

**17 Foothill De Anza / NSCCC**

CONSORTIUM APPROVED

2023-24

## Plans & Goals

### Executive Summary

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

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

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

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

Although these percentages are increasing, the number of total adults served is still down from 2019 - 20's number of 4,150 students, and significantly down from 2018 - 19's number of 5,410 students. Therefore, the progress that we have made is not without continued challenges: the teacher shortage and the need for more funding still is hampering our consortium's ability for growth, which directly results in our adult schools not being able to serve a larger percentage of students in need of ESL, ASE, and CTE courses. The high cost of living, which has caused many students and teachers to move out of the County, has exacerbated both enrollment and teacher availability.

Therefore, in order to continue understanding these challenges and needs of our community members, we analyzed data in the 2021-22 CAEP Summary, 2021-22 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2021 CalPass/AE Pipeline Launchboard, our in-house data dashboard Precision Campus, and labor market reports from our local Workforce Investment Boards (NOVAworks & Work2Future). The data show, as has been the case in the past for our region, one of our largest "in-need" populations still includes those who speak English "less than well." According to the 2021 CAEP Fact Sheets,

for our consortium's region (those 18 and older), this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164. 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 and 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.

**For the full Ex Summary, see the supporting document: NSCCC 2023-24 Annual Plan.**

### **Regional Planning Overview**

The Leadership Board, Consortium & Project Teams, and Director are the driving forces behind the development and execution of the activities set forth in the 2022-25 Three Year Plan. The Leadership Board, Data Team, and Transition Support Team will each meet once a month to work on the activity goals set out in the plan. The Articulation and CTE Project Teams will meet as needed throughout the academic year to complete the work set out in the 2023-24 annual plan. The Director attends each team meeting and helps the members stay focused, aligned to the set tasks, and end of academic year goals. The Leadership Board 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 second year in the 2022-25 Three Year Plan. Below is the organizational structure of the NSCCC consortium and how the plan's activities align to it.

**Please see the supporting document: NSCCC 2023-24 for the complete organizational chart pdf.**

#### Consortium Teams

##### **Director**

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

##### **Leadership Board**

- Vision and guidance on all Activities

##### **Data Team**

- Helps the LB and Consortium/Project Team members analyze and utilize the data from LaunchBoard, TE, CAEP Fact Sheets, and our Precision Campus;
- This Team is also focused on helping the LB and Consortium/Project Team members interpret the data so the consortium can stay on target with the consortium and member agency's set metrics and targets;
- Leadership Board Guidance: Jonathan Fu (co-chair), Julie Vo, Lori Riehl, Connor Smith, Jim Sherman

##### Data Team Activities

- #1.2A: Adult School & College Data Input Alignment
- #1.2B: Precision Campus Manual
- #1.2C: Track Transition Data

##### **Transition Support Team**

- This Consortium Team helps adult school students identify, connect, and succeed in their transition interests.
- Leadership Board Guidance: Julie Vo, Valerie Fong, Jim Sherman, Liz Ambra

### TST Activities

- #3.1C Increase students' Access & Participation in CTE pathways;
- #3.2A Transition services at the adult schools and onboarding support at the community colleges;
- #2.1B Increase Student Targeted Academic Support

### Project Teams (Articulation Team & CTE Pathway Team)

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

#### Articulation Project Team

##### #3.1A: Articulation Projects

- 2023 – 24: Medical Terminology Articulation

#### CTE Pathway Projects Team

##### #2.1A: CTE Pathway Projects

- Continue building ECE, Counseling 5
- 2023–24: Healthcare Pathway: Outline overview of our regional healthcare pathway options for students; focus on recruiting adult school medical terminology students for Foothill's Community Health Care Worker certificate; Utilize the new ELL Healthcare Grant funding to help support the development of Healthcare Pathways.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

For our region of Northern Santa Clara County, one of our largest populations in need still includes those who speak English “less than well.” According to the 2021 CAEP Fact Sheets for our consortium’s region (those 18 and older) this number is estimated at 15,049. However, when you look at the larger Santa Clara County region, that number jumps to 146,164. 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 2022-23 CAEP Summary, 2022-23 CAEP Barriers to Employment Report Report, the 2021 CAEP Fact Sheets, 2022 CalPass/AE Pipeline LaunchBoard, and our in house data dashboard Precision Campus

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

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

Our consortium started the 2022-23 academic year with all three of our adult school’s ESL testing & program departments impacted. Starting with our August testing cycle, each adult school had two waitlists: one for students interested in taking a placement test (457 people), and another for being placed in an ESL class after being tested (52). This trend did not drop off during the January testing cycle as predicted. The two waitlists continued for the full academic year.

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

Along with the influx of community members needing ELL services this year, all three adult schools are affected by the teacher shortage. Although we instituted a stipend program to help teachers offset the cost of the adult ed teaching credential, all

three adult schools are struggling to find teachers to teach ESL classes and in other CAEP program areas.

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

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

- Our percentage of overall students who become participants has increased from 74.5% in 2018-19 to 79.9% in 2022-23 (E/M).
- This increase can also be seen in the number of total participants who complete a valid pre test: 68.5% of all participants in 2018-19 to 71% of all participants in 2022-23 (B/E).
- Although our total numbers are still down from 2018-19, the percentage of ELL students we are serving is up: 58.8% of total students were ELL in 2018-19 to 67% of total students were ELL in 2022-23 [M(ELL)];
- The percentage of those overall students who became ELL participants is also up: 50.1% of total students in 2018-19 to 55.3% of total students in 2022-23 [E(ELL) / M(ALL)];
- The percent of total students who qualified for a valid ELL pre test is up from 45% of the total students in 2018-19 to 50.6% of total students in 2022-23 [B(ELL) / M(ALL)];
- The percent of ELL participants who had a valid pre test is up from 89.8% of all ELL participants in 2018-19 to 91.4% of all ELL participants in 2022-23 [B(ELL) / E(ELL)];
- The percent of total overall students who had a valid pre/post test pair has increased from 37.1% of total students 2018-19 to 70.1% of total students 2022-23 [C9ELL) / M(ALL)];
- The number of CTE EFL gains has increased from 17 in 2018-19 to 29 in 2022-23.

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

**Please see the supporting document: NSCCC 20223-24 for the full list & charts containing the data pulled from CAEP Summary, Barriers to Employment, and the CALPass LaunchBoard.**

Here is a sample of the data pulled:

- Total number of students served (CAEP Summary column M);
- Number of students who achieved 12+ hours of instruction and became participants (E), and the percentage of the total students (M) (Participant Rate);
- The total number of ELL students we served [column M (ELL)], and the percentage of the total the total students (M);
- The total number of ELL students who became participants (12+ hours of instruction) [E (ELL)];
- Percent of of total participants (E) that became ELL participants (E (ELL));
- Of our ELL participants, we had the following number of participants who had 12+ hours of instructions, a pre-test, & SODS [B (ELL)]

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

**Please see supporting document NSCCC 2023-24 Annual Plan for the complete *Description of How the Gaps Were Identified* section.**

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

**Data Team**

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

### **Quarterly Data Team**

Tracking metrics (across all agencies) quarterly

### **Reports and databases utilized for Tracking Effectiveness**

#### CAEP Summary

Number served:

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

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

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

Our ESL Persistence Rate (C/B)

Our ESL Performance Rate (D/B)

ESL/ELL students achieved an EFL gain (D)

H= HSD/HSE Achieved

CTE outcomes

#### CAEP Barriers to Employment

English Skills, Cultural barriers & Low Literacy

#### CAEP Fact Sheets

Demographic data

#### CalPass/AE Pipeline Launchboard

Demographic data

Consortium Metric

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

Member Metrics

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

12+ hours of instruction

English as a Second Language (ESL)

EFL gains

number of students who achieved a progress marker

- Earned a GED, diploma or high school equivalency

- Completed a Workforce prep Milestone
- Earned Postsecondary Noncredit Certificate
- Earned an Immigration Integration Milestone
- Completed Postsecondary Credential
- Career Technical Education (CTE)
- Short Term CTE training programs

Precision Campus (In-house data dashboard)

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

Data accessed

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

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

Other

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

## Improve Effectiveness of Services

### 2023-24 Strategies

#### Strategy Name

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

#### 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

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

#### #1.1A: Collaborate with Local WIB

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

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

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

Current Status: NSCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. The consortium director is also participating in two subcommittee workgroups led by NOVAworks: Teacher Shortage & Employer Presentation

Summit co hosted w/ Stanford University.

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

### Strategy Name

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

### 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

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

#### #1.1B: Inclusion Based Support for Consortium

Description: Provide inclusion-based supports for the consortium

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

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

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

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

### Strategy Name

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

### 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

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

#### #1.1C: Consortium Member Handbook

The name of this activity has been changed from #1.1C: Consortium User Manual to #1.1C: Consortium Member Handbook

Description: Help onboard new hires (or any consortium member) by providing resources and information explaining the whole CAEP system, our regional partners, and the internal workings of the North Santa Clara County Consortium.

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

Objective: By the end of the 2023-24 a handbook will be created that will house NSCCC institutional knowledge and help onboard new members.

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

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

### Strategy Name

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

### 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

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

#### #1.1D: Adult School Teaching Credential Support

Description: In collaboration with SBCAE & ACCEL, NSCCC began utilizing the leftover Allies monies (\$40,000) to help provide the adult schools in their region financial support for teachers obtaining teaching credentials. Adult Ed staff may apply for a stipend that will help pay for the expenses of that credential.

Rationale: In order to help the regional consortiums with their teacher shortage, SBCAE, NSCCC, and ACCEL are using the leftover Allies money to help adult ed staff earn an adult ed teaching credential. The funds are housed with the Evergreen Valley College non-Profit and it loses around 1500/year in maintenance fees; therefore, money needs to be utilized now.

Objective: Help Regional Adult Ed staff obtain Teaching Credentials

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

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

### Strategy Name

Strategy #1.2 The Leadership Board and and Consortium Teams will develop aligned data processes and

### 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

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

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

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

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

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

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

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### Strategy Name

Strategy #1.2 The Leadership Board and and Consortium Teams will develop aligned data processes and

### Activity that Applies to this Strategy

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

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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.

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

The name of this activity has been changed from *#1.2B: Developing, Policies, Practices, and Procedures* to *#1.2B: Policies, Practices, and Procedures for Using the PC Tool*

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

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

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

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

**Strategy Name**

Strategy #1.2 The Leadership Board and and Consortium Teams will develop aligned data processes and

**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**

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.

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

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

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

Rationale: Key question for new data analyst to research

Current Status: Planned for 23-24

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

**Address Educational Needs****2023-24 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**

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.

**Activity: #2.1A CTE Pathway Projects**

The name of this activity has been changed from #2.1A: Expand Child Development Pathway with ESL Bridge to #2.1A:CTE Pathway Projects

Description: In order for the consortium to be more focused & effective in the work that we do, we have moved to project based teams. One team will focus on developing transition activities for adult school students to move into community college CTE Pathways and earn certificates. Transition activities include but are not limited to application workshops, familiarization with both colleges, orientations, early introduction to support staff at both colleges and career events showcasing career pathways at both colleges.

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

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

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

Goals for 2023-24:

Continue to support and grow the ECE Pathway and the Coun5 Cohort

Develop Health Care Pathways

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

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### Strategy Name

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

### Activity that Applies to this Strategy

#2.1B Increase the Targeted Academic Support Stude

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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.

### #2.1B Increase Student Targeted Academic Support

Description: Support Students in Transitioning (Before, During, & After): Dual Enrollment Cohort Model & Regular Transitions by Increased student wrap-around support (to be consistent with the strategy), intrusive follow-up (to monitor progress in the pathways, e.g., CDCP (career dev & college prep) certificates. Eg., ECE Pathway.

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

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

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

Goals for 2023-24: Support Students in Transitioning (Before, During, & After): Dual Enrollment Cohort Model & Regular Transitions. By reflecting on the dual enrollment cohorts from 2021-22 & 2022-23 (ECE & Coun5), learning from what supports worked, what needs to be done differently, and what new supports can we provide students. With information, the team can continue to support the cohorts that will be formed in the 2023-24 AY: ECE, Coun5, & Health Care.

## Improve Integration of Services & Transitions

### 2023-24 Strategies

#### Strategy Name

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

#### 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

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

#### #3.1A: Articulation Projects

The name of this activity has been changed from *#3.1A: Transition Activities* to *#3.1A: Articulation Projects*

Description: create articulation agreements between adult schools and FHDA for Medical Terminology classes. In order for the consortium to be more focused & effective in the work that we do, we have moved to project based teams. Following the template created by the leadership board for MVLA Accounting articulation process, this project team will work together to articulate Medical Terminology at both Foothill and De Anza colleges.

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

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

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

Goals for 2023-24:

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

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#### Strategy Name

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

**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**

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

**#3.1C Increase Students Access & Participation in CTE Pathways**

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

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

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

Current Status: We have finished this AY with roughly 88 students who participated in a dual enrollment opportunity.

Examples of courses students took: Early Childhood Education (18), Counseling 5 (28), English Pronounce (17), ESL (6), Other (19). Dual enrollment numbers by adult school: FUHSD (55), PAAS (25), MVLA (12)

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

**Strategy Name**

Strategy #3.2 The consortium will continue to improve its transition services in order to remove bar

**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**

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

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

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

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

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

Current Status: Ended the 2022-23 AY w/ 9 [FUHSD(4), PAAS (3), MVLA 5] College Info / Application / Financial Aid workshops @ adult schools. We had 136 students [FUHSD (60), MVLA (57), PAAS (19)] attend a college campus event: Career & College Fairs, College Field Trips, Opening Days, virtual job/interview two day session. Our three adult schools collectively had 88 students take a college dual enrollment course.

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

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

## 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 2023-24 Annual Plan, the 2022-2025 Three Year plan and build on student transitions and success, our consortium continues to follow a fiscal model and process that we have had in place since the beginning of our consortium. Specifically, our consortium expends funds to a) provide adult education services in the CAEP approved areas; b) improve student learning; c) improve teaching and needed resources and staff development; d) provide needed support to students. In addition, we are working on articulating programs and building career pathways with the two community colleges in order to continue increasing the ease of transition for our adult ed students. Furthermore, funds are budgeted and spent according to the CAEP guidelines as outlined in state legislation and dispersed based on the agreed upon percentages: MVLA (42.05%), FUHSD (34.5%), PAAS (18.37%), Foothill (2.54%), De Anza (2.54%).

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.**

In the July 2023 Leadership Board meeting, the Board reviewed all five budgets and affirmed that all funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans. The Board also voted in favor to cap each agency's annual carryover at 20% of yearly allocations and past carryover combined. The Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work from through 2025. The Board will follow the same guidance and protocol the State has implemented at the consortium level for members who do not meet the 20% cap for two consecutive academic years.

## Certification

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08/15/2023 04:03 PM PDT

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08/15/2023 01:21 PM PDT

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08/15/2023 01:40 PM PDT

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