

17 Foothill De Anza / NSCCC

Plans & Goals

Executive Summary

As we continue to situate ourselves, our students, and the work of the consortium in Santa Clara County's current shifting landscape, we still find ourselves facing many challenges; however, we also find that we are slowly able to gain a small amount of traction and some progress is possible. 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 Report for 2021-22 shows that the adult schools have served a total of 3,364 students, 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: 1,784 (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 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 146,164.

Please see the attached Annual Plan document (NSCCC_AnnualPlan2022-23.pdf) for the full Executive Summary, thank you.

Regional Planning Overview

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

1. Activities

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

Leadership Board

2. Guidance on all Activities

Data Workgroup

- 3. Helps the LB and WH members analyze and utilize the data from the LaunchBoard, TE, CAEP Fact Sheets, and our Precision Campus;
- 4. 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;
- 5. Data WG Activities
 - a. Leadership Board Guidance: Karen Filice, Tom Keating, Julie Vo, Jonathan Fu
 - b. #1.2A: Adult School & College Data Input Alignment (Data WG)
 - c. #1.2B: Precision Campus Manual (Data WG)
 - d. #1.2C: Track Transition Data (Data WG)

Student Support Workgroup & Transition Team Activities

- 6. Leadership Board Guidance: Julie Vo, Valerie Fong, Tom Keating, Liz Ambra
- 7. Activities:
 - a. #2.1B Increase the targeted academic support students receive: Tutoring, Early Alert, & Intrusive Follow up;

- b. #3.1C Increase students Access & Participation in CTE pathways (SS WG lens) (SS WG);
- c. #3.2A Transition services at the adult schools and onboarding support at the community colleges.

Curriculum Alignment Workgroup Activities

- 8. Leadership Board Guidance: Lori Riehl, Randy Bryant, Lynn Tanner, Tom Keating
- 9. Activities:
 - a. #2.1A ESL and CTE Pathways (CAA Lens)
 - b. #3.1A Transition Class

Meeting Regional Needs

Regional Need #1

Gaps in Service / 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 146,164. 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.

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);
- 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, 2257 students recorded having English Skills as a barrier (69%) (this is up from 31% in 2020-21);
- in addition, 41% report that cultural barriers are keeping them from employment (up from 18% in 20-21 & 25% in 19-20);
- Furthermore, 67% 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 3,364 students in 2021-22. This number is slightly up from 2,933 in 2021-21; however, it is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018-19's number of 4,150 students (CAEP Manager Summary- M subtracted by N/A number).

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

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).

Please see the attached Annual Plan document (NSCCC_AnnualPlan2022-23.pdf) for the full Description of How the Gaps Were Identified, thank you.

How will you measure effectiveness / progress towards meeting this need?

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
- Please see the attached Annual Plan document (NSCCC_AnnualPlan2022-23.pdf) for the full Description of How Effectiveness Will Be Measured, thank you.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

#1.1: The consortium continues to develop partnerships with (its consortium members), NOVAConnect,

Activity that Applies to this Strategy

#1.1 A: Collaborate with Local WIB

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Full Strategy Name: #1.1: The consortium continues to develop partnerships with (its consortium members), NOVAConnect, and other community providers to support our students.

Full Activity Name: #1.1 A: Collaborate with Local WIB

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

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

Workgroup: Director and Leadership Board

Partners/Stakeholders: Each agency member will choose a representative from their school to attend these meetings and work with the Director and other agency WIB representatives.

Short-Term Outcomes: 2022-23 AY

1. Appoint agency representatives
2. This WIB team will consult with each other before each meeting to have a unified consortium voice at these meetings
3. Director and agency representatives will attend quarterly WIB meetings.

Responsible person: Jenée Crayne

Strategy Name

#1.1: The consortium continues to develop partnerships with (its consortium memb

Activity that Applies to this Strategy

#1.1B: Inclusion Based Support for Consortium

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Full Strategy Name: #1.1: The consortium continues to develop partnerships with (its consortium members), NOVAConnect, and other community providers to support our students.

Full Activity Name: #1.1B: Inclusion Based Support for Consortium

Description: 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.

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.

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: 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.

Short-Term Outcomes: 2022-23 AY

1. Director continues to update NSCCC website with resources on inclusion
2. Director seeks input from consortium members on what types of PD they would like regarding inclusion

Responsible person: Jenée Crayne

Strategy Name

#1.1: The consortium continues to develop partnerships with (its consortium memb

Activity that Applies to this Strategy

#1.1C: Consortium User Manual

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Full Strategy Name: #1.1: The consortium continues to develop partnerships with (its consortium members), NOVACoconnect, and other community providers to support our students.

Full Activity Name: #1.1C: Consortium User Manual

Description: 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)

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.

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: Leadership Board & Workgroup Co-Chairs & members

Short-Term Outcomes: 2022-23 AY

1. Director starts the process of cataloging the workings of the consortium on a shared Gdrive document. Director seeks input from all interested parties.
2. Director receives final approval of the document from workgroup co-chairs and the Leadership board.
3. 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.

Responsible person: Jenée Crayne

Strategy Name

#1.1: The consortium continues to develop partnerships with (its consortium memb

Activity that Applies to this Strategy

#1.1D: Adult School Teaching Credential Support

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Full Strategy Name: #1.1: The consortium continues to develop partnerships with (its consortium members), NOVAConnect, and other community providers to support our students.

Full Activity Name: #1.1D: Adult School Teaching Credential Support

Description: 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.

Objective: Help Regional Adult Ed staff obtain Teaching Credentials

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: 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)

Short-Term Outcomes: 2022-23 AY

Work with Ilse and Ka'ryn on gathering resources for earning an adult ed teaching credential- disperse information (post to website). 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.

Responsible person: Jenée Crayne & Jonathan Fu

Strategy Name

#1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order

Activity that Applies to this Strategy

#1.2A: Adult School & College Data Input Alignment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Full Strategy Name: #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.

Full Activity Name: #1.2A: Adult School & College Data Input Alignment

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.

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 WG

Partners/Stakeholders: Data Managers at each campus; Adult School Teachers and Staff; College Deans on LB; ASAP.

Short-Term Outcomes: 2022-23 AY

1. At the adult schools, identify who is responsible for managing the data and how it is currently collected
2. Where needed, develop protocols for collecting student demographic data, barriers, goals, and outcomes across the three adult schools;
3. At the colleges– find the human resource capacity necessary to understand COMIS data through the lens of CAEP to align data systems and perform informed analysis: protocols for coding adult ed (CAEP) courses, collecting student demographic data, barriers, goals, and outcomes across the two colleges.
4. Develop PD around these best practices in order for staff at all agencies are updated and aligned on inputting data norms;
5. Keep up to date on new data requirements

Responsible person(s): Lori Riehl, Julie Vo, Valerie Fong, Randy Bryant, & Tom Keating

Strategy Name

#1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order

Activity that Applies to this Strategy

#1.2B: Developing, Policies, Practices, and Procedures

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Full Strategy Name: #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.

Full Activity Name: #1.2B: Developing, Policies, Practices, and Procedures for Using the PC Tool

Description: Create a manual for Precision Campus that lays out the Policies, Practices, and Procedures for Using the PC Tool.

Objective: Implement consistent use of the PC tool

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

Workgroup: Data & Director

Partners/Stakeholders: Leadership Board; Workgroup Co-Chairs; Workgroup members

Short-Term Outcomes: 2022-23 AY

1. Usability testing of the manual (to inform revision of the manual and the PD to be created)
2. Baseline manual published with current 3 yr. plan questions
3. Develop PD plan for the manual
4. Update data twice a year: Q2 & Q4

Responsible person: Jenée Crayne

Strategy Name

#1.2: The Leadership Board and workgroups will develop aligned data processes and practices in order

Activity that Applies to this Strategy

#1.2C: Track Transition Data w/ PC & Support Sea

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Full Strategy Name: #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.

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

Description: PC will provide the data that informs the transition support work of the Transition Team, SS WG, & CAA WG.

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.

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: SS WG; CAA WG; Transition Team; FHDA Data Manager & team

Short-Term Outcomes: 2022-23 AY

1. Establish timeline and process for uploading data from the adult schools into the PC tool (through FHDA Data team)
2. Identify WG members to be trained on PC utilizing the PC manual
3. Develop research questions on a yearly basis to help support the work done in the WGs in alignment with consortium transition goals.

Responsible person(s): Julie Vo, Randy Bryant & Valerie Fong

Address Educational Needs

2022-23 Strategies

Strategy Name

Strategy #2.1: The consortium will expand focused pathway programs (ESL & CTE) and wrap around support

Activity that Applies to this Strategy

#2.1A Expand Child Development Pathway with ESL Br

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Full Strategy Name: 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.

Full Activity Name: #2.1A Expand Child Development Pathway with ESL Bridge (CAA Lens)

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

Objective: Increase numbers of students persisting in existing CTE pathways (e.g., Child Development) by providing ESL bridge classes focused on the pathway content. Determine next CTE pathways/levels to incorporate into this activity.

Rational: Students need targeted ESL skills (i.e., vocabulary and context) to participate in CTE classes. By pairing vocational ESL with CTE pathways, we ensure that the language and vocabulary taught in ESL are also focused on specific CTE sectors.

Workgroup: CAA WG

Partners/Stakeholders: ESL faculty outside of Curriculum Alignment Work Group; CTE faculty outside of Curriculum Alignment Work Group; Industry partners (who will employ our students & any skill gaps we can help address); Embedded tutors for consortium (e.g., from PAAS transition class).

Short-Term Outcomes: 2022-23 AY

1. 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
 2. Create a document (or advisory?) that shows the ESL/language levels needed for students to access classes in CTE (dual enrollment pathways)
 3. Provide students transitioning from the adult schools with resources and support needed to access and complete assignments in the college's learning management system
1. 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?
 2. 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).

Responsible person(s): Randy Bryant, Valerie Fong & Lori Riehl

Strategy Name

#2.1: The consortium will expand focused pathway programs (ESL & CTE) and wrap around support servi

Activity that Applies to this Strategy

#2.1B Increase the Targeted Academic Support Stude

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

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

Full Activity Name: #2.1B Increase the Targeted Academic Support Students Receive: Tutoring, Early Alert, & Intrusive Follow Up

Description: 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.

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

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: Student Support WG

Partners/Stakeholders:

Short-Term Outcomes: 2022-23 AY

1. 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.
2. This info will help identify where tutors might be needed.
 - a. Academic Support:
 - 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

Responsible person: Julie Vo & Valerie Fong

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

#3.1: The consortium promotes accurate placement and seamless transitions to post-secondary through

Activity that Applies to this Strategy

#3.1A Transition Activities

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

Full Activity Name: #3.1A Transfer Activities (CAA lens)

Description: 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.

Objective: Align "transition" activities at AS with activities happening at CC with the goal of determining an effective path from AS to CC.

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: Counselors at both adult schools and community colleges.

Short-Term Outcomes: 2022-23 AY

1. 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:
 - 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.
2. 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.
3. Survey students to assess the benefits of the class

Responsible person(s): Tom Keating & Randy Bryant

Strategy Name

#3.1: The consortium promotes accurate placement and seamless transitions to post-secondary through

Activity that Applies to this Strategy

#3.1C Increase students Access & Participation in

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

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

Full Activity Name: #3.1C Increase students Access & Participation in CTE Pathways (SS WG lens)

Description: At AS & Colleges, increase students' access to and participation in CTE pathways by continuing to support students in discovering CTE pathway opportunities (e.g., ECE and others to be determined)

Objective: 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.

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: CAA WG & Data WG

Short-Term Outcomes: 2022-23 AY

1. Disseminate agencies CTE programs brochures consortium wide at both adult schools and CCs
2. Adult Schools identify and adopt common tool(s) to assess the CTE interests of ESL & ASE students

1. Naviance
2. Adult School survey results for IELCE program

C. Use of tools to identify available pathways at the CCs

3. De Anza's Villages
4. Foothill's Career and Academic Pathways (CAPS)

D. Use interest data to inform outreach

5. Counselors/advisors & Data Wg aggregate data to determine common areas of interest that inform colleges presentations
6. 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.

Responsible person(s): Lori Riehl & Randy Bryant

Strategy Name

#3.2: The consortium will continue to improve its transition services in order to remove barriers fo

Activity that Applies to this Strategy

#3.2A Transition Services at the Adult Schools an

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Full Strategy Name: 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.

Full Activity Name: #3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges

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

Objective: Cite transitions data over the last 3 years (since 18-19) to show increases with each year and additional transition supports put into place.

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

Workgroup: SS WG

Partners/Stakeholders: Data WG & Director

Short-Term Outcomes: 2022-23 AY

1. Improve outreach and campus onboarding by delivering coordinated services that are strategically calendared such as by offering:
 - a. Career and College Fairs
 - b. Financial Aid info sessions and workshops
 - c. Adult school classroom presentations by colleges
 - d. Application workshops
 - e. College field trips for adult school students
 - f. Distribute college outreach materials
 - g. Collect student information at onboarding event
2. Support student career exploration by:
 - a. Promotion of CTE programs and opportunities by adult school transition staff
 - b. Utilizing individual learning plans and other tools to help the student enter the community college pathway that best fits their educational/workforce goals
 - c. Maintaining Consortium's website with up to date links to the colleges' guided pathways

3. Transition team works to strengthen relationships with workforce connections in order to expand available CTE pathways such as with Foothill/Sunnyvale campus

1. Utilize results of the Student Cohort Survey to improve student transition services and make adjustments as needed to the survey and implementation of it.

Responsible person(s): Valerie Fong & Julie Vo

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-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%)..

An approach to incorporating 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.

Certification

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09/12/2022 12:52 PM PDT

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09/12/2022 08:19 PM PDT

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09/12/2022 01:11 PM PDT

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09/12/2022 12:38 PM PDT



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