

NSCCC
2024-25 Annual Plan

**BELIEVE. TAKE
THAT STEP!**

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Section 1: Plans & Goals

The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2024-25 Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. This executive summary will be used in the consortium snapshot for the California Legislature.

Vision & Primary Goals for 2024-25

As we continually situate ourselves, our students, and the work of NSCCC in Santa Clara County's continually shifting landscape, we find that we are making progress through the many challenges of our work. These successes and challenges helped reshape the vision of our consortium's work and sharpen the focus of the 2024-25 Annual Plan: Help consortium members cooperate, coordinate, and collaborate¹ in order to build, guide, and support students through education and career pathways. This vision is consistent with our three year plan, and is aligned with CAEP allocation requirements. Here are three key points of that vision:

1. The 2023-24 restructuring of the consortium's organizational workflow helped focus our work on creating a more successful consortium student journey: support students in identifying goals, coordinate consortium agencies to help students access those goals, and support their success in reaching their goals. This new focus created two projects aimed at student success: Data Vision Project & Agency Transition Vision Project;
 - a. Data Vision: focus on tracking & analyzing data metrics on student Enrollment, Course Success/General Persistence, Progress, Transition, Completion Success, & Employment²;

¹ Please see full Degrees of Partnership: Cooperation, Coordination, and Collaboration in the Index

² See Description of How Effective will be Measured to see details of each metric.

- b. Transition Vision: how can we build, guide, and support our adult school & non-credit college ESL students working towards education and career goals³;
2. Focus on fine tuning Healthcare and Child Development CTE pathways;
3. Dual enrollment, IET, & college foundational and bridge courses will be used as tools for accelerating students towards their goals.

Accomplishments

NSCC has two main areas of accomplishments: CAEP Data & 2023-24 Annual Plan Activities. As the 2023-24 CAEP Summary Report⁴ numbers show, we continue to improve student enrollment, persistence, and performance:

1. Adult schools served 4,163⁵ students (up from 3,693 in 22-24 & 3,364 in 21-22);
2. Students earning 12+ hours increased to 3,233 (up from 2,952 students in 22-23 & 2650 in 21-22);
3. ESL⁶ students being served increased to 2,843 (up from 2,478 in 22-23 & 2,157 in 21-22). Of these ESL students:
 - a. 2,200 ESL/ELL students completed student outcome data sets (SODS) (B) (up from 1,870 in 22-23 & 1537 in 21-22) ;
 - b. 1,652 ESL/ELL students had a valid pre & post test (C (ESL)) (up from 1,434 in 22-23 & 1062 in 21-22);
 - c. 1,034 ESL/ELL students achieved an EFL gain (D) (up from 849 in 22-23 and 633 in 21-22);
 - d. ESL Performance Rate (D/B) is up to 47% (45.4% in 22-23 & 41.1% in 21-22).

NSCCC met significant goals in 10 of their 12 the plan activities⁷. Some highlights are:

1. Created a Consortium Member Handbook to support member onboarding (1.1C);
2. Four teachers received stipend funds for teaching credential (1.1D);
3. Aligned ESL, CTE, & ASE TE Updates across the three adult schools (1.2A);
4. Created a Healthcare Pathway across all five agencies (2.1A), which increased students' participation in CTE opportunities (3.1C). In our first semester's IET Medical Terminology course (2.1B):

³ For full Transition Vision, please see activities 2.1B, 3.1C, & 3.2A

⁴ 2023-24 CAEP Summary Report run 7/15/24

⁵ Please see the Index Comprehensive Data for a full breakdown of the CAEP Summary Reports from 2018-18, 2019-20, 2200-21, 2021-22, 2022-23, and 2023-24 All data points are calculated from un-duplicate numbers.

⁶ CAEP Manager Summary E (ESL)

⁷ For a full list of our Accomplishments & Goals from the 2024-25 academic year, please see activities in Section 2-4 of this annual plan.

- a. 92% of students successfully completing (target goal of 80%);
 - b. Out of this group 78% transitioned to CTE post secondary or college class (target 70%);
5. Created and utilized an agency Transition Support Calendar to help align transition support across all five agencies: 134 students participate in a college info session & 105 adult school students dual enroll at college (up from 88 in 22-23).

Challenges

Although NSCCC has had many successes in 2023-24, we still face challenges. Although enrollment numbers 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 students⁸. Therefore, our progress is not without continued challenges: the teacher shortage, classroom space, and the need for more funding still hampers our consortium's ability for growth. The high cost of living, which has caused many students and teachers to move out of the County, has effected both enrollment and teacher availability. These challenges directly result in our adult schools inability to serve a larger percentage of Santa Clara County community members in need of ESL, ASE, and CTE courses.

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%⁹ of those who identify as having "limited English" in our micro region of the County, and only 1%¹⁰ of the larger Santa Clara County Region¹¹. Furthermore, the 2023-24 CAEP Barriers to Employment Report reveals that the lack of English skills¹² is still one of the biggest barriers our students face in gaining and keeping employment: 2975¹³ students recorded having English Skills as a barrier (this is up from 2,659 in 2022-23 & 2,257 in 2021-22). With these student needs in mind, our Consortium Student Barrier is the English Language Learner.

⁸ CAEP Summary Reports

⁹ 2021 CAEP Fact Sheets: 15,049 people identify as having limited English. (<https://caladulthood.org/CaepFactSheets>).

¹⁰ 2021 CAEP Fact Sheets

¹¹ 2021 CAEP Fact Sheets: Northern & Southern Santa Clara County- 15,049 people identify as having limited English. (<https://caladulthood.org/CaepFactSheets>).

¹² This stat is only English Language Learner: 2,975 students. It is actually higher if Low Lit numbers (3171 students) are included.

¹³ CAEP Manager Barriers To Employment Report (run 7/26/23)

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:

Objective #1: Improve Effectiveness of Consortium & Its Services

Strategy #1.1

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

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

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
- #1.2B: Policies, Practices, and Procedures for Using the PC Tool **ON HOLD**
- #1.2C: Track Transition Data with PC & to Support Seamless Student Transitions

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

Strategy #2.1

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

- #2.1A CTE Pathway Projects
- #2.1B Increase Student Targeted Academic Support

Objective #3: Improve Integration of Services & Transitions into Postsecondary Education and the Workforce

Strategy #3.1

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

- #3.1A Articulation Projects
- #3.1C Increase Students Access & Participation in CTE Pathways

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

2023-24 Allocations

To complete the work in the Annual Plan & 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 transition 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.

Moreover, every September, the Board reviews all five budgets, affirming that funds spent on CAEP Programs are aligned with the overall strategies and activities outlined in consortium plans, and carryover for each agency adheres to the 20% limit set in the 2024-25 CFAD.

Regional Planning Overview: Meeting Regional Needs

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

Regional Need #1: English Language Learners

Description of Gaps in Service or Regional Needs

In Northern Santa Clara County, one of our largest populations in need still includes those who speak English “less than well.” According to the 2022 CAEP Fact Sheets¹⁴ for our consortium’s region, this number has increased to 18,089 from 15,049 in the 2021 Fact Sheets. However, when you look at the larger Santa Clara County region, that number jumps to 129,258¹⁵. 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 2023-24 CAEP Summary, 2023-24 CAEP Barriers to Employment Report Report, the 2022 CAEP Fact Sheets, and CalPass/AE Pipeline LaunchBoard (2021-22)¹⁶.

Description of How the Gaps Were Identified

As stated above, the American Community Survey Data found in the 2022 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 2023-24 academic year to support this data.

Our consortium started the 2023-24 academic year impacted by the high need for ESL classes. All three of the adult schools’ ESL testing & program departments were full and had waitlists. Starting with our August testing cycle, each adult school had two waitlists: one for students interested in taking a placement test and another for being placed in an ESL class after being tested. This trend did not drop

¹⁴ 2022 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures (<https://caladulthood.org/CaepFactSheets>). The 2022 Fact Sheets have been updated to only include people who are 18+ years old.

¹⁵ 2022 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures (<https://caladulthood.org/CaepFactSheets>).

¹⁶ CalPass Launchboard data is only updated to the 2021-22 AY.

<https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

off during the January testing cycle as predicted. The two waitlists continued for the full academic year. At both colleges, ESL classes were full with waiting lists.

Another change was with the placement and language levels 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 2024-25 academic year to see if these changes continue to be trends.

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 2023-24 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 Summary from the past six academic years (2018-19, 2019-20, 2020-21, 2021-22, 2022-23, & 2023-24), 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.

With both colleges having moved to guided self placement, they both are seeing students opt for courses that may be above or below their skill level. The colleges continue to encourage students to take the class that is the best match for their skill level.

Both colleges offer mirrored noncredit, with noncredit students and credit students in the same class. Instructors are reporting challenges in motivating noncredit students to attend and participate to the same extent as their credit peers in the class.

Although our total CAEP Summary numbers are still down from 2018-19, we have increased the percentage of student success in various categories¹⁷:

- Although our 2023-24 percentage of overall students who become participants is still higher (77.7%) than it was in 2018-19 (74.5%), it is slightly down from the 2023-24 AY (79.9%). As a consortium, we need to look into this data point (E/M);

¹⁷ All data in this section comes from 2023-24 CAEP Summary

- The number of total participants who complete a valid pre test continues to increase: 77.6% in 2023-24 (from 68.5% in 2018-19 and 71% in 2022-23) (B/E);
- Of the students in CAEP programs at the Adult Schools, 72.6% are ELL. (58.8% in 2018-19 & 67% in 2022-23 [M(ELL)]);
- The percentage of those overall students who became ELL participants is also up to 60.9%. (50.1% in 2018-19 & 55.3% in 2022-23) [E(ELL) / M(ALL)];
- The percent of total students who complete a valid ELL pre test is up to 55.5%. (45% in 2018-19 % 50.6% of total students in 2022-23) [B(ELL) / M(ALL)];
- The percent of ELL participants who had a valid pre test has remained constant from last year at 91.4%, which is up from 89.8% in 2018-19 [B(ELL) / E(ELL)];
- The CTE persistence rate for 2023-24 is 87%– up from 69% in 2022-23
- The number of CTE EFL gains has increased to 68 in 2023-24 (17 in 2018-19 to 18 in 2022-23).

Some markers are down from last year; therefore, the consortium will take a deeper dive into the following data points to understand the causes:

- At 77.7%, the percentage of overall students (M) who become participants (E) is slightly down from the 2023-24 AY (79.9%).
- Although the number of participants [E (ELL)] who qualify for a pre/post [E(ELL)C] pair is up: 1,652 students in 2023-24 from 1,434 in 2022-23; the percent of ELL participants [E (ELL) who qualified for column C (ELL) is down: 68.7% of all ELL participants in 2023-24 from 70.1% in 2022-23.
- The percent ELL students who had a valid pre/post test pair in 2023-24 is 68.7%, which is down from 70.1% of total students 2022-23. As a consortium, we need to look into this data point [C(ELL) / M(ALL)];
- Although the ELL persistence rate is good (above 70%), our rate of ELL Persistence [C (ELL) / B (ELL)] is down slightly from last AY: 75.1 % 2023-24 from 76.6% in 2022-23.

Total number of students served (CAEP Summary column M):

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
M Total students served	5410 students	4150 students	2933 students	3364 students	3,693 students	4,163 students

Number of students who achieved 12+ hours of instruction and became participants (column E), and the percentage of the total students (column M) **(Participant Rate marker)**

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
E 12+ hours of instruction	4031 became participants	3314 became participants	2174 became participants	2336 became participants	2,952 became participants	3,233 became participants
E/M	74.5% of total students	80% of total students	74% of total students	78.7% of total students	79.9% of total students	77.7% of total students

The total number of participants with a valid pre-test & SODS (column B), and the percentage of all participants (column E)

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
B 12+, pre-test, & SODS	2762 participants pre-tested	2346 participants pre-tested	1345 participants pre-tested	1800 participants pre-tested	2,098 participants pre-tested	2,437 participants pre-tested
B/E	68.5% of all participants	70.7% of all participants	61.8% of all participants	67.9% of all participants	71% of all participants	77.3% of all participants

The total number of participants with a valid pre/post test pair (C), the percentage of all ASE participants (C/E) & (C/B) [**Persistence Rate Marker (70%+ good)**]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
C Pre/Post	2168 participants 53.7% c	X	X	1,206 (45.5%) of all Participants (67% persistence rate)	1,577(53.4%) of all Participants (75.1% persistence rate)	1,791(57.4%) of all Participants (73.8% persistence rate)
C HSD/HSE C/B	182 participants 54.1% of all ASE participants	X	X	157 (57.5%) ASE Participants (61.3% persistence rate)	154 (59%) ASE Participants (63.3% persistence rate)	173 (60%) ASE Participants (61.3% persistence rate)
C CTE C/B	17 participants (54.8% persistence rate)			29 CTE participants (70.7% persistence rate)	29 CTE participants (69% persistence rate)	101 CTE participants (87% persistence rate)
C ELL C/B	2009 (74%) of ELL participants (82.4% persistence rate)	1496 (61%) of ELL participants (70% persistence rate)	1033 (64%) ELL participants (55% persistence rate)	1062 (59.5%) of ELL participants (69% persistence rate)	1,434 (70.1%) of ELL participants (76.6% persistence rate)	1,652 (68.7%) of ELL participants (75.1% persistence rate)

The total number of participants with a EFL Learning Gain, and the percentage of all participants (column E) (**Progress Rate marker**)

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
D EFL	1,387 participants 34.4% of participants	x	x	712 participants 30.4% of participants	927 participants 31.4% of participants	1,120 participants 35.7% of participants
D EFL in HSD/HSE	116 participants 32.7% of ASE Participants	x	x	89 participants 32.6% of ASE Participants	82 participants 31.4% of ASE Participants	111 participants 39% of ASE Participants
D CTE	17 participants 2.4% of CTE Participants	x	x	21 participants 6.2% of CTE Participants	18 participants 6.1% of CTE Participants	68 participants 16.7% of CTE Participants
D ELL	1286 participants 47.3% ELL participants	804 participants 33% ELL participants	262 participants 39% ELL participants	633 participants 35.4% of ELL participants	849 participants 41.5% ELL participants	1,034 participants Total: 43% ELL participants

In this next section, the data will be broken down into our ELL program.

The total number of ELL students we served [column M (ELL)], and the percentage of the total the total students (M) :

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
M (ELL)	3,184 students	X	X	2,157 students	2,478 students	2,843 students
M (ELL) / M	58.8% of total students	X	X	64.1% of total students	67% of total students	72.6% of total students

The total number of ELL students who became participants (12+ hours of instruction) [E (ELL)]:

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
E (ELL)	2,714 became participants	2,44 became participants	1,326 became participants	1,784 became participants	2,045 became participants	2,399 became participants

Percent of total students (M) that became ELL participants E (ELL):

E (ESL) / M (All)=%	50.1% of total students	59% of total students	45% of total students	53% of total students	55.3% of total students	2023-24 AY
E (ESL) / M (ELL)=%	85.2% of total ELL students	X	X	82.7% of total ELL students	82.5% of total ELL students	84.3% of total ELL students

Percent of of total participants (E) that became ELL participants (E (ELL):

E (ESL) / E(All)=%	67.3% of all participants	74% of all participants	61% of all participants	67.3% of all participants	69.2% of all participants	79.9% of all participants
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Of our ELL participants, we had the following number of participants who had 12+ hours of instructions, a pre-test, & SODS [B (ELL)]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
B (ELL) 12+, pre-test, & SODS	2438 participants	2135 participants	1068 participants	1537 participants	1,870 participants	2,200 participants

Percent of total students (M) who qualified for column B (ELL):

B (ELL) / M	45% of total students	X of total students	36% of total students	45.6% of total students	50.6% of total students	55.5% of total students
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Percent of ELL participants [E (ELL) who qualified for column B:

B (ELL) / E (ELL)	89.8% of all ELL participants	87% of all ELL participants	79% of all ELL participants	86.1% of all ELL participants	91.4% of all ELL participants	91.4% of all ELL participants
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Of our ELL participants, we have the following numbers of participants who took both a valid pre & post test [column C (ELL)]

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
C (ELL) valid pre & post test	2009 participants	1496 participants	585 participants	1062 participants	1,434 participants	1,652 participants

Percent of total students (M) who qualified for column C (ELL):

C (ELL) / M	37.1% of total students	X of total students	20% of total students	31.5% of total students	38.8% of total students	42% of total students
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Percent of ELL participants [E (ELL) who qualified for column C (ELL):

C (ELL) / E (ELL)	74% of all ELL	61% of all ELL	43% of all ELL	59.5% of all ELL	70.1% of all ELL	68.7% of all ELL
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	participant s	participant s	participants	participants	participants	participants
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Our ELL EFL Gains [D (ELL) & Performance Rates [D (ELL) / B (ELL)] are also recovering; however, our Persistence [C (ELL) / B (ELL)] is down slightly from last AY:

CAEP Summary Columns	2018-19 AY	2019-20 AY	2020-21 AY	2021-22 AY	2022-23 AY	2023-24 AY
C (ELL) / B (ELL) = ELL Persistence Rate (70%+ good)	82.4% of participant s are persisting	70% of participant s are persisting	55% of participants are persisting	69% of participants are persisting	76.6% of ELL participants are persisting	75.1% of ELL participants are persisting
D (ELL) EFL Gain	1286 ELL participant s complete an EFL Gain	804 ELL participant s complete an EFL Gain	262 ELL participants complete an EFL Gain	633 ELL participants complete an EFL Gain	849 ELL participants complete an EFL Gain	1,034 ELL participants complete an EFL Gain
D (ELL) / B (ELL) Performance Rate	52.7% of B's complete an EFL Gain	38% of B's complete an EFL Gain	25% of B's complete an EFL Gain	41.1% of B's complete an EFL Gain	45.4% of B's complete an EFL Gain	47% of B's complete an EFL Gain
D (ELL) / C (ELL) C= pre/post test	64% of C's complete an EFL Gain	54% of C's complete an EFL Gain	45% of C's complete an EFL Gain	59.6% of C's complete an EFL Gain	59.2% of C's complete an EFL Gain	62.8% of C's complete an EFL Gain
D (ELL) / E (ELL)	47.3% of E's complete an EFL Gain	33% of E's complete an EFL Gain	19% of E's complete an EFL Gain	35.4% of E's complete an EFL Gain	41.5% of E's complete an EFL Gain	43% of E's complete an EFL Gain

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 Region¹⁸.

Continuing to expand our services for English language acquisition will also help our community members who identified that a lack of English skills is still one of the biggest barrier¹⁹ our students face in gaining and keeping employment:

- for 2023-24, 2,975 students recorded having English Skills as a barrier (71%) (this fairly consistent with 2022-23's percentage: 72%);
- in addition, 1,830 (44%) report that cultural barriers are keeping them from employment (down from 46.2% in 2023-24, but up from 41% in 21-22 & 18% in 20-21);

Furthermore, 3,171 (76.1%) report that Low Literacy is a barrier to employment (similar to 77.5% in 2023-24, and up from 67% in 2021-22 & 66% in 2020-21);

- To date, the adult schools have served a total of 4,163 students in 2023-24. This number is up from 3,693 students in 2022-23, 3,364 students in 2021-23, 2,933 in 2021-21, and 4,150 in 2019-20's; however, it is still down from 2018-19's number of 5410 students (CAEP Manager Summary- M subtracted by N/A number).

As of July 2024, the 2021-22 LaunchBoard²⁰ data is the most current data in that database, it can only show an incomplete picture of the progress our consortium is making in recovering from the COVID-19 pandemic. The data supports that the total number of students served in our consortium decreased over the past three academic years– due to students moving out of the area because of the high cost of living as well as the COVID-19 pandemic. Looking at the consortium's 2021-22 enrollment numbers in LaunchBoard, the data indicates the slow uptick in the total number of individuals served: 7,683 (up from 7,140 in 2020-21). Of those total reportable individuals served, the following data should be noted:

1. 6,758 (88%) became participants with 12+ hours of instruction (up from 6,284 in 2020-21) (Above the State average of 80.7%);

¹⁸ 2022 CAEP Fact Sheets Foothill De Anza / NSCCC and SBCAE combined figures (<https://caladulted.org/CaepFactSheets>)

¹⁹ CAEP Manager Barriers To Employment Report (run 7/15/2024)

²⁰ <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

2. Of the total participants, 2,338 (35%) were in English as a Second Language (ESL) (up from 1,714 (27%) in 2020-21);
3. 1,005 students (24%) (ESL, ABE, ASE = 4,091) improved one or more educational functioning levels (up from 12% in 2020-21) (less than the statewide percentage of 28%);
4. Consortium-wide, the number of students who achieved a progress marker 2021-22:
 - 89 of 6,785 (1.3%) earned a GED, diploma or high school equivalency [down from 106 (2%) in 2020-21, 105 (2%) in 2019-20, & 137 (2%) in 2018-19]. The 2022-23 CAEP Summary reports that 82 students earned a HSD or equivalent. Although this is a small decline, it should be looked into.
 - 878 of 6,758 Completed a Workforce prep Milestone (13%) (up from 241 (3.8%) in 2020-21);
 - 892 of 6,758 earned an Immigration Integration Milestone (13%) (up from 647 (10%) in 2020-21);
 - 480 of 6,758 completed a Postsecondary Credential (7%) (down from 969 (9%) in 2020-21).
 - 1,585 out of 6,758 (23%) students were in Career Technical Education (CTE) (up from 19% in 2020-21);
 - 140 of 6,758 Earned Postsecondary Non Credit CTE Certificate (2%) (down from 170 (3%) 2020-21).
5. Of the 2021-22 CTE students, 25% state that low literacy was a serious barrier to employment; 17% state that English Language Learning was a barrier; 29% low income was also a barrier to employment. As such, developing CTE co-enrollment opportunities in ESL as well as embedded language improvement within CTE are still key areas we are focused on in this Three Year plan for career pathways.

Description of How Effectiveness Will Be Measured

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

Consortium Teams for Measuring Effectiveness

1. Data Team

- a. In charge of collecting and analyzing data in order to help the consortium measure effectiveness, keep on target with the metrics identified in the three year plan, and keep on track with the progress for meeting our overall consortium goals set forth in the three year and annual plan.
- b. **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)
- c. **Member Metrics**
 - Adults who Became Participants (AE 202 - Overall)
 - Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

2. Data Vision Team

- a. This team includes members from the monthly data team as well as leadership board members from each agency:
- b. Data Vision
 - i. Enrollment Data
 1. Reportable Individuals (# of Adults Served)
 - All Non Credit CAEP Students (ESL, CTE, AwD, ASE) w/ at least 1 positive attendance hour
 2. English Language Learners Reportable Individuals
 - All Non Credit CAEP (ELL) Reportable Individuals with an English Learner Barrier
 3. ELL Grant: # participants enrolled in the healthcare pathway Grant
 - CAEP ELL Students in the Healthcare Pathway:
 - De Anza: COUN5, HTEC 50, Phlebotomy
 - Foothill: NCEL 403A&B, Intro Health, CHW, EMT
 - ii. COURSE SUCCESS / GENERAL PERSISTENCE DATA

1. Students who have returned the subsequent quarter
 - All CAEP (non-credit ESL, CTE, ASE, AwD) students who have returned a subsequent quarter regardless of pathway or sequence
2. ELL Pathway Course Completion
 - CAEP ELL Healthcare Pathway Students (credit/non credit) within a cohort who pass a specific course
- iii. PATHWAY PROGRESS DATA
 1. Participants who move up levels in particular pathways (ESL)
 - a. CAEP Non-credit ESL students who move up one level within ESL sequence
 2. CC participants who move up levels in particular pathways (CTE)
 - a. CAEP CTE students who successfully complete course within non-credit CTE pathway
 3. ELL Pathway Progress
 - a. CAEP ELL Healthcare Students completing a course and moving to the next course in ELL pathway)
- iv. TRANSITIONS DATA
 1. Participants in ESL, ABE and ASE who Transitioned to a Non-developmental Credit College Course
 - a. All Non Credit CAEP Students (ESL, CTE, AwD, ASE) who transition to CC credit
 2. CC: Non-credit ESL to Non-credit CTE (ELL Pathway) or Non-credit to credit CTE
 3. ELL Pathway Transition
 - a. Adult School students who have transitioned to ELL Pathway at Community Colleges credit and non-credit
- v. PATHWAY COMPLETIONS / SUCCESS DATA
 1. CC Career Pathway Certificates
 - a. CAEP Students in who complete certificates in ECE, (Potentially other courses in the Healthcare Pathway)
 2. ELL Pathway Completion
 - a. CAEP ELL Healthcare Students completing a healthcare pathway CTE certificate
- vi. EMPLOYMENT DATA
 1. ELL Pathway Employment

- a. Employment information for CAEP students who complete an ELL Grant HC Pathway

Reports and databases Utilized for Tracking Effectiveness

1. CAEP Summary

- a. Number served:
- b. Overall (M)
- c. ESL/ELL students with 12+hrs (column E)
- d. ESL/ELL students with complete student outcome data sets (SODS) (B)
- e. ESL/ELL students took both a valid pre & post test ©
- f. ESL Persistence Rate (C/B)
- g. ESL Performance Rate (D/B)
- h. ESL/ELL students who achieved an EFL Gain (D)
- i. HSD/HSE Achieved
- j. CTE outcomes

2. CAEP Barriers to Employment

- a. English Skills, Cultural Barriers, & Low Literacy

3. CAEP Fact Sheets

- a. Demographic data

4. CAEP DIR

- a. Demographic data & Syruudent info

5. CalPass/AE Pipeline LaunchBoard

- a. Demographic data
- b. Updated to 2021-22 Data

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

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

Sections 2–4 Strategies/Activities Overview

In these sections, the consortium will identify the strategies/activities and metrics to address improving the integration of services and transitions in accordance with Education Code §84906. The consortium will describe how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Objective #1: Improve Effectiveness of Consortium & Its Services

Strategy #1.1

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

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

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

#1.1C: Consortium Member Handbook (Director) (completed)

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

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 Team)

#1.2B: Policies, Practices, and Procedures for Using the PC Tool (Data Team) **ON HOLD**

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

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

Strategy #2.1

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

#2.1A CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~) (CTE)

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

Objective #3: Improve Integration of Services & Transitions into Postsecondary Education and the Workforce

Strategy #3.1

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

#3.1A Articulation Projects ~~Transition Activities~~ (Articulation Project Team)

#3.1C Increase Students Access & Participation in CTE Pathways (TST)

~~#3.1 B Increase students Access & Participation in CTE pathways (CAA Lens) (CAA WG)~~
 Deleted-due to redundancy

Strategy #3.2

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

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

Section 2: Improve Effectiveness of Services

Strategy #1.1

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

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

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

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

Description:

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

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

Rationale:

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

Current Status:

- NSCC has full representation at the majority of NOVAworks quarterly stakeholder meetings. (Met 2023-24 Goal)

- Identified the need for a NSCCC Advisory Stakeholders meeting
-

Goals for 2024-25:

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

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

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

Description:

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

Objective:

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

Rationale:

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

Current Status:

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

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

Goals for 2024-25:

1. Continue finding inclusion based resources and supports for our consortium and its members.
2. Send out quarterly Newsletters and bi-annual State of the Consortium reports

#1.1C: Consortium ~~User Manual~~ Member Handbook (Director)

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

Description: Help onboard new hires (or any consortium member) by providing resources and information explaining the whole CAEP system, our regional partners, and the internal workings of the North Santa Clara County Consortium. **(The name of this activity has been changed from #1.1C: Consortium User Manual to #1.1C: Consortium Member Handbook)**

Objective:

Keep handbooks updated to help onboard new consortium members.

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

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

Goals for 2024-25:

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

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

Metric: Adults Who become Participants (AE 202)

Description: In the 2023-24 academic year (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.

Objective: Help Regional Adult Ed staff obtain Teaching Credentials

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.

Current Status: As of this time, MVLA has two teachers who have completed courses and utilized this stipend. FUHSD has two teachers who have completed courses and utilized this stipend. (Meeting 2023-24 Goal)

Goals for 2024-25:

1. In the 2024-25 academic year, NSCCC will continue recruiting teachers in order to use the funds by the end of this academic year.
2. Update language in teacher contract to emphasis required teaching commitment
3. When recruiting new candidates, go over contract and teaching requirements carefully

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. (#1.2: Develop & Align Data Processes & Practices for Student Outcomes & Achievement)

Activities: #1.2A, #1.2B, #1.2C,

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

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

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

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

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

Current Status:

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

the consortium update & navigate the Precision Campus data tool, and develop pragmatic data questions that will help guide the work we do. (Goal Not Met) (On Hold)

Goals for 2024-25:

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

#1.2B: Policies, Practices, and Procedures for Using the PC Tool (Developing, Policies, Practices, and Procedures) (Data team) On Hold

Metric: Transition to Postsecondary Credit (AE 637)

Description: Create a manual for Precision Campus that lays out the 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)**

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:

1. Although the Data Team has started a rough draft of the PC manual, as of now, we do not have the resources to fill this data position to help with the management of the Precision Campus tool. (Goal Not Met)
2. Without the support of a dedicated Precision Campus data person to upload, complete fuzzy match & data validation, create an operations manual, and help pull data from the tool, the Leadership Board has put this activity on hold. We are looking into other ways of tracking CAEP students' persistence, progress, transitions, and success at the colleges.(Goal Not Met)

Goals for 2024-25: On Hold

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

Metric: Transition to Postsecondary Credit (AE 637)

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

Current Status:

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

Goals for 2024-25:

1. The Data Vision helped identify what adult school and college data we need to help support students be successful in career pathways. Our next steps are to identify when to collect and analyze the data to best help our consortium create early intervention support systems, pathway development, potential funding gaps, and efficacy of work. Once we have identified when we need the data, we can reach out to the college IR department to see if/how they can pull that data.
2. Create a pragmatic/utilizable spreadsheet that represents the data points in the Vision.
3. Utilizing the Data Vision spreadsheet, start tracking, analyzing, and utilizing the data. This will start the 2024-25 academic year..

4. Find solutions for being able to track CAEP adult school students once they progress past the dual enrollment stage of our college pathways.
 - Understand how adult schools student data ends up in the college system if they flag that they were an AS student in CCA Apply.
 - Can the college upload CCA Apply results into their main data warehouse that would potentially enable reports to be run sliced for our three adult schools?
 - Can CAEP cohorts be created in the District's Precision Campus environment in order to track the students in our pathways (the ones the TST are tracking internally)?

Section 3: Address Educational Needs

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. (#2.1: Expand Pathways (ESL & CTE) & Supports for Student Success)

Activities: #2.1A, #2.1B

#2.1A CTE Pathway Projects (~~Expand Child Development Pathway with ESL Bridge~~)

Metric: Transition to Postsecondary Credit (AE 637)

Description: The CTE Pathway Team will focus on developing transition activities for adult school students to move into community college CTE Pathways and earn certificates. Transition activities include but are not limited to application workshops, 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 post secondary CTE pathways. We intend to continue building on our initial successes to increase the number of pathways available to students.

Current Status:

1. 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.
2. Continue to support and grow the ECE Pathway and the Coun5 Cohorts (Met 2023-24 Goal)

3. Develop Health Care Pathways:

	Foundational Pathway Classes	CTE Post Secondary (AE)	Bridge	FHC	DA
FUHSD AS	<ul style="list-style-type: none"> • Med Term (AA), (+Medical English for ESL) [to Med Int] • Medical Communications for ESL [to CNA] 	<ul style="list-style-type: none"> • Medical Interpreter • CNA 	<ul style="list-style-type: none"> • COUN 5 • HTEC 50/AHS 50 • Mandarin ## • ESL for Customer Service • ESL for Healthcare • ESL 403AB • 	<ul style="list-style-type: none"> • EMR (as Tu/Thur Eve pathway to EMT) • EMT (Credit and Mirrored NCR) (Part A MW Eve, Part B TuTh Eve) • CHW (DL, Sat hybrid) • A&P (as pathway to Paramedic, Respiratory Therapy, Nursing, Rad Tech programs (DL) 	<ul style="list-style-type: none"> • Phlebotomy • Nursing
MVLA AS	<ul style="list-style-type: none"> • Med Term (AA) (Day, DL) • Med Term for Adv ESL (IET) (AA) (Day, in-person) 	<ul style="list-style-type: none"> • CNA • MA • ECT • MRS • MOA • HHA 			
PAAS	ESL Medical English (Eve , in-person)	To MVLA or FUHSD CTE Certificate Programs			

4. Utilize the new ELL Healthcare Grant funding to help support the development of Healthcare Pathways. (Met 2023-24 Goal)

- Foothill: build a Community Healthcare Worker pathway that supports adult school students' transitions from ESL and other CAEP programs. (Met 2023-24 Goal)
- De Anza: Connecting FUHSD & MVLA CNA candidates/graduates with local externship sites.
- Create seamless pathways to nursing programs. (Goal Not Met)
 - This goal has been changed to CC HC pathway programs
- De Anza: Connect the Articulated Medical Interpreter students to the Mandarin Translation Certificate (Met 2023-24 Goal) (~~Goal Not Met~~)

Goals for 2024-25:

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

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

1. Share student interest across the consortium. If the individual student interest came with the student when they transitioned.
2. Add a project based team in an annual plan/ three yr plan: that creates pathway maps for 3 to 4) HC, ECE, Accounting, CIS other?) (CTE Coordinators can serve on this PB Team)
 - FUHSD has developed an "Office English" class that will feed into CIS 99 at DeAnza.

#2.1B Increase Student Targeted Academic Support (To DO)

Metric: English Language Learner (AE 305)

Description:

Improve student persistence and completion through student wrap-around supports

Objective:

1. Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
 2. Monitor progress and completions in the CDCP pathways
 3. Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college
-

Rationale:

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

Current Status:

1. Provide wrap-around, embedded supports to adult school ELL pathway adult school students, dual enrollment students, and students transitioning to college
 - a. Embedded tutors were provided at MVLA and FUHSD.
2. Monitor progress and completions in the CDCP pathways
 - a. For ELL HC Pathway grant, MVLA saw positive results: IET classes with embedded tutor resulted in 92% of students successfully completing exceeding our target goal of 80%, Out of this group 78% transitioned to CTE post secondary or college class (exceeding our target goal of 70%)

3. Assess the efficacy of supports for ELL pathway adult school students, dual enrollment cohorts, and students transitioning to college.
 - a. Reflected on the dual enrollment cohorts from 2021-22 & 2022-23 (ECE & Coun5) to learn from what supports worked, what needs to be done differently, and what new supports can be provided to students. With information, the team can continue to support the cohorts that will be formed in the 2023-24 AY: ECE, Coun5, & Health Care. (Met 2023-24 Goal)
-

Goals for 2024-25:

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

Section 4: Improve Integration of Services and Transitions

Strategy #3.1

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

Activities: #3.1A, #3.1C

#3.1A: Articulation Projects ~~Transition Activities~~

Metric: Transition to Postsecondary Credit (AE 637)

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

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:

1. In 2022-23, The Leadership Board worked together to create an articulation template based on the process MVLA went through to articulate Accounting at Foothill.
 - a. The Articulation Project Team will utilize this template in the 2023-24 AY to articulate medical terminology at Foothill & De Anza Colleges. (Goal Not Met)

- b. Complete articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza (Goal Not Met)
 2. Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit (Goal Not Met)
-

Goals for 2024-25:

1. Work on completing articulation agreements/MOUs for Medical Terminology at both Foothill & De Anza
2. Plan A
 - a. De Anza 60A: Basic Med Term (3 units)
 - i. Req for Phlebotomy & Med Assistant (other Allied)
 - ii. CTE Team (Randy & Tiffany) at De Anza will start connect faculty & Deans
 - iii. Talk with Anita and Mureen about this possibility.
 - iv. Articulate with MVLA & FUHSD separately
 - b. Foothill: HS52 Med Term (4units)
 - i. Not required for NSCCC CTE pathways
 - ii. Teresa will see if Foothill and De Anza can articulate together
 1. the difference in units poses an obstacle
 - c. Future- articulate med term first. Articulate word class to lead into CC Business office programs
3. Plan B
 - a. See if faculty will do credit for prior learning
 - i. Credit by exam
 - ii. But District does not have this yet
4. Plan C
 - a. Is dual enrollment an option?
 - i. Where AS teachers meet min quals for college.
5. Proposed revitalization of noncredit G-suite at FHC? AE can refer students
6. Implement CATEMA at FHDA to ease students' transitions from adult schools to community college credit (Is this still a goal?)

#3.1C Increase Students Access & Participation in CTE Pathways

Metric: English Language Learner (AE 305)

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

Objective:

1. Gather CTE & Transition Interests for ESL & ASE Students.
2. Encourage enrollment in Bridge and Foundation classes
3. Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.
4. Support enrollment into CTE pathways
5. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways

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

Current Status:

1. Gather CTE & Transition Interests for ESL & ASE Students.
 - a. Gather CTE Interests for ESL & ASE Students for the 2023-24 Academic Year through Integrated Education and Training AS surveys. (Met 23-24 Goal)
 - b. 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. (Goal Not Met)
 - c. Provide career information that supports pathway selection for AS students.
2. Encourage enrollment in Bridge and Foundation classes
 - d. Counseling 5 (10) (down from 28)
 - e. English Pronounce 1 down from (17)
 - f. ESL (20) up from (6), Other (17) down from (19)
 - g. We have finished this AY with roughly 105 (up from 88) students who participated in a dual enrollment opportunity. Dual enrollment numbers by adult school: FUHSD 60 up from (55), PAAS (30) up from (25), MVLA (15) up from (12). (Met 23-24 Goal)

- h. The process of scheduling outreach events will also begin in this meeting. (Met 2023-24 Goal)
- 3. Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.
 - i. The process of scheduling outreach events will also begin in this meeting. (Met 2023-24 Goal)
 - j. Provide career information that supports pathway selection for AS students.
- 4. Support enrollment into CTE pathways
 - k. Early Childhood Education 10 (down from 18)
 - l. The process of scheduling outreach events will also begin in this meeting. (Met 2023-24 Goal)
- 5. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.
 - m. Utilized Pathway (Cohort Tracker) for this spring's COUN5 & summer's 403A/B (Met 2023-24 Goal)

Goals for 2024-25

1. Gather CTE & Transition Interests for ESL & ASE Students.
 - a. Create a standard framework for identifying the transition readiness for individual students. Create a more formalized referral/hand-off system for student to enter the pathway of interest,
 - Ready to transition, know the pathway, need to level up english
 - Ready to transition, know pathway, language ready
 - Ready to transition, don't know pathway, Language ready
 - Ready to transition, don't know pathway, Language not ready
 - Not ready to transition, start information sessions to help
 - b. Each agency will collect general student interest and share it with the consortium for programming purposes.
 - Create a calendar for when data will be shared and how it will be used
 - Create a shared spreadsheet for this information
2. Encourage enrollment in Bridge and Foundation classes
 - a. Develop a common understanding of ESL skill levels for appropriate placement: College to Adult School. ESL instructors form a community of practice to map curriculum.
3. Inreach to Bridge and Foundation students about CTE pathways; Provide career information that supports pathway selection for AS students.
 - a. Create career pathway maps related to the 2-4 pathways we are focusing on in our annual plan.

- 4. Support enrollment into CTE pathways
 - a. See above
- 5. Track and monitor Adult School student enrollment into entry-level courses of CTE pathways.
 - a. Adult Schools provide the list of students transitioning to the colleges (regardless of which level of transition readiness and which pathway)
 - b. Data team supports creation of cohort in FHDA Precision Campus
 - c. Identify students who transition from AS to bridge and foundation classes
 - d. Identify students who move from bridge and foundation classes into one of the pathways identified in the Healthcare Pathways Grant
 - e. Identify students who enter directly into pathways identified in the Healthcare Pathways Grant

**Utilize these flow charts to help TST when working with students::

	Yes	No
Ready to Transition	x	
Know the Pathway	x	
Language Ready	x	

	Yes	No
Ready to Transition	x	
Know the Pathway	x	
Language Ready		x

	Yes	No
Ready to Transition	x	
Know the Pathway		x
Language Ready	x	

	Yes	No
Ready to Transition	x	
Know the Pathway		x
Language Ready		x

	Yes	No
Ready to Transition		X
Know the Pathway		?
Language Ready		?

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. (#3.2 Improve Transition Services: Remove Barriers to Transitions)

Activity #3.2A

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

Metric: Transition to Postsecondary Credit (AE 637)

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

Objective:

1. Identify and document timeframes for transition activities
2. Schedule transition activities to important college and adult school dates/deadlines
3. Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework (see 3.1C)
4. Monitor transitions and implement process for continuous improvement

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

Current Status:

1. Identify and document timeframes for transition activities
 - i. Create a shared Calendar and utilized the information (Met 2023-24 Goal)
2. Schedule transition activities to important college and adult school dates/deadlines
 - ii. Started scheduling outreach events between the college and adult schools. (Met 2023-24 Goal)
3. Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework (see 3.1C)
 - iii. College Info sessions: 6 (down from 9) w/ 134 students [FUHSD 1 w/ 50 students (down from 4 sessions w 60 students), PAAS 4 w/ 68 students (up from 3 sessions), MVLA 1 w/ 16 students (down from 5 sessions w/ 47 students)
 - iv. Application Workshops: 9 sessions (same as 23-24) w/ 60 students [FUHSD (3 (down from 4) w/ 45 students), PAAS (3), MVLA 3 w/ 15 students (down from 16)
 - v. Financial Aid workshops @ adult schools. 0
 - vi. We had 51 students (down from 136 students) attend a college campus event: Career & College Fairs, College Field Trips, Opening Days, virtual job/interview two day session. [FUHSD (0), MVLA 1 event w/ 50 students (down from 57), PAAS 1 w/ 1 student (down from 19)
 - vii. Our three adult schools collectively had 105 (up from 88) students take a college dual enrollment course.
 - viii. Job Fair: 2 (up from 1) (200+ students) (MVLA 1. FUHSD 1)
4. Monitor transitions and implement process for continuous improvement
 - ix. Transition increased

Goals for 2023-24:

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

Plans (STP).

- q. College presence at the adult schools
 - i. College posters at adult schools
 - ii. MVLA bi monthly library bus- College table maybe once a month.
 - iii. Identify opportunities for the college tabling with swag
 - r. Pathway Fair
 - s. CC onboarding strategies can include campus tours, individualized ed plans; drop in counselors hours at SV Center; Students make individual appointments with financial aid office for help with FAFSA
4. Monitor transitions and implement process for continuous improvement
- t. Create a data table for the TST numbers- create a space for insights.
 - August/September TST meeting, look at data table and add the insights of what was done more effectively to increase numbers
 - Continue to monitor trends
 - Self-access to continually improve Adult school transition services will include Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP). CC onboarding strategies

Section 5: Financial Management

The financial management section will address the consortium's planned allocations and outline how they will be consistent with the Annual Plan. This section will also require the consortium to address how it will incorporate carryover funds into the plan.

Overview

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

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%).

Approach to Incorporating Remaining Carry-over Funds

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

The Leadership Board voted in favor to cap each agency's annual carryover at 20% of yearly allocations and past carryover combined. The Leadership Board will continue to evaluate how to best use carryover funds from prior years with the goal of identifying how members will incorporate these funds to support the consortium work through 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.

Section 6: Index

1. Degrees of Partnership

As we work on the Activities for the Annual Plan, please fill out how they fit into the degrees of partnership, thank you.

Degrees of Consortium Partnership (faculty, staff, and admin at each agency add to this table)		
cooperation	coordination	collaboration
<ul style="list-style-type: none"> • Low Intensity • Share Info only about subject at hand • Resources are kept separate 	<ul style="list-style-type: none"> • Medium Intensity • Some planning and division of roles • Resources & rewards are shared 	<ul style="list-style-type: none"> • High Intensity • Full commitment to a common mission • Well-defined communication channels at all levels • Resources are brought together, jointly secured, and rewards & results are shared
Activities of Engagement		

2. CAEP Summary Reports 2023-25 AY (run 7/15/2024)

Column	18-19	19-20	20-21	21-22 (6/6/22 3 yr plan)	2021-22 AY (2022-23 annual plan)	2022-23 AY (2023-24 AP)	2023-24 AY (2024-25 AP)
Over All							
M Un-duplicated Total - N/A= Total	MVLA: 2,320 FUHSD: 2007 PAAS: 1083 <hr/> Total: 5410	4150	2933	3329	Total: 3364	MVLA: 1,630 FUHSD: 1,325 (2,196 - 871 N/A = 1,325) PAAS: 738 <hr/> Total: 3,693	MVLA: 1,500 FUHSD: 1,803 (2,183-380 N/A=1,803) PAAS: 860 <hr/> Total: 4,163
E (12+ hours) Un-duplicate Total	MVLA: 1,473 FUHSD: 1,691 PAAS: 867 <hr/> Total: 4031	3314	2174	2336	Total: 2650	MVLA: 1,219 FUHSD: 1,158 PAAS: 575 <hr/> Total: 2,952	MVLA: 1,163 FUHSD: 1,395 PAAS: 675 <hr/> Total: 3,233
E/M=% that became Participants	MVLA: FUHSD: PAAS: <hr/> Total: 74.5%	80%	74%	70%	Total: 78.7%	MVLA: 74.7% FUHSD: 87.3% PAAS: 77.9% <hr/> Total: 79.9%	MVLA: 77.5% FUHSD: 77.3% PAAS: 78.4% <hr/> Total: 77.7%
B (Pre test / SODS))	MVLA: 954 FUHSD:	2346	1345	1636	Total: 1800	MVLA: 839 FUHSD: 770 PAAS: 489	MVLA: 807 FUHSD: 1,030 PAAS: 600

Un-duplicated Total	1,090 PAAS: 718 <hr/> Total: 2762					<hr/> Total: 2,098	<hr/> Total: 2,437
B /M (All)=%					Total: 53.5%	MVLA: 51.4% FUHSD: 58.1% PAAS: 66.2% <hr/> Total: 56.8%	MVLA: 53.8% FUHSD: 57.1% PAAS: 69.7% <hr/> Total: 60.2%
B/E=%	68.5%	70.7 %	61.8 %	70%	Total: 67.9%	MVLA: 68.8% FUHSD: 66.4% PAAS: 85.0% <hr/> Total: 71%	MVLA: 69.3% FUHSD: 73.8% PAAS: 88.8% <hr/> Total: 77.3%
C Pre/Post	MVLA: 681 FUHSD: 917 PAAS: 570 <hr/> Total: 2168				MVLA: 419 FUHSD: 479 PAAS: 308 <hr/> Total: 1,206	MVLA: 560 FUHSD: 607 PAAS: 410 <hr/> Total: 1,577	MVLA: 549 FUHSD: 769 PAAS: 473 <hr/> Total: 1,791
C/E=%					Total: 45.5%	MVLA: 45.9% FUHSD: 52.4% PAAS: 71.3% <hr/> Total: 53.4%	MVLA: 47.2% FUHSD: 55.1% PAAS: 70% <hr/> Total: 57.4%
C/B=% Persistenc e Rate					Total: 67%	MVLA: 66.7% FUHSD: 78.8% PAAS: 83.8%	MVLA: 68% FUHSD: 74.6% PAAS: 78.8%

(70%+ good)						_____	_____
						Total: 75.1%	Total: 73.8%
D EFL Gain	MVLA: 437 FUHSD: 593 PAAS: 357 _____ Total: 1,387				MVLA: 269 FUHSD: 279 PAAS: 164 _____ Total: 712	MVLA: 327 FUHSD: 358 PAAS: 242 _____ Total: 927	MVLA: 391 FUHSD: 449 PAAS: 280 _____ Total: 1,120
D/E %					Total: 26.8%	MVLA: 26.8% FUHSD: 30.9% PAAS: 42% _____ Total: 31.4%	MVLA: 33.6% FUHSD: 32.1% PAAS: 41.4% _____ Total: 35.7%
D/B= % Performan ce Rate					Total: 39.5%	MVLA: 38.9% FUHSD: 46.4% PAAS: 49.4% _____ Total: 44.1%	MVLA: 48.4% FUHSD: 43.5% PAAS: 46.6% _____ Total: 46.1%
D/C %					Total: 59%	MVLA: 58.3% FUHSD: 58.9% PAAS: 59% _____ Total: 58.7%	MVLA: 71.2% FUHSD: 58.3% PAAS: 59.1% _____ Total: 62.8%
ESL Data							
M (ESL)	MVLA: 1,077 FUHSD: 1,156 PAAS:				MVLA: 906 FUHSD: 653 PAAS: 598 _____ Total: 2,157	MVLA: 1,046 FUHSD: 738 PAAS: 694 _____ Total: 2,478	MVLA: 929 FUHSD: 1,094 PAAS: 820 _____ Total: 2,843

	951 _____ Total: 3184						
M (ESL) / M (ALL)	58.8% of total studens ts				Total: 64.1%	MVLA: 64.1% FUHSD: 55.6% PAAS: 94% _____ Total: 67%	MVLA: 61.9% FUHSD: 60.6% PAAS: 95.3% _____ Total: 72.6%
E (ESL 12+ hrs)	MVLA: 906 FUHSD: 1,001 PAAS: 807 _____ Total: 2714	2442	1326	1604	Total: 1784	MVLA: 846 FUHSD: 634 PAAS: 565 _____ Total: 2,045	MVLA: 816 FUHSD: 913 PAAS: 670 _____ Total: 2,399
E/M (All)=%	50.1% of total studens ts	59%	45%	48%	Total: 53%	MVLA: 51.9% FUHSD: 47.8% PAAS: 85.9% _____ Total: 55.3%	MVLA: 54.4% FUHSD: 50.6% PAAS: 77.9% _____ Total: 60.9%
E / M (ESL)	85.2%				Total: 82.7%	MVLA: 80.9% FUHSD: 85.9% PAAS: 81.4% _____ Total: 82.5%	MVLA: 87.8% FUHSD: 83.4% PAAS: 81.7% _____ Total: 84.3%
E/E(All)=%	67.3% of all partici pants	74%	61%	69%	Total: 67.3%	MVLA: 69.4% FUHSD: 54.7% PAAS: 98.2% _____ Total: 69.2%	MVLA: 75.3% FUHSD: 65.4% PAAS: 99.25% _____ Total: 79.9%

B (ESL) (Pre test / SODS))	MVLA: 802 FUHSD: 932 PAAS: 704 _____ Total: 2438	2135	1068	1419	Total: 1537	MVLA: 770 FUHSD: 611 PAAS: 489 _____ Total: 1,870	MVLA: 735 FUHSD: 865 PAAS: 600 _____ Total: 2,200
B /M (All)=%	45% of total studens ts		36%	43%	Total: 45.6%	MVLA: 47.2% FUHSD: 46.1% PAAS: 66.2% _____ Total: 50.6%	MVLA: 49% FUHSD: 47.9% PAAS: 69.7% _____ Total: 55.5%
B/E(ESL)= %	89.8% of all ELL partici pants	87%	79%	88%	Total: 86.1%	MVLA: 91% FUHSD: 96.3% PAAS: 86.5% _____ Total: 91.4%	MVLA: 90% FUHSD: 94.7% PAAS: 89.5% _____ Total: 91.4%
C (ESL) Pre/Post	MVLA: 638 FUHSD: 802 PAAS: 569 _____ Total: 2009	1496	585	1033	Total: 1062	MVLA: 528 FUHSD: 496 PAAS: 410 _____ Total: 1,434	MVLA: 513 FUHSD: 666 PAAS: 473 _____ Total: 1,652
C/M=%	37.1% of total studens ts		20%	31%	Total: 31.5%	MVLA: 32.3% FUHSD: 37.4% PAAS: 55.5% _____ Total: 38.8%	MVLA: 34.2% FUHSD: 36.9% PAAS: 55% _____ Total: 42%

C/E(ESL)= %	74% of all ELL partici pants	61%	43%	64%	Total: 59.5%	MVLA: 62.4% FUHSD: 78.2% PAAS: 72.5% <hr/> Total: 70.1%	MVLA: 62.8% FUHSD: 72.9% PAAS: 70.5% <hr/> Total: 68.7%
C/B=% Persistenc e Rate (70%+ good)	82.4% of partici pants are persisti ng	70%	55%	73%	Total: 69%	MVLA: 68.5% FUHSD: 81.1% PAAS: 72.5% <hr/> Total: 76.6%	MVLA: 69.7% FUHSD: 76.9% PAAS: 78.8% <hr/> Total: 75.1%
D (ESL) EFL Gain	MVLA: 409 FUHSD: 520 PAAS: 357 <hr/> Total: 1286	804	262	622	Total: 633	MVLA: 306 FUHSD: 301 PAAS: 242 <hr/> Total: 849	MVLA: 364 FUHSD: 390 PAAS: 280 <hr/> Total: 1,034
D/E(ESL) %	47.3% of E's comple te an EFL Gain	33%	19%	39%	Total: 35.4%	MVLA: 36.1% FUHSD: 47.4% PAAS: 42.8% <hr/> Total: 41.5%	MVLA: 44.6% FUHSD: 42.7% PAAS: 41.7% <hr/> Total: 43%
D/B= % Performan ce Rate	52.7% of B's comple te an EFL Gain	38%	25%	44%	Total: 41.1%	MVLA: 39.7% FUHSD: 49.2% PAAS: 49.4% <hr/> Total: 45.4%	MVLA: 49.5% FUHSD: 45% PAAS: 46.6% <hr/> Total: 47%

D/C %	64% of C's complete an EFL Gain	54%	45%	60%	Total: 59.6%	MVLA: 57.9% FUHSD: 60.6% PAAS: 59% <hr/> Total: 59.2%	MVLA: 70.9% FUHSD: 58.5% PAAS: 59.1% <hr/> Total: 62.8%
CTE							
M (CTE)					MVLA: 469 FUHSD: 178 PAAS: N/A <hr/> Total: 647	MVLA: 512 FUHSD: 146 PAAS: N/A <hr/> Total: 658	MVLA: 598 FUHSD: 134 PAAS: N/A <hr/> Total: 732
M / M (ALL)					Total: 19%	MVLA: 31.4% FUHSD: 11% PAAS: N/A <hr/> Total: 17.8%	MVLA: FUHSD: PAAS: N/A <hr/> Total:
E (CTE)	Mvla 423 Fuhsd 285 Total: 708				MVLA: 299 FUHSD: 162 PAAS: N/A <hr/> Total: 461	MVLA: 333 FUHSD: 135 PAAS: N/A <hr/> Total: 468	MVLA: 404 FUHSD: 130 PAAS: N/A <hr/> Total: 534
E / M (CTE)					Total: 71.2%	MVLA: 65% FUHSD: 92.4% PAAS: N/A <hr/> Total: 71.1%	MVLA: FUHSD: PAAS: N/A <hr/> Total:
E/E(All)=%					Total: 17.3%	MVLA: 27.3% FUHSD: 11.6% PAAS: N/A	MVLA: FUHSD: PAAS: N/A

						_____	_____
						Total: 15.8%	Total:
B (CTE)	12 19 Total 31				MVLA: 33 FUHSD: 8 PAAS: N/A _____ Total: 41	MVLA: 36 FUHSD: 6 PAAS: N/A _____ Total: 42	MVLA: 112 FUHSD: 4 PAAS: N/A _____ Total: 116
C (CTE)	MVLA: 6 FUHSD: 11 PAAS: N/A _____ Total: 17				MVLA: 24 FUHSD: 5 PAAS: N/A _____ Total: 29 Total: 87%	MVLA: 26 FUHSD: 3 PAAS: N/A _____ Total: 29	MVLA: 98 FUHSD: 3 PAAS: N/A _____ Total: 101
C/B=% Persistence Rate (70%+ good)	54.8%				Total: 70.7%	MVLA: 72.2% FUHSD: 50% PAAS: N/A _____ Total: 69%	MVLA: 87.5% FUHSD: 75% PAAS: N/A _____ Total: 69%
D (CTE) EFL Gain					MVLA: 16 FUHSD: 5 PAAS: N/A _____ Total: 21	MVLA: 16 FUHSD: 2 PAAS: N/A _____ Total: 18	MVLA: 66 FUHSD: 2 PAAS: N/A _____ Total: 68
D/B= % Performance Rate					Total: 51.2%	MVLA: 44.4% FUHSD: 33.3% PAAS: N/A _____ Total: 42.8%	MVLA: 58.9% FUHSD: 50% PAAS: N/A _____ Total: 54.4%
D/E CTE					6.2% of CTE	6.1% of CTE	MVLA: 16%

					Participants	Participants	FUHSD: 1.5% PAAS: N/A <hr/> Total: 16.7%
ABE/ASE							Only ASE (HSD/HSE)
M (ABE/ASE)					MVLA: 164 FUHSD: 204 PAAS: N/A <hr/> Total: 368	MVLA: 136 FUHSD: 186 PAAS: N/A <hr/> Total: 322	MVLA: 137 FUHSD: 217 PAAS: N/A <hr/> Total: 354
M / M (All)					Total: 10.9%	MVLA: 8.34% FUHSD: 14% PAAS: N/A <hr/> Total: 8.71%	MVLA: FUHSD: PAAS: N/A <hr/> Total:
E (ABE/ASE)	MVLA: 183 FUHSD: 171 PAAS: N/A <hr/> Total: 354				MVLA: 121 FUHSD: 152 PAAS: N/A <hr/> Total: 273	MVLA: 100 FUHSD: 161 PAAS: N/A <hr/> Total: 261	MVLA: 102 FUHSD: 186 PAAS: N/A <hr/> Total: 288
E / M (ABE/ASE)					Total: 74.1%	MVLA: 73.5% FUHSD: 86.5% PAAS: N/A <hr/> Total: 81%	MVLA: FUHSD: PAAS: N/A <hr/> Total:
E/E(All)=%						MVLA: 8.2%	MVLA:

					Total: 10.3%	FUHSD: 13.9% PAAS: N/A <hr/> Total: 8.84%	FUHSD: PAAS: N/A <hr/> Total:
B (ABE/ASE)	165 171 Total 336				MVLA: 105 FUHSD: 151 PAAS: N/A <hr/> Total: 256	MVLA: 82 FUHSD: 161 PAAS: N/A <hr/> Total: 243	MVLA: 96 FUHSD: 186 PAAS: N/A <hr/> Total: 282
C (ABE/ASE)	54 128 Total 182				MVLA: 47 FUHSD: 110 PAAS: N/A <hr/> Total: 157 57.5%	MVLA: 41 FUHSD: 113 PAAS: N/A <hr/> Total: 154 59% od ase E	MVLA: 53 FUHSD: 120 PAAS: N/A <hr/> Total: 173 60% of ase E
C/B=% Persistenc e Rate (70%+ good)					Total: 61.3%	MVLA: 50% FUHSD: 70.1% PAAS: N/A <hr/> Total: 63.3%	MVLA: 55.2% FUHSD: 64.5% PAAS: N/A <hr/> Total: 61.3%
D (ABE/ASE) EFL Gain	MVLA 32 FUHSD 84 Total: 116				MVLA: 34 FUHSD: 55 PAAS: N/A <hr/> Total: 89	MVLA: 24 FUHSD: 58 PAAS: N/A <hr/> Total: 82	MVLA: 42 FUHSD: 69 PAAS: N/A <hr/> Total: 111
D/B= % Performan ce Rate					Total: 34.7%	MVLA: 29.2% FUHSD: 36% PAAS: N/A <hr/> Total: 33.7%	MVLA: 43.7% FUHSD: 37% PAAS: N/A <hr/> Total: 40.3%

D/E(ASE)					32.6% of ASE Participants	31.4% of ASE Participants	MVLA: 41.1% FUHSD: 37% PAAS: N/A <hr/> Total: 39%
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3. MVLA Explanation for CAEP Summary Findings:

CAEP	2022-2023	2023-2024	Comment
M Un-duplicated Total - N/A= Total	1630	1500	This figure does not reflect increased duplicated enrollment (due to increased transitions of students across levels/programs) Lower enrollments in ESL Factors: - Increased # of students who tested at lower levels - extensive waiting lists for lower level students where students would test but unable to come to class after waiting for 3+ months for classes because no space for students - fewer placement tests - Better retention of students who were placed into classes (as indicated in increased instructional hours) - less students in intermediate high and advanced level classes (can be attributed to increased # of students who placed lower the prior year)
E (12+ hours) Un-duplicate Total	1219	1163	- extensive waiting lists for lower level students where students would test but unable to come to class after waiting for 3+ months for classes because no space for students
B (Pre test / SODS) Un-duplicated Total	839	807	ABE/ASE/ESL account for 53% of total CAEP enrollment in 23-24, compared to 51% of enrollment in 22-23
C Pre/Post	560	549	Even though enrollments were lower in ESL, the ratio of students with a pre/post increased due to better retention overall (as indicated by 68% in 23-24 compared to 66.6% in 22-23)
ESL	2022-2023	2023-2024	Comment

M (ESL)	1046	929	<p>Lower enrollments in ESL Factors:</p> <ul style="list-style-type: none"> - Increased # of students who tested at lower levels - extensive waiting lists for lower level students where students would test but unable to come to class after waiting for 3+ months for classes because no space for students - fewer placement tests - Better retention of students who were placed into classes (as indicated in increased instructional hours) - less students in intermediate high and advanced level classes (can be attributed to increased # of students who placed lower the prior year)
M (ESL) / M (ALL)	64.10%	61.90%	<p>This figure does not reflect increased duplicated enrolment (due to increased transitions of students across levels/programs)</p> <p>Lower enrollments in ESL Factors: Lower enrollments in ESL, Increased</p>
E (ESL 12+ hrs)	846	816	<p>This figure does not reflect increased duplicated enrollment (due to increased transitions of students across levels/programs)</p> <p>Lower enrollments in ESL Factors:</p> <ul style="list-style-type: none"> - Increased # of students who tested at lower levels - extensive waiting lists for lower level students where students would test but unable to come to class after waiting for 3+ months for classes because no space for students - fewer placement tests - Better retention of students who were placed into classes (as indicated in increased instructional hours) - less students in intermediate high and advanced level classes (can be attributed to increased # of students who placed lower the prior year)
B (ESL) (Pre test / SODS)	770	735	Current ESL Students stayed in classes longer, less orientations for new students
C (ESL) Pre/Post	528	513	Even though enrollments were lower in ESL, the ratio of students with a pre/post increased due to better retention overall (as indicated by 69.8% in 23-24 compared to 68.4% in 22-23)