

## Steering Committee Meetings

**Purpose:** SBCAE is a consortium of 4 community colleges and 5 adult schools that works with regional partners to align educational opportunities for adult learners in order to promote upward social and economic mobility in the South Bay region. SBCAE Steering Committee members represent individual districts and as a region plan, develop, recommend, and implement educational programs for adults aligned with AB104 legislation.

### Guiding Principles

- Focus on the needs of adult education students first
- Embrace collaboration and partnership to have a positive collective impact on our region
- Work with transparency and inclusion with all stakeholders
- Seek other community partnerships and connections to leverage resources and achieve better outcomes
- Explore expansion and innovation in adult education services in the region
- Commit to ideas, decisions, and practices that anticipate the future needs for adult learners in our region

### Meeting Norms

- Meetings start and end on time and the public space is respected.
- Decision making is by consensus with all members given the opportunity to be heard.
- One person speaks at a time following acknowledgement from the Chair.
- The body, and the public, should engage in turn order comment (i.e., raising of hands).
- Speak courteously when making queries of members of the body or the public and listen actively, allowing each participant to express their viewpoints without interruption or judgment.
- Respect diverse opinions and perspectives to foster a collaborative and inclusive environment.
- Offer feedback and critique constructively, focusing on ideas rather than individuals.
- Personnel matters should be addressed privately to leadership.

### Public Comment

Members of the public are encouraged to attend Steering Committee meetings and to address the Committee concerning any item on the agenda or within the Steering Committee's jurisdiction. Members of the public will be given opportunity to address the Committee in-person during *agenda item 4) Public Comments*, or in writing by emailing [williamst@esuhsd.org](mailto:williamst@esuhsd.org) prior to the start time of the Steering Committee meeting. Public comments received in writing will be shared with Steering Committee members during the Public Comment item on the agenda. In-person public comment is limited to 3 minutes.

### Meeting Information

Meeting calendar, agenda, minutes, and supporting documents are posted on <https://sbciae.org/governance/steering-committee/>

Dates, times, and locations may change. Agendas will be posted 72 hours in advance of Steering Committee meetings.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meeting of the SBCAE Steering Committee, please contact [ilse.polle@sbcae.org](mailto:ilse.polle@sbcae.org). Notification 72 hours prior to the meeting will enable the Consortium to make reasonable arrangements to ensure accommodation and accessibility to this meeting.

### Roster:

SBCAE District	Member	Alternate	SBCAE District	Member	Alternate
<b>Campbell Adult &amp; Community Education</b>	Harkirat (Kira) Mann	Thao Nguyen	<b>East Side Adult Education</b>	Traci Williams <i>AE Co-Chair</i>	Shawn Tran
<b>Milpitas Adult Education</b>	Priti Johari	Giuliana Brahim	<b>Santa Clara Adult Education</b>	Carrie Casto	Christine Berdiansky
<b>Silicon Valley Adult Education</b>	Maliheh Vafai	Lars Guntvedt	<b>Mission College</b>	Julian Branch	Vacant
<b>San Jose City College</b>	Maniphone Dickerson <i>CC Co-Chair</i>	Claudia Amador	<b>West Valley College</b>	Mark Manrose	Eric Grabel
<b>Evergreen Valley College</b>	Robert Gutierrez	Angel Fuentes			

Consultation Council (non-voting members)			SBCAE Staff		
Margarita Ortiz-Minett, Campbell Adult and Community Education			Rick Abare, Director	Yvonne Phan, Data Analyst	Brenda Flores, Data & Accountability Specialist
			Victoria Silva, Community Partnership Specialist	Shreyas Mandyam, Web/Tech Specialist	Anthony Narvaez, AWD Specialist

## Steering Committee Meeting Agenda · October 24, 2025 · 12:30 PM - 3:30 PM

Location - Evergreen Valley College - 3095 Yerba Buena Rd, San Jose, CA 95135

Room - Language Arts Building, Lecture Room LA-363, 3rd floor

## AGENDA

12:30	<p><b>Open Session</b></p> <p>1) Call to Order</p> <p>a) Welcome Thao</p> <p>Traci called the meeting to order at 12:45 PM. Traci opened the meeting by thanking EVC for hosting and welcoming the Consultation Council. Rick welcomed Thao, the new Assistant Director at CACE, and read a letter from Kira introducing and expressing support for her.</p>	Traci	ACTION
12:35	<p>2) Approval of October 24, 2025 Steering Committee Meeting Agenda</p> <p>Motion to approve SBCAE Steering Committee Meeting Agenda for October 24, 2025.</p> <p>M/S/C</p> <p>Brahim / Gutierrez</p> <p>Approved</p> <p>All in favor</p>	All	ACTION
12:40	<p>3) Approval of September 12, 2025 Steering Committee Meeting Minutes</p> <p>Motion to approve minutes from September 12, 2025 SBCAE Steering Committee Meeting.</p> <p>M/S/C</p> <p>Brahim / Gutierrez</p>	All	ACTION

	Approved  All in favor		
12:45	4) Public Comments  No public comments.	All	INFORMATION
12:50	5) Consultation Council Report  Margarita started off by expressing gratitude to San Jose City College for providing college representation, noting that the Consultation Council now has one college representative. She continued by addressing the upcoming budget concerns and highlighted East Side and Evergreen Valley College's approach from the previous year, where they reallocated their COLA funds to support Santa Clara and Milpitas. Margarita suggested that community colleges with over a 20% carryover or those receiving a COLA this year consider following East Side's example by reallocating a portion of their funds to assist districts like Santa Clara, which are facing reduced funding from their district. She emphasized that the priority is to protect existing programs, prevent layoffs, and continue serving the community effectively.	Margarita	INFORMATION
12:55	6) Transition Specialist Co-chair Update  Daya thanked everyone for attending the Transition Specialist Retreat and shared that the group is excited to be part of the upcoming three-year plan, viewing the retreat as a strong first step toward greater involvement. She mentioned that members who attended the CAEP Summit brought back valuable ideas on strengthening community and business partnerships to benefit adult schools. Daya noted that an adult school brochure has been created and is available for Transition Specialists and students to learn about programs offered across the different schools. She also addressed feedback about Upwardly Global, acknowledging that while some see it as overlapping with NovaWorks services, it remains a useful tool for connecting students with mentors in their professional fields. Lastly, Daya shared that the consortium is in communication with ACCEL, the San Mateo County Consortium, to exchange ideas and best practices related to Transition Specialists.	Daya	INFORMATION
1:00	7) Approval of SBCAE AB1491 Carryover One-time Carryover Reallocation  Traci shared the Member Effectiveness Committee's recommendation on the distribution by which SBCAE Carryover Compliance Procedures should be enacted to fund SCAE and MAE's Innovation Fund applications, approved by the SBCAE Steering Committee on June 13, 2025. Rick shared the following slides to highlight the calculations and Committee's distribution recommendation.	Traci, All	ACTION

## SBCAE Carryover Procedure

### SBCAE Bylaws

#### Section XII.C.4.a

"Member agencies that fail to meet the 80% spending requirement for the second year in a row will have carryover funds in excess of the spending requirement allocated to the innovation fund."

- ESAE, SJECCD, WVMCCD each fall into this category
- Innovation Fund Projects from MAE and SCAE were approved by SBCAE Steering Committee on June 13, 2025

## Calculation for Carryover Re-allocation

Requested Amount	
Santa Clara Adult Education	\$120,000.00
Milpitas Adult Education	\$236,242.03
Total Request	<b>\$356,242.03</b>

[Spreadsheet Link](#)

Institutions with Carryover	Allocation	Carryover Amount	Carryover %	% of Carryover to Consider	Carryover Dollars to Consider	Relative Proportion
East Side Adult Education	\$8,530,465	\$2,176,206	25.51%	5.51%	\$470,029	12%
San Jose/Evergreen CCD	\$1,440,416	\$617,399	42.86%	22.86%	\$329,279	49%
West Valley/Mission CCD	\$554,695	\$212,976	38.40%	18.40%	\$102,064	39%
Total				46.77%		

  

Institutions with Carryover	Relative Proportion	Amended Allocation Amount	Adjustment to max out WVM at \$102,064	Recalculated to max out WVM at \$102,064	Carryover Remaining	Carryover Percentage Remaining
East Side Adult Education	12%	\$41,969.07	\$7,494.93	\$49,464.00	\$2,126,742	25%
San Jose/Evergreen CCD	49%	\$174,122.15	\$30,591.85	\$204,714.00	\$412,685	29%
West Valley/Mission CCD	39%	\$140,150.81	-\$38,086.81	\$102,064.00	\$110,912	20%
Total		\$356,242.03	-\$0.03	\$356,242.00		

## Recommended Next Steps

Approve Member Effectiveness Committee's recommendation for a one-time carryover re-allocation from ESAE, SJECCD, and WVMCCD, to MAE and SCAE to fund approved innovation fund projects.

\$204,714 to MAE from SJECCD  
\$31,528 to MAE from ESAE

\$102,064 to SCAE from WVMCCD  
\$17,936 to SCAE from ESAE

Transfers pulled by invoice or PO, from 2024-25 Carryover funds.

Motion to approve funding the two currently approved innovation fund projects in accordance with the Member Effectiveness Committee's recommendation for the distribution of excess carryover funds.

M/S/C

Berdiansky / Brahim

	Approved  All in favor		
1:15	8) Approval of SBCAE and Upwardly Global Contract & Scope of Work Motion to approve SBCAE consent for members to participate in partnerships with Upwardly Global to be outlined in a member specific version of the attached Scope of Work.  M/S/C Berdiansky / Brahim  Approved All in favor	Traci, All	ACTION
1:30	9) Adult Education Credential Program Update Christine opened with an update on the teacher credentialing program, which began in January. The following attached slides were shared with the group and the included discussion ensued throughout the presentation <div style="background-color: #003366; color: white; text-align: center; padding: 10px;"> <p><b>Santa Clara Unified School District</b>  <b>Adult Education</b>  <b>Teacher Credential Program</b>  <b>Update</b></p> </div> <p><small>Santa Clara Unified School District</small></p>	Christine, Angel	INFORMATION

## Credential Program Faculty

Nasreen Rahim -  
 Fall Term EDIT 502 Adult Education Foundations

Tejal Naik -  
 Spring Term EDIT 503 Adult Education Curriculum and Instruction

Summer Intersession  
 EDIT 504 Professionalism In Adult Education  
 EDIT 505 Adult Education Portfolio

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## Adult Education Credential Program

Teacher candidates have 3 years to complete the coursework

- Based on CTC Adult Education Program Standards
- All courses are online, synchronous, Saturday mornings
- Designed to be taken in order
  - Adult Education Foundations
  - Adult Education Curriculum and Instruction
  - Professionalism in Adult Education
  - Adult Education Portfolio

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### EDIT 502 Adult Education Foundations

#### Objectives

- a. Compare historical and current adult education programs in California.
- b. Identify local adult education populations and apply the Immigrant Integration Framework.
- c. Examine adult education structures and funding at local, state, and federal levels.
- d. Explore and apply various adult learning theories and practices
- e. Implement current research strategies in adult learning theory.
- f. Develop a personal teaching philosophy based on adult learning theories.
- g. Apply strategies to foster positive learning environments and engage students effectively.
- h. Develop skills in group facilitation and conflict resolution within educational settings.
- i. Incorporate culturally and linguistically responsive teaching practices.



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### **EDIT 503 Adult Education Curriculum and Instruction**

#### **Objectives**

- a. Develop curriculum and select resources using content standards and Universal Design for Learning (UDL) principles.
- b. Evaluate information sources for authority, accuracy, and purpose.
- c. Integrate digital literacy and technology effectively in adult education classrooms.
- d. Utilize and troubleshoot various technology resources, including Open Educational Resources (OER) and accessibility tools.
- e. Implement effective electronic communication strategies and collaborative tools for adult learners.
- f. Enhance instruction and learner engagement through differentiated instruction, goal setting, and culturally responsive teaching practices.
- g. Create outcomes-based learning objectives and lesson plans using Bloom's Taxonomy and Webb's Depth of Knowledge.



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### **EDIT 504 Adult Education Professionalism In Adult Education**

#### **Objectives**

- a. Analyze adult education policies, services, and workplace guidelines at federal, state, district levels
- b. Develop strategies to assist adult learners in setting personal and career goals
- c. Identify and utilize community resources to support adult learners and reduce barriers to achievement
- d. Assess personal competencies and create a professional development plan using Adult Education Teacher Competencies
- e. Engage with professional organizations and networks in adult education for growth and advocacy
- f. Design effective marketing strategies to promote adult education programs within the community
- g. Develop skills for building and maintaining relationships with adult education stakeholders
- h. Prepare a comprehensive professional development plan, identifying growth areas and setting long-term goals



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### **EDIT 505 Adult Education Portfolio**

#### **Objectives**

- a. Develop and refine a personal teaching philosophy that reflects individual values, beliefs, and approaches to adult education.
- b. Create two comprehensive lesson plans that align with instruction goals and demonstrate effective teaching strategies
- c. Develop a Professional Growth Plan
- d. Draft a tailored cover letter and update a professional resume suitable for prospective employers in the field of adult education.
- e. Obtain at least one letter of recommendation from a previous supervisor
- f. Compile all materials into a cohesive portfolio showcasing teaching philosophy, lesson plans, professional development strategies, and employment documents.



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## Feedback and Recommendations

- Do the objectives seem reasonable?
- Are there any gaps that need to be addressed?
- Any other comments?



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## Quick Numbers

- 30 Partnering districts
- 367 Interest form submissions
- 259 Attended Information Sessions
- 28 students in the Fall 2025 EDIT 502 class
- 30 students to enroll in the Spring 2025 EDIT 502 class
- 56 Teachers received preliminary credentials
- 8 SBCAE Teachers received preliminary credentials



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Christine emphasized that while teacher candidates receive a preliminary credential based on transcripts and work experience, they must complete required coursework to clear the credential. The program partners with Evergreen Valley College to deliver these courses. Christine introduced Tejal Naik, who is teaching the current cohort and will lead the spring cohort.

Tejal described the courses as fully co-taught, with collaborative curriculum development. The classes are delivered in a synchronous online format via Zoom, meeting Saturdays from 9 AM to 1 PM. She highlighted that student interaction during these sessions has been highly engaging, with breakout discussions and exposure to AI tools and instructional technology.

Christine noted that curriculum development was a long, collaborative process, including contributions from a teacher from Eastside and consortium member Mali. Evergreen Valley College helped implement the courses and adapt them to the cohort model, providing each candidate with a course book and online resources. The collaboration has ensured high-quality curriculum aligned with adult education standards.

	<p>Jennifer suggested contacting OTAN for AI training workshops, which Christine acknowledged.</p> <p>Robert asked about cohort size. Christine reported that 28 students are currently enrolled, with a new cohort of 30 starting in the spring. Classes are full, and candidates are enrolling as soon as they are eligible.</p> <p>Margarita asked whether long-term substitutes can enroll. Christine explained that candidates must have a teaching assignment in an adult education program to participate; substitute work alone is insufficient.</p> <p>The curriculum objectives cover adult education history, populations served, funding, learning theory, and culturally responsive teaching, along with professional development planning, instructional strategies, digital literacy, accessibility, and collaboration tools.</p> <p>Giuliana noted that the curriculum aligns with required staff interviews, while Christine added that early orientation allows candidates to meet principals and gain relevant school information.</p> <p>Jennifer asked a question about teaching specialization such as grammar vs. digital literacy and curriculum mapping. Christine and Tejal clarified that instruction-specific recommendations are embedded in courses, and accessibility and support for learners with disabilities are included in the curriculum.</p> <p>Giuliana asked how many candidates are from the consortium. Christine reported eight teachers currently.</p> <p>Traci asked about enrollment policy. Christine confirmed capacity is 35, first-come, first-served, and only candidates from the 30 partnering districts are currently accepted, pending administrator referrals.</p> <p>Mali asked whether having a job lined up is a requirement. Christine explained that teaching experience is necessary, particularly for CTE subjects, and the program provides support for candidates needing additional help in academic and digital contexts. Christine emphasized that the program is a consortium effort, balancing rigorous credentialing requirements with support to ensure candidates' success.</p>		
2:00	<p>10) Director Update</p> <p>Rick reported that he has been sending out emails to schedule meetings, but recently discovered that many of his messages were going to recipients' spam folders. He has been working on resolving the problem and expects that recipients will start receiving his meeting requests soon.</p>	Rick	INFORMATION

2:15	<p>11) Member Updates &amp; Announcements</p> <ul style="list-style-type: none"> <li>○ Member Updates</li> </ul> <p>SVAE: Mali updated that SVAE is offering welding and automotive classes in the Spring and is exploring contract opportunities. The program will also provide a GED class in Spanish in the Spring evening session. The medical terminology course is part of the ELL pathway and is transitioning into the Certified Medical Assistant program. They are preparing the WASC report, which is due soon, and planning both an Open House and a Career Fair on December 2nd. They are currently recruiting for the ELL MA class and have lower tuition available through a Delta Start partnership, which will fund 10 students from that organization. Additionally, job postings for ESL support and Pre-HSC classes have been posted.</p> <p>SJCC: Claudia updated that her board appointment has been approved to serve as an alternate. She has been presenting at adult schools and coordinating student tours. She participated in the Milpitas Career Fair and is helping to prepare for the SVAE Career Fair in December. Claudia is also working on streamlining internal student transition processes to better support incoming students.</p> <p>MAE: Giuliana reported a successful job fair, with another planned for the Spring. The district continues to emphasize workforce development and citizenship programs, and family engagement along with workforce development will be supported by IF dollars. ELL Cohort 3 for the Certified Medical Assistant program has been postponed until Spring. They are preparing for the upcoming FPM, development of the ETPL list, and observance of Red Ribbon Week next week.</p> <p>CACE: Thao mentioned they are preparing ESL Healthcare and Financial Literacy classes for the Spring. Some flex classes are being revamped to improve enrollment, particularly targeting K-5 parents.</p> <p>SCAE: Christine shared that the district is actively working to support the immigrant population. The current medical interpreter program cohort will finish in September, and efforts are underway to support job placement for graduates using Upwardly Global tools. The district has a new superintendent and is considering a \$30 million budget cut, along with the addition of a new school at the site. SCAE is also preparing a family emergency plan incorporating KYR materials.</p> <p>EVC: Robert reported that citizenship courses will begin as part of a certificate program in Fall 2026. All credit-based ESL courses will have non-credit equivalents active at that time, and they have been approved by the curriculum committee. The Care-aid certificate program continues to progress, and the team remains focused on maintaining industry partnerships.</p> <p>ESAE: Traci shared that ESAE recently launched three new Saturday classes at their new site near Yerba Buena High School in response to high community interest. Additionally, they finalized the MOU for their partnership with West Valley, and classes began at the end of September. They are planning to introduce another class in the spring, offering a slightly different format through the West Valley collaboration. While the East Side district is experiencing a budget deficit of approximately \$40 million, it does not directly impact adult education, so their programs continue as planned.</p>	All	INFORMATION
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	<p>Rick reminded everyone that once allocations and amendments are processed, budgets will adjust depending on whether a program is sending or receiving funds. For programs on the sending side, budgets may need to be updated manually, while receiving programs can indicate the degree of detail for each project directly on the appropriate line items, similar to the original budget format. Since the funds involved are from carryover rather than the current year allocation, the process should be relatively straightforward. Programs that previously zeroed out their budgets will need to make updates. Rick emphasized that for those new to the budget and work plan process, support is available from himself, Tracy, or Moni to ensure everything is sorted correctly.</p> <p>Christine asked about the updated allocation amount.</p> <p>Traci confirmed that the new total would be reflected in NOVA. She noted that this is an internal adjustment, so while it will appear in NOVA, it will not be matched by any state-level dollars.</p> <p>Traci also reminded the team that the October 31st deadlines are approaching for student data, TOPSPro, and related surveys.</p> <p>Christine asked Rick if he had any information about the possibility of a third round of EL Healthcare Pathway funding.</p> <p>Rick explained that there would be an extension for round two funds, allowing programs to effectively use those funds for a third year, though an application process will be required. That round three funding will operate differently. Agencies will need to submit proposals through an RFA process, focusing on a healthcare training continuum. The process is expected to be competitive and more complex, with only about 20 awards anticipated. Regional consortia are discussing potential collaborative initiatives, and Rick assured that once final guidelines are released, the team will be informed so the funding opportunities can be fully explored.</p>		
2:25	<p>12) Agenda Development</p> <p>No items were shared for future agenda development</p>	All	INFORMATION
3:30	<p>10) Adjournment</p> <p>Traci adjourned the meeting at 1:59 PM.</p>	All	ACTION