

**17 Foothill De Anza / NSCCC (2022-25)** CERTIFIED

## Details

### Consortium Information

**Consortium Name:**

17 Foothill De Anza / NSCCC

**Consortium Short Name:**

17 Foothill De Anza

**Address:**

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

**Website:**

<https://www.nscadulted.com>

**Funding Channel 2023-24:**

Direct Funded

**CAEP Funds 2023-24:**

\$10,466,894

**CAEP Funds 2022-23:**

\$9,671,862

**CAEP Funds 2021-22:**

\$9,076,442



## Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Jenée Crayne	<a href="mailto:nscgcdirector@gmail.com">nscgcdirector@gmail.com</a>	Director NSCCC	

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">De Anza College</a>	College	Randy Bryant	(408) 864-8840
<a href="#">Foothill College</a>	College	Valerie Fong	
<a href="#">Foothill-DeAnza CCD</a>	District	Sirisha Pingali	(650) 949-6261
<a href="#">Fremont Union High</a>	High School District	Lori Riehl	
<a href="#">Mountain View-Los Altos Union High</a>	High School District	Julie Vo MVLHSD	(650) 940-1333 ext: 4012
<a href="#">Palo Alto Unified</a>	Unified School District	Jim Sherman	(650) 329-3754

## Executive Summary

### Executive Summary \*

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

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

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

Therefore, the progress that we have made is not without continued challenges: some schools have moved their classes back to in-person full time, while some also remain offering online and hybrid classes. COVID-19 variants still play a role in the ability of our students and teachers to attend classes. Besides teachers missing classes due to illness, the whole Santa Clara County is still experiencing an ongoing teacher shortage; which also hampers program growth. Due to the high cost of living, compounded by COVID-19, many students and teachers have moved out of the County, which has exacerbated both enrollment and teacher availability.

Therefore, in order to continue understanding these challenges and needs of our community members, we dug into the data found in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline LaunchBoard, our in-house data dashboard Precision Campus, and labor market data from our local Workforce Investment Boards (NOVAworks & Work2Future). The data showed, as has been the case in the past for our region, one of our largest "in-need" populations still includes those who speak English "less than well." According to the 2021 CAEP Fact Sheets, for our consortium's region (those 18 and older), this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164. 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% 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. Furthermore, after running our most recent CAEP Barriers to Employment Report this June, it revealed that the lack of English skills is still one of the biggest barriers our students face in gaining and keeping employment: 2389 students recorded having English Skills as a barrier (70%) (this is up from 31% in 2020-22).

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

- Consortium Student Barrier:
  - English Language Learner
- 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:

Please see supporting document for full Executive Summary: NSCCC3YrPlan2022-2025.pdf

## Assessment

### Overview and Preparation \*

In September, LB & Director began to analyze and update the data from CalPass LaunchBoard Data Pipeline;

In October, Data Workgroup, LB, & Director analyzed current Labor Market Data. Director worked with the consortium's WIB (NOVAworks) on understanding and utilizing regional labor market data;

November, Data WG and Director looked the CEP Fact sheets knowing that they represented pre-pandemic data and that they would be updated later in the spring;

Director attended all CAEP sponsored 3 yr plan trainings and Peer Learning Circles;

LB completing (December 2021) and analyzing (January 2020) the CAEP self-assessment tool;

In December, Director collected and read each of the Adult Schools CIP/WASC reports;

Starting in January, Director, Data WG, LB started analyzing transition data from our in-house Data Dashboard, Precision Campus;

In the January LB meeting, we went over the results from the self assessment and agreed to have them guide development of the 3 yr Plan Activities;

Continued to clarify the expectations of roles and responsibilities of all leadership consortium-wide;

In a March LB pre-planning meeting, the Director and co-planning team worked together to create the activity the LB would work on in the April meeting to create consortium strategies and activities for the plan;

In the March LB meeting, the LB worked together to create the vision for the five overarching strategies (that nest under the CAEP 3 Objectives in the 3 year plan) and the 12 Activities that nest under the five Strategies;

Starting after the LB's March meeting, the Strategies and Activities went to the four workgroups (Student Support, Curriculum Articulation & Alignment, Data) and our Transition Counselor/Advisor Team for their input on what tasks fit in the three timeframes (immediate, intermediate, and long term);

In April, these developed Activities then went back to the LB. In this iterative process, between the LB and the Workgroups, the twelve Activities (that align with the five overarching consortium strategies and three CAEP Outcomes) came to life;

Spring 2022 looked back at the updated Fact Sheets;

April's LB meetings focus on the input from the Workgroups to further refine the plan's Activities. The LB also went through each of the Guidance questions for the CFAD and agreed upon best practices for the agencies in the consortium;

Data workgroup agreed upon best practices for aligning our Metric target process. These best practices were presented to the Leadership Board in our May meeting;

In the May LB meeting, the Board was walked through a rough draft of the plan by the Director. The Metric section was discussed and the Data Workgroup Chair presented their recommendations;

A timeline was set for the Director to complete all plan sections, for LB members to make "out of meeting" edits, and for the Director to incorporate them before the June meeting;

On the 10th of June, the plan was shared with all consortium members for feedback, sent to NOVAworks for review, posted on the NSCCC Website for public viewing, and sent via email to the NOVAworks Stakeholder group before the final edit at the June 15th Leadership Board meeting; a Google comments form, created to solicit feedback, was also placed on the website;

June 14, in the last Student Support Workgroup of the academic year, they made their last edits to the final plan draft;

June 15, LB meeting focused on their final edits to the plan;

June 16, Director incorporated final edits and formatted the document;

June 20, LB signed and adopted the plan;

Turned plan in on June 20, 2022.

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

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

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

Collaborative processes are still in place to support planning, implementation and accountability;

Consortia and members continue to use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities. We are working on the unification of these practices consortium-wide;

With the help of our Transition team, students continue to complete individualized educational plans to assist in educational and career options. As a consortium, continuing to align best practices across our Transition team is a high priority for us;

Collaboration between counseling & advising staff at both the Adult Schools and Community Colleges is still effective and collaborative. Since the last plan, we have worked on unifying our support services to promote persistence and long-term success; however, it is still an activity for us to work on in this 3 yr plan;

Please see supporting document for the full Overview & Preparation Section: NSCCC3YrPlan2022-2025.pdf

#### **Regional Alignment and Priorities \***

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

NOVAworks: The consortium and its agencies are all members of NOVA's Stakeholder Group, which is a resource for labor market information, training programs, unemployment insurance benefits, job search assistance, support services, food banks, emergency services, COVID-related protocols, and shared job opportunities. Although the Director of NSCCC and some of its members attend the Stakeholder quarterly meeting, in the next three years, we are focused on becoming more involved with NOVAworks in order to strengthen our relationship with community providers and local workforce. With this goal in mind, we hope to create stronger regional workforce partnerships in order to better serve our students.(Activity #1.1 A).Bay Area Community College Consortium (BACCC): Along with the consortium's community college partners (De Anza and Foothill), the Director attends BACCC & Bay Region K16 Collaborative in order to stay apprised of the important work being done and the challenges our community partners face in creating educational pathways into the workforce utilizing Strong Workforce funds.

The NSCCC Director, along with other Bay Area consortia leads, is also part of a subgroup working on mapping the region's CTE pathway.

Lighthouse (formerly Bridge to Recovery): Under the umbrella of Joint Venture Silicon Valley, Lighthouse is a regional network of non-profit, educational, and for profit organizations working together to help Santa Clara families have the opportunity to meet their families needs through meaningful employment. The network is made up of 120 members and 60 organizations. In addition, SBCAE's Director and our Director are co-chairs for the Education & Training Workgroup. In the coming academic year, this workgroup will be focused on strengthening employer engagement with our educational programs in order to create stronger workforce pathways with local industry/workforce partners under Lighthouse's Adult Education 2.0 strategic initiative.

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

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

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

- Information and Communication Technologies Certificate Programs
  - Amazon Web Services (AWS) Cloud Computing
  - Google Applied Digital Skills - Entry Level Project Management
  - Network Support Specialist - CompTIA Network+ Preparation
  - Technical Support Specialist - CompTIA A+ Preparation
- Coding Academy
- Introduction to Java programming
- Introduction to the Python Programming Language
- Web Design Fundamentals with HTML, CSS and JavaScript
  - Adobe Photoshop

Fremont Unified High School District Adult School:

Please see supporting document for the full Regional Alignment & Priorities Section: NSCCC3YrPlan2022-2025.pdf

### Evaluate the Educational Needs of Adults in the Region \*

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. (For a full breakdown of all the data points collected for the Three Year Plan, please see the Index.)

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

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

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

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

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

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

- for 2021-22, 2,389 students recorded having English Skills as a barrier (70%) (this is up from 31% in 2020-22);
- in addition, 41% report that cultural barriers are keeping them from employment (up from 18% in 20-21 & 25% in 19-20);
- Low Literacy saw an decrease from 53% in 2021-22 (from 66% in 2020-21 & 64% in 2019-20);
- To date, the adult schools have served a total of 3,329 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);

Please see supporting document for the full Evaluate the Educational Needs of Adults in the Region section: NSCCC3YrPlan2022-2025.pdf

#### Contributions by Entities \*

- Director
  - Please see Overview and Preparation section for details
  - Activities
    - #1.1 A: Collaborate with local WIB (Director/LB)
    - #1.1B: Inclusion Based Support for Consortium (Director)
    - #1.1C: Consortium Manual (Director & WG CC)
    - #1.1D: Adult School Teaching Credential Support (Director/LB)
- Leadership Board
  - Please see Overview and Preparation section for details



- All Activities
- Data Workgroup
  - Helped the LB analyze and utilize the data from the LaunchBoard Data Pipeline, Fact Sheet
  - This workgroup also focused on helping the LB understand the Metrics section of the plan
  - Data WG Activities
    - Leadership Board Guidance: Karen Filice, Tom Keating, Liz Ambra, Julie Vo
    - #1.2A: Adult School & College Data Input Alignment (Data WG)
    - #1.2B: Precision Campus Manual (Data WG)
    - #1.2C: Track Transition Data (Data WG)
- Student Support Workgroup & Transition Team Activities
  - Leadership Board Guidance: Julie Vo, Valerie Fong, Tom Keating, Liz Ambra
  - #2.1B Increase the targeted academic support students receive: Tutoring, Early Alert, & In
  - #3.1C Increase students Access & Participation in CTE pathways (SS WG lens) (SS WG)
  - #3.2A Transition services at the adult schools and onboarding support at the community c
- Curriculum Alignment Workgroup Activities
  - Leadership Board Guidance: Lori Riehl, Randy Bryant, Lynn Tanner, Tom Keating, Liz Am
  - #2.1A ESL and CTE Pathways (CAA Lens)
  - #3.1A Transition Class
- Director
  - Jenée Crayne (All Workgroups, Transition Team, & LB)
- FUHSD
  - Lori Riehl, Principal (LB)
  - Karen Filice, Manager, Data Integration & Curriculum (LB & Data WG Chair)
  - Liz Ambra, Vice Principal (LB)
  - Raji Visvanathan, Coordinating Teacher, Transitions & CTE (CAA WG)
  - Desirie Torres, Transition Counselor (SW WG, CAA WG, Transition Team)
  - Sabrina Irvin, Coordinating Teacher, ESL (CAA WG)
- MVLA
  - Julie Vo, Assistant Director (7/21-12/21) & Director (1/22 - present) (LB & Data WG)

- Brenda Harris, Retired Director (July 2021- December 2021) (LB)
- Jonathan Fu, Assistant Director (5/22 - present) (LB & Data WG)
- Sarah Krajewski, ESL Coordinator & Faculty (CCA WG)
- Gina Riccitelli, Transition Advisor (SS & CAA WG, Transition Team)
- Sandy Cutshall, ESL Faculty (SS WG)
- Danielle Dinh, Adult Ed Coordinator (SS WG)
- Maliheh Vafai, CTE Coordinator (SS & CAA WG)
- PAAS
  - Tom Keating, Principal (LB)
  - Lynn Tanner, ESL Coordinator (LB & SS WG)

Please see supporting document for the full Contributions by Entities section: NSCCC3YrPlan2022-2025.pdf

## Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*De Anza College	Member Representative	0	0	23	0	0	0	0	115	0
*Foothill College	Member Representative	0	0	397	0	1,033	262	700	0	0
*Fremont Union High	Member Representative	0	174	410	0	0	201	103	16	0
*Mountain View-Los Altos Union High	Member Representative	57	131	486	0	0	0	250	0	0
*Palo Alto Unified	Member Representative	0	0	429	0	23	0	0	0	0
<b>Total Participants</b>		<b>57</b>	<b>305</b>	<b>1745</b>	<b>0</b>	<b>1056</b>	<b>463</b>	<b>1053</b>	<b>131</b>	<b>0</b>

\* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
NOVAworks Job Center	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Center for Employment Training (CET)	Community Organization	×	×	×	×	×	×	✓	×	×
Mission College	Other	✓	✓	✓	✓	✓	✓	✓	✓	×
Silicon Valley Adult Education	Other	✓	✓	✓	✓	✓	✓	✓	✓	×
South Bay Consortium for Adult Education	Other	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evergreen Valley College	Other	✓	✓	✓	✓	✓	✓	✓	✓	✓
San Jose City College	Other	✓	✓	✓	✓	✓	✓	✓	✓	✓
Center for Training and Careers (CTC)	Community Organization	✓	✓	×	×	✓	×	✓	×	✓
West Valley College	Community Organization	✓	×	✓	✓	✓	✓	✓	✓	×
Campbell Adult and Community Education	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	×
Santa Clara Adult Ed	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	×
Unitek College	Community Organization	×	×	×	×	×	×	✓	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
SVSTI Surgical Technical Schoo	Community Organization	×	×	×	×	×	×	✓	×	×
Bay Area Medical Academy (BAMA)	Community Organization	×	×	×	×	×	×	✓	×	×
Institute Business Technology	Community Organization	×	×	×	×	×	×	✓	×	×
Silicon Valley Career Technical Education	Community Organization	×	×	×	×	×	×	✓	×	×
TTL College	Community Organization	×	×	×	×	×	×	✓	×	×
Silicon Valley 4U	Community Organization	×	×	×	×	×	×	✓	×	×
Nurses Builders Academy	Community Organization	×	×	×	×	×	×	✓	×	×
YearUp Bay Area	Community Organization	×	×	×	×	×	×	✓	×	×
Goodwill of Silicon Valley	Community Organization	×	×	✓	×	×	×	✓	×	×
Hope Services	Community Organization	×	×	×	×	×	×	✓	✓	×
Institute for Career Development	Community Organization	×	×	✓	×	×	×	×	✓	×
Catholic Charities	Community Organization	✓	✓	✓	×	×	×	✓	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
ConXion to Community	Community Organization	✓	✓	×	×	×	×	×	×	×
Asian Law Alliance	Community Organization	✓	×	×	×	×	×	×	×	×
University of California Santa Cruz Extension Certificate Program	Community Organization	×	×	×	×	✓	×	✓	✓	×
Work 2 Future	Community Organization	✓	×	×	×	×	×	×	✓	×
Silicon Drafting Institute (SDI)	Community Organization	×	×	×	×	×	×	✓	×	×

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

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

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

**Metrics: CAEP Barriers & Metrics**

✓ **Student Barriers**

**Adult Ed Metrics**

- English Language Learner (AE 305 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

**Adult Ed Metrics**

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

**Adult Ed Metrics**

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

✗ **Success:** Information on completion of diplomas, certificates, and college credit awards.

✗ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

### Consortium Level Metric Targets

\* Mandatory for all consortia

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)	7,919	7,140	7,683	7,292	7,437	7,586
Student Barriers	English Language Learner (AE 305 - Overall)	3,460	2,306	3,045	2,239	2,284	2,330

## Member Level Metric Targets

\* Mandatory for all members

### 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	744	140	143	147
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)			190	0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)		0		75	77	79

### 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)	2,490	4,018	3,491	405	413	421
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	57	91	87	93	95	97
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	141	618		23	24	25



**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)	1,311	871	1,041	888	906	925
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	264	119	225	123	126	129
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	36	47		54	55	56

**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)	1,176	877	1,143	866	883	901
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	245	69	246	73	75	77
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	13	16		28	29	30

**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)	819	458	487	461	470	480
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	302	78	165	80	82	84
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	19	14		8	8	8

**Member Spending Targets**

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
De Anza College	100%	100%	100%	80%	90%	100%
Foothill College	100%	100%	62%	60%	60%	60%
Fremont Union High	100%	100%	100%	100%	100%	100%
Mountain View-Los Altos Union High	100%	100%	100%	96%	97%	98%
Palo Alto Unified	100%	100%	100%	73%	73%	73%

**Objectives**

## Improve Effectiveness of Services

### Description of Objective \*

#### Strategy #1.1

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

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

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

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

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

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

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

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

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

#### Strategy #1.2

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

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

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

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

- Create a manual for Precision Campus

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

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

## Address Educational Needs

### Description of Objective \*

**Strategy #2.1**

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

**#2.1A Expand Child Development Pathway with ESL Bridge: (CAA WG)**

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

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

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

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## Improve Integration of Services & Transitions

**Description of Objective \*****Strategy #3.1**

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

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

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

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

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

**Strategy #3.2**

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

**#3.2A Transition Services at the Adult Schools and Onboarding Support at the Community Colleges (SS WG)**

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

## Activities & Outcomes

### Activity Name \*

#1.1 A: Collaborate with Local WIB

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Connected Strategy: Strategy #1.1

Brief Description: 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: 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.

### Short-Term Outcomes (12 Months) \*

Appoint agency representatives

This WIB team will consult with each other before each meeting to have a unified consortium voice at these meetings.

Director and agency representatives will attend quarterly WIB meetings.

### Intermediate Outcomes (1-3 Years) \*

Director & representatives continue attending meetings.

Director will collaborate with WIB to become more of a contributing voice to the WIB collaborative.

### Long-Term Outcomes (3-5 Years) \*

Director & representatives continue attending meetings and Collaborate with WIB to become more of a contributing voice to the WIB collaborative.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Jenée Crayne

**Activity Name \***

#1.1B: Inclusion Based Support for Consortium

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Connected Strategy: Strategy #1.1

Brief 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.

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: 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.

**Short-Term Outcomes (12 Months) \***

.Director continues to update NSCCC website with resources on inclusion

Director seeks input from consortium members on what types of PD they would like regarding inclusion.

**Intermediate Outcomes (1-3 Years) \***

Director continues to update NSCCC website with resources on inclusion.

Director seeks input from consortium members on what types of PD they would like regarding inclusion.

**Long-Term Outcomes (3-5 Years) \***

Director continues to update NSCCC website with resources on inclusion.

Director seeks input from consortium members on what types of PD they would like regarding inclusion.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jenée Crayne

**Activity Name \***

#1.1C: Consortium User Manual

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Connected Strategy: Strategy #1.1

Brief 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).

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:

Leadership Board

Workgroup Co-Chairs & members

Create list serves/contact list for all participants that need to be included in the work of this Activity.

**Short-Term Outcomes (12 Months) \***

Director starts the process of cataloging the workings of the consortium on a shared Gdrive document. Director seeks input from all interested parties.

Director receives final approval of the document from workgroup co-chairs and the Leadership board.

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.

**Intermediate Outcomes (1-3 Years) \***

Develop a matrix of transition supports in order to give an overview and guide to consortium transition services.

The Director updates any new information and distributes updated Doc yearly.

**Long-Term Outcomes (3-5 Years) \***

The Director updates any new information and distributes updated Doc yearly.



**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jenée Crayne

**Activity Name \***

#1.1D: Adult School Teaching Credential Support

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Connected Strategy: Strategy #1.1

Brief 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.

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:

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.

**Short-Term Outcomes (12 Months) \***

Work with SBCA & ACCLE 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.

**Intermediate Outcomes (1-3 Years) \***

Implement the stipend. Possibly create/offer a CBEST preparation course.

**Long-Term Outcomes (3-5 Years) \***

If money has run out for this program at this time, do we want to look into finding a way to fund it another way?

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jenée Crayne

**Activity Name \***

#1.2A: Adult School & College Data Input Alignment

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Connected Strategy: Strategy #1.2

Brief 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.

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:

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.

**Short-Term Outcomes (12 Months) \***

At the adult schools, identify who is responsible for managing the data and how it is currently collected.

Where needed, develop protocols for collecting student demographic data, barriers, goals, and outcomes across the three adult schools.

At the colleges- find the human resource capacity necessary to understand COMIS data through the lens of CAEP to align data systems. . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

### Intermediate Outcomes (1-3 Years) \*

July 2023, review consortium level reports to identify improvement of data collection and relevancy.

Continue to check for data alignment across consortia partner institutions.

Utilize the results to make programmatic changes.

### Long-Term Outcomes (3-5 Years) \*

Continue to check for alignment in our data

Employ the findings from the analysis of student data to make programmatic adjustments

Keep up to date on new data requirements

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Julie Vo
Lori Riehl
Valerie Fong

### Activity Name \*

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

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

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

Connected Strategy: Strategy #1.2

Brief Description: 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:

Leadership Board

Workgroup Co-Chairs

Workgroup members

Create list serves/contact list for all participants that need to be included in the work of this Activity.

**Short-Term Outcomes (12 Months) \***

Usability testing of the manual (to inform revision of the manual and the PD to be created)

Baseline manual published with current 3 yr. plan questions

Develop PD plan for the manual

Update data twice a year: Q2 & Q4

**Intermediate Outcomes (1-3 Years) \***

Update manual with current annual plan questions

Provide PD for manual

Provide feedback for manual developer

Provide feedback to PC creator on usability and accuracy of the tool

Trained users (LB, Data WG, & WG CC) disseminate data to inform their work

Understanding how many ESL students go to the colleges and what courses they take

**Long-Term Outcomes (3-5 Years) \***

Update manual with current annual plan questions

Provide PD for manual

To have all institutions consistency use the manual & PC to set performance targets and evaluate student achievement

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jenée Crayne

**Activity Name \***

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

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

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

Connected Strategy: Strategy #1.2

Brief Description: 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 created 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 (12 Months) \*

Establish timeline and process for uploading data from the adult schools into the PC tool (through FHDA Data team)

Identify WG members to be trained on PC utilizing the PC manual

Develop research questions on a yearly basis to help support the work done in the WGs in alignment with consortium transition goals.

### Intermediate Outcomes (1-3 Years) \*

Provide ongoing training using the PC tool

Come up with this year's research questions

WGs assess & determine data needed to improve student support.

### Long-Term Outcomes (3-5 Years) \*

Provide ongoing training using the PC tool

Refine and expand upon previous years research questions

Have WGs assess & determine data needed to improve student support.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Julie Vo
Randy Bryant
Valerie Fong

**Activity Name \***

#2.1A Expand Child Development Pathway with ESL Br

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

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

Connected Strategy: Strategy #2.1

Brief 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)

Activity Objective: Increase numbers of students persisting in existing CTE pathways (e.g., Child Development) by providing ESL bridge classes focused on the pathway content.

Determine next CTE pathways/levels to incorporate into this activity.

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

Workgroup: CAA WG

Partners/Stakeholders:

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)

Create list serves/contact list for all participants that need to be included in the work of this Activity

**Short-Term Outcomes (12 Months) \***

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.

Create a document (or advisory?) that shows the ESL/language levels needed for students to access classes in CTE (dual enrollment pathways).

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

**Intermediate Outcomes (1-3 Years) \***

Based on student interest and LMI data, identify 2 CTE pathways and develop one or more integrated education training programs that provide targeted language learning for students so that they can access the workforce-related content.

Come to an agreement on the measurability of the activity

**Long-Term Outcomes (3-5 Years) \***

Keep expanding to other pathways

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Lori Riehl
Randy Bryant

**Activity Name \***

#2.1B Increase the Targeted Academic Support Stude

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

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

Connected Strategy: Strategy #2.1

Brief 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.

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: Create list serves/contact list for all participants that need to be included in the work of this Activity.

**Short-Term Outcomes (12 Months) \***

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.

This info will help identify where tutors might be needed. Academic Support: Identify adult school focused pathways and/or dual enrollment students/cohorts that have a . . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

**Intermediate Outcomes (1-3 Years) \***

Data WG creates a way to track if these tutors help with persistence.

Data will also help identify student stall points at colleges.

Foothill ESL students improve EFL gains by 2% [91 out of 399 (LaunchBoard EFL data)].

Set persistence targets / activities for post-secondary credentials

Scale up ability to track adult school students at the college to see if tutors have helped with persistence . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

**Long-Term Outcomes (3-5 Years) \***

Set persistence targets / activities for ASE/HSE

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Julie Vo
Valerie Fong

**Activity Name \***

#3.1A Transition Activities

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Connected Strategy: Strategy #3.1

Brief Description: Determine the types of "transition" classes/workshop/activities at AS that would benefit the following students: ESL students who test out of CASAS (i.e., do not qualify for the free AS program) but want to improve their English and/or college and career readiness skills; High Level ESL Students who are thinking about transferring; ASE/HSD students thinking about transferring

Activity Objective: Define student pop groups- Who does this apply to?

Align "transition" classes/workshop/activities at AS with said activities/classes/workshops happening at CC & distinguish differences between "Bridge" and "Transition"

Activity Rational: We are doing this so that as many students as possible can experience a smooth transition to post-secondary or be prepared for the workforce. We want our students to have a smooth handoff to services and education



within adult schools or community colleges instead of meeting an end block should they not qualify per CASAS test scores.

Workgroup: CAA WG

Partners/Stakeholders:

Counselors at both adult schools and community colleges.

Create list serves/contact list for all participants that need to be included in the work of this Activity.

### Short-Term Outcomes (12 Months) \*

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: pilot workshop for students who test out of CASAS (determine what dual enrollment opportunities (i.e. Counseling classes at the CCs) . . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

### Intermediate Outcomes (1-3 Years) \*

Bring ESL Bridge to College class to adult school campus;

Leadership team collaborates to remove the barriers to offering more dual enrollment opportunities (e.g.: minimum qualifications of instructors; willingness to teach college level courses at AS salary; classroom space).

### Long-Term Outcomes (3-5 Years) \*

The Consortium has formalized transition activities for students who are testing out of CASAS.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Randy Bryant
Tom Keating

### Activity Name \*

#3.1C Increase students Access & Participation in

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

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

Connected Strategy: Strategy #3.1

Brief 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)

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:

CAA WG

Data WG

Create list serves/contact list for all participants that need to be included in the work of this Activity.

### Short-Term Outcomes (12 Months) \*

Create a brochure to show all the CTE programs consortium wide at both adult schools and CCs

Adult Schools identify and adopt common tool(s) to assess the CTE interests of ESL & ASE students:

- Naviance
- Adult School survey results for IELCE program

Use of tools to identify available pathways at the CCs:

- De Anza's Villages
- Foothill's Career and Academic Pathways (CAPS)

Use interest data to inform outreach. . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

### Intermediate Outcomes (1-3 Years) \*

SS WG & Director update CTE/degree programs brochure yearly

Provide feedback on the Villages or CAPS tool

Work with CAA WG on transition class

Utilizing the cohort survey, track if students' transitional needs are being met. Determine if pre-existing pathways exist from AS or if new pathways need to be created.

### Long-Term Outcomes (3-5 Years) \*

Track success of this strategy in order to refine the approach.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Lori Riehl
Randy Bryant

**Activity Name \***

#3.2A Transition Services at the Adult Schools an

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

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

Connected Strategy: Strategy #3.2

Brief 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.

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:

Data WG

Director

Create list serves/contact list for all participants that need to be included in the work of this Activity.

**Short-Term Outcomes (12 Months) \***

Improve outreach and campus onboarding by delivering coordinated services that are strategically calendared such as by offering:

- Career and College Fairs
- Financial Aid info sessions and workshops
- Adult school classroom presentations by colleges
- Application workshops
- College field trips for adult school students
- Distribute college outreach materials
- Collect student information at onboarding event. . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

**Intermediate Outcomes (1-3 Years) \***

Share results from the CTE interest survey with colleges to help inform pathway development.

Provide information on Guided Pathways to help inform transition advisors about each college's groupings and pathways within them: Villages and Careers/Academic Pathways (CAPs).

Expand college transitions resources showing detailed pathways to help students onboard at the colleges. . .

Please see supporting document for the full Activities section: NSCCC3YrPlan2022-2025.pdf

**Long-Term Outcomes (3-5 Years) \***

Work with Data Workgroup to identify metrics that can be used to determine efficacy of various forms of support implemented.

Explore expansion of the scope of student service workgroup activities to include transition to workforce.

Continue to recommend changes to college transitions and onboarding.

Increase adult education and community college outreach into the community.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Julie Vo
Valerie Fong

**Funds Evaluation****Member Allocations and Expenditures**

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

### Funds Evaluation \*

To complete the work in the Three Year plan and continue increasing student transition and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium.

Specifically, our consortium expends funds to a) provide adult education services in the CAEP approved areas; b) improve student learning; c) improve teaching and needed resources and staff development; d) provide needed support to students. In addition, we are building career pathways with the community colleges and partner organizations as well as increasing the ease of transition for students.

Furthermore, funds are budgeted and spent according to the CAEP guidelines as outlined in state legislation and dispersed based on the agreed upon percentages: MVLA (42.05%), FUHSD (34.5%), PAAS (18.37%), Foothill (2.54%), De Anza (2.54%).. Every July, at the Leadership Board's annual retreat, the Board reviews all five budgets, affirming that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work from through 2025. Being mindful of the proposed legislation suggesting a maximum of a 15% carryover, we will utilize that number as a potential target for maximum annual carryover in our discussions. Our goal is to have an initial agreement on carryover that is updated in our Charter by July, 2022.

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

MVLA: Total Leveraged Funds: \$518,768

CalWORKS: \$186,000

- \$4,000 (ESL/EL Civics)

- \$182,000 (Short Term CTE)

WIOA II: \$249,380

- \$33,408 (ABE/ASE)

- \$215,972 (ESL/EL Civics)

Fees: \$83,388

- \$83,388 (Short Term CTE)

FUHSD: Total Leveraged Funds: \$708,187

WIOA II: \$447,807

\$71,226 (ABE/ASE)

\$202,238 (ESL/EL Civics)

\$126,781 (Short Term CTE)

\$47,562 (Workforce Reentry)

Fees: \$260,380

\$188,924 (K-12 Success)

\$71,456 (Short Term CTE)

PAAA: Total Leveraged Funds: \$166,4

WIOA II: \$166,424

\$166,424 (ABE/ASE)

Foothill: Total Leveraged Funds: \$269, 070

NonCredit: \$45,245

\$31,704 (ESL/EL Civics)

\$13,541 (K-12 Success)

Donations: \$223,825

\$223,825 (K-12 Success)

De Anza: \$0

Please see supporting document for the full Funds Evaluation section: NSCCC3YrPlan2022-2025.pdf

### Certification

#### De Anza College - Member Representative

**Randy Bryant**  
Dean of CTE and Workforce Education  
[bryanrandy@deanza.edu](mailto:bryanrandy@deanza.edu)  
(408) 864-8840

Approved by Randy Bryant

08/14/2023 12:59 PM PDT

#### Foothill College - Member Representative

Valerie Fong

Dean, Language Arts  
[fongvalerie@fhda.edu](mailto:fongvalerie@fhda.edu)

Approved by Valerie Fong

08/14/2023 03:33 PM PDT

**Fremont Union High - Member Representative**

Lori Riehl  
Principal  
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Approved by Lori Riehl

08/14/2023 02:51 PM PDT

**Mountain View-Los Altos Union High - Member Representative**

Julie Vo MVLAHSD  
Director  
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Approved by Julie Vo MVLAHSD

08/14/2023 02:01 PM PDT

**Palo Alto Unified - Member Representative**

Jim Sherman  
Principal  
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Approved by Jim Sherman

08/14/2023 03:02 PM PDT



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