets (8-10 times a year)?	
Short-Term: 2022-23 AY	<p>A. Improve outreach and campus onboarding by delivering coordinated services that are strategically calendared such as by offering:</p> <ol style="list-style-type: none"> a. Career and College Fairs b. Financial Aid info sessions and workshops c. Adult school classroom presentations by colleges d. Application workshops e. College field trips for adult school students f. Distribute college outreach materials g. Collect student information at onboarding event <p>B. Support student career exploration by:</p> <ol style="list-style-type: none"> a. Promotion of CTE programs and opportunities by adult school transition staff b. Utilizing individual learning plans and other tools to help the student enter the community college pathway that best fits their educational/workforce goals c. Maintaining Consortium's website with up to date links to the colleges' guided pathways <p>C. Transition team works to strengthen relationships with workforce connections in order to expand available CTE pathways such as with Foothill/Sunnyvale campus</p> <p>D. Utilize results of the Student Cohort Survey to improve student transition services and make adjustments as needed to the survey and implementation of it.</p>

Metrics / Barriers	Transition to Post-secondary
Responsible person	Valerie Fong & Julie Vo

5. Fiscal Management

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

a. Overview

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

To complete the work in the 2022-23 Annual Plan, the 2022-2025 Three Year plan, and continue increasing student transition and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium. Specifically, our consortium expends funds to a) provide adult education services in the CAEP approved areas; b) improve student learning; c) improve teaching and needed resources and staff development; d) provide needed support to students. In addition, we are building career pathways with the community colleges and partner organizations as well as increasing the ease of transition for students. Furthermore, funds are budgeted and spent according to the CAEP guidelines as outlined in state legislation and dispersed based on the agreed upon percentages: MVLA (42.05%), FUHSD (34.5%), PAAS (18.37%), Foothill (2.54%), De Anza (2.54%).²⁴.

b. Approach to Incorporating Remaining Carry-over Funds

(Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2022-23.)

In the August 2022 Leadership Board meeting, the Board reviewed all five budgets, affirming that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work from through 2025. Being mindful of the proposed legislation suggesting a maximum of a 15% carryover, we will utilize that number as a potential target for maximum annual carryover in our discussions.

²⁴ Narrative from 2021-21 CFAD Governance Document

6. Index:

CAEP Summary Reports 2021-22 AY

Column B	2019-20	2021-21	2021-22 (to date 6/6/22) in 3 yr plan	2022-22 AY (2022-23 annual plan
M Un-duplicated Total - N/A= Total	4150	2933	3329	3364
E (12+ hours) Un-duplicate Total	3314	2174	2336	2650
E/M=% that became Participants	80%	74%	70%	78.7%
B Un-duplicated Total	2346	1345	1636	1800
ESL Data				
E (ESL)	2442	1326	1604	1784
E/M (All)=%	59%	45%	48%	53%
E/E(All)=%	74%	61%	69%	67.3%
B (ESL) (Pre test / SODS))	2135	1068	1419	1537
B/M (All)=%		36%	43%	45.6%
B/E(ESL)=%	87%	79%	88%	86.1%
C (ESL) %Pre/Post	1496	585	1033	1062
C/M=%		20%	31%	31.5%
C/E(ESL)=%	61%	43%	64%	59.5%
C/B=% Persistence Rate	70%	55%	73%	69%

(70%+ good)				
D (ESL) %EFL Gain	804	262	622	633
D/E(ESL) %	33%	19%	39%	35.4%
D/B= % Performance Rate	38%	25%	44%	41.1%
D/C %	54%	45%	60%	59.6%

b. Precision Campus Slicers:

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

Characteristics:					
Total	588	131	79	71	287

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

End

Rv. 9/12/2022