

51 South Bay Consortium for Adult Education: Draft

Details

Consortium Information

Consortium Name:

51 South Bay Consortium for Adult Education

Consortium Short Name:

51 South Bay (San Jose Evergreen)

Address:

40 South Market Street, 5th floor | San Jose, CA | 95113

Website:

<http://sbcae.org/>

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Executive Summary

Executive Summary *

Adult education is relevant, needed and positioned to drive meaningful impact. In a time of post pandemic recovery, when systemic inequities can no longer be ignored and entire systems are reviewing their commitment to social justice, adult education emerges as a longstanding ally of those most likely to be affected by public health emergencies, climate crises, economic downturns, systemic racism, anti-immigrant rhetoric and persistent opportunity gaps.

A collaborative, coordinated response is needed to address barriers to accessing postsecondary education, the workforce and immigrant integration. If anything became clear over the course of this planning period, the third time the South Bay Consortium for Adult Education assesses the region's adult education needs and develops strategies to

address them, it is this: the vision for adult education to be regionally coordinated, across education systems and in partnership with stakeholders, is as relevant and needed today as it was in the early days of the consortium.

As SBCAE is reaching greater organizational maturity, and expanded consortium-wide capacity is in place, the consortium is well positioned to achieve meaningful impact for adult learners in the region. The 2022-2025 Regional Plan for Adult Education is centered around a three step vision to address educational needs, improve integration of services and transitions, and improve the effectiveness of services:

1: Build the map

Pathways for adult learners are at times unclear, fragmented, or present learners with unexpected dead ends. To make educational options more clear, SBCAE will deploy a sector specific pathway approach, with a strong emphasis on onramps for English learners and basic skills students. New CTE and pre-apprenticeship programs will be added in priority sectors. Pathway linkages in the form of articulation agreements, bridge programs, contextualized ESL, colocation and dual enrollment will be added. Differentiated ESL pathways will be piloted. HSD/HSE programs will be offered in multiple modalities, with increased options for dual enrollment. Consortium members will develop a coordinated strategy to help prepare adult learners for college level math and English.

2: Help learners navigate the map

SBCAE will step up its efforts to help students navigate the education landscape and identify the pathway that is most relevant to their goals. A goal-based navigation protocol and tool will be developed. The Open Doors website will be redesigned to include an improved career pathway portal, an ESL class database and a HSD/HSE program finder. Clear pathway maps will be developed to promote a common understanding of educational options. Transition Specialists will support learner transitions, and students will have an individual academic plan in place.

3: Support learners along the way

SBCAE will continue to work with community partners to help alleviate barriers to success experienced by students. The reciprocal referral network will be strengthened and expanded. Support for adults with learning disabilities will remain in place through the Learning Disabilities Specialist position.

A continuous improvement process, grounded in student voice and data analysis, will serve as a feedback loop for the consortium and its members to learn and adjust the strategies when needed.

The Plan also includes strategies to strengthen the consortium's operations:

- **Organizational Structure and Governance:** the consortium will continue to streamline its organizational capacity and organize work groups or project teams aligned with strategies described in this plan. A finance and member effectiveness committee will be established.
- **Data:** SBCAE strives to be a data-informed consortium. The next three years will provide SBCAE with opportunities to analyze enrollment and student outcome data to improve program impact. We will also critically review outcomes through an equity lens to ensure all students are supported to reach their goals.
- **Outreach and marketing:** SBCAE will continue to increase its online and community presence. Targeted outreach will be directed towards high-need communities.
- **Professional Development:** the annual consortium-wide professional development day will remain on the calendar. The consortium will disseminate professional development resources and provide opportunities for role-alike networking. Given the challenges faced by many schools in filling certificated teaching positions, SBCAE will increase efforts to support credential seeking candidates and explore options for developing and offering a regional adult education credentialing program.

SBCAE members and their stakeholders look forward to realizing the vision of a regionally coordinated adult education delivery system that is easy to navigate and responsive to the unique needs of adult learners.

Assessment

Overview and Preparation *

Overall approach to assessment.

The three year planning process offered SBCE and its members the opportunity to take stock of the state of adult education in the region, review progress made towards implementation of the active Three Year Plan, conduct an environmental scan of strengths, weaknesses, opportunities and threats, and identify opportunities for advancing the mission of the consortium. Even more so in this period of (post-)pandemic disruption, the planning process offered SBCE members a chance to step back and reflect on the impact of the pandemic on the community served by adult education, and chart a path forward for innovative delivery of adult education in a changed world.

In the assessment phase of the planning period, SBCE committed to both a broad and deep review of data sources relevant to the consortium's next Three Year Plan. As evidenced in the reference section below, multiple sources of different nature were consulted to offer members a comprehensive understanding of the environment in which the consortium operates. Work sessions, planning meetings and discussion fora offered members and consortium stakeholders a chance to dive deep into highly relevant sources such as consortium level student data and the Healthy Places Index (HPI).

Findings from the assessment phase were then distilled into themes, serving as the basis for creating draft strategies and activities to be included in the plan.

Stakeholder engagement was once again a central principle in SBCE's assessment approach. In order for the plan to be broadly supported, stakeholders at different organizational levels at member agencies and community partner entities had the opportunity to review and reflect upon data sources used in the assessment phase. Ultimately, the desired outcome of this approach was to promote a spirit of collaboration and coordination in responding to our region's most pressing challenges.

Process to assess educational needs, regional alignment, and current levels and types of education and workforce services.

SBCE's assessment of educational needs in the region focused both on an analysis of levels of educational attainment and broader indicators such as income, housing, transportation, social connection, environment and health. The annual Silicon Valley Index published by Joint Venture Silicon Valley, whose CEO delivered the keynote at SBCE's consortium-wide Professional Development Day, as well as the Healthy Place Index provided in depth insights into the state of our regional community. A zip code-level analysis overlaying student demographic data with the HPI map made visible the correlation between high-need geographic areas and SBCE service levels. We also relied on labor market information and labor market intelligence provided by the local workforce boards, the Community College Center for Excellence, as well as the CAEP fact sheets made available through CAEP TAP.

SBCE strongly believes adult education's mission can only be achieved through a deep understanding of adult education's position in a broader regional ecosystem of services, and through collaboration with others in the education, workforce and social services fields. To that effect, SBCE members are active participants in various regional collaborative structures such as the Bay Area Community College Consortium (BACCC) and the multi-sector Bridge to Recovery network focused on pandemic recovery. Regional WIOA plans were reviewed with an eye towards alignment opportunities, and the Consortium strives to maintain strong relationships with the two Workforce Development Board serving the region.

Current levels and types of education and workforce services were assessed as part of our regular, quarterly Data Study Sessions where members review overall enrollment, and enrollment segmented by member and program area. SBCE also obtained service level information from other education and training providers that operate in our region, listed in the provider table in the Regional Service Provider section further in this document.

Regional Alignment and Priorities *

SBCAE is fortunate to operate in a region where cross-sector collaboration initiatives are plentiful. The consortium itself acts as a convener of workforce, education and support services providers; and consortium representation is present at the two Workforce Development Boards serving our area, the Bay Area Community College Consortium, the Refugee and Immigrant Forum of Santa Clara County and regional pandemic recovery efforts such as the Bridge to Recovery (B2R) network. These collaborative connections provide the consortium with opportunities for alignment, coordination and leveraging of resources.

Given that SBCAE's service region is split between two Workforce Development Boards (NOVA and work2future/San Jose Silicon Valley Workforce Investment Network or SJSVWIN), the most relevant workforce plan guiding the region is the 2021-2024 Regional Plan of the Bay Peninsula Regional Planning Unit (RPU), which guides the local plans of both Workforce Development Boards.

In addition to providing a summary of regional demographics and a detailed knowledge and skills analysis, the RPU Regional Plan provides valuable labor market information that helps inform SBCAE's program development and program alignment efforts. Specifically, the plan identifies advanced manufacturing, construction, health, hospitality and IT as priority sectors that are critical to the growth of the regional economy and the creation of high-demand, high-opportunity jobs. Among the top 25 in-demand middle skill occupations, a prime area of focus for SBCAE adult education providers, are: bookkeeping, accounting and auditing clerks, computer user support specialists, teacher assistants, medical assistants, dental assistants, automotive service technicians and mechanics, HVAC mechanics and installers, and firefighters.

As referenced in the RPU plan, SBCAE provides foundational skills for workforce clients in need of ESL, High School Diploma/Equivalency or workforce preparation programs.

Within the Community College system, SBCAE will continue its efforts to partner with SBCAE member colleges on Strong Workforce Program (SWP) planning and implementation. The operational structure for SWP implementation varies among the two SBCAE member districts, at times obscuring the opportune places for the consortium to identify SWP leverage points. Plans that guide SWP funds at the individual college level are fragmented across different divisions and departments, making it challenging to align adult education services beyond ad hoc opportunities. SWP plans submitted by SBCAE member colleges for the 21-22 offer insights into CTE pathway development at the community college that adult schools students might benefit from: IT, laser, hospitality, community service officer, automotive technology, behavioral health, nursing, translation and interpretation, advance manufacturing, medical assisting, electrician, and industrial design, among others.

Regional SWP initiatives are coordinated by the Bay Area Community College Consortium (BACCC), in which SBCAE is a regular participant. BACCC regional directors offer SBCAE valuable insight in sector specific trends and create a point of connection for employer engagement. Though primarily geared towards collaboration among Community Colleges, BACCC has increased its efforts to include adult schools in their alignment conversations. One Regional Joint Venture (RJV) project in particular invites collaboration with adult schools in mapping out short-term CTE offerings in the region, an initiative closely aligned with SBCAE efforts to improve upon its CTE Matrix and Open Doors CTE Portal and its goal to achieve a comprehensive inventory and common framework for future program alignment and pathway development conversations.

SBCAE is an active member of the Bridge to Recovery Network, a regional multi-sector collaborative focused on post-pandemic recovery focused on the most vulnerable members of our community. SBCAE Steering Committee members chair the B2R's Training Programs Work Group, which provides another venue for educational pathway alignment across Community College, Adult Schools and other training providers.

Evaluate the Educational Needs of Adults in the Region *

Silicon Valley continues to be a tale of opposing realities, the challenges for low-income families being particularly exacerbated by the COVID-19 pandemic, while their more affluent counterparts emerged from the pandemic at times better off than before. Summarizing findings from USDA ERS, Census Bureau ACS 5-year estimates, as well as County level employment and earnings statistics, obfuscate and instruct the needs of these low income families. Case in point, while 7.3% (139,074) of Santa Clara County residents are flagged as living in poverty as of 2018, this statistic is based on the national thresholds of approximately \$18-20K/year for a family of 2 with 2 or fewer children. Contrast this to the local data on housing in San Jose-Sunnyvale-Santa Clara HUD Metro area considering households of 2 earning anything less than \$89,750 to be "low income". The ability to live in this region is directly related to a person's level of education as that provides access to high-skill high-

wage jobs in the technology and skilled manufacturing sectors that dominate Silicon Valley. Specifically, adults need access to the most common and highest paid job sectors which are gated by access to college and CTE programs related to: Computer & Mathematics occupations, Management Occupations, Office and Administrative, Sales, and Business and Financial Operations. The COVID-19 pandemic has had an accelerative effect on this disparity through skyrocketing housing costs and a decrease in the overall share of low-skill low-wage jobs present in the region. Additionally, COVID-19 meant that the least resourced students were less likely to have the skills and infrastructure to engage in education, leaving them further behind.

An analysis of regional ACS Data from the CAEP 2021 Fact Sheets sheds specificity on several population characteristics of concern to regional Adult Education efforts. Over 128,000 SBCAE regional residents are LEP, over 143,000 are near or below poverty, and over 169,000 residents have yet to earn their HS diploma. LEP and a lack of secondary/postsecondary education greatly limit an individual's ability to participate in labor that provides sustainable family wages, especially in the most expensive county in the USA.

In early 2022 there is currently a labor shortage at all skill levels. Regional adult education should be prepared and positioned to upskill regional adults via improved English language acquisition, closing of foundational skill gaps and upskilling through specialized Career and Technical Education programs.

An intersectional analysis of available data supports these conclusions and provides a deeper understanding of the demographics of the SBCAE regional population, confirming our understanding of who most needs the outreach of Education Services. Unsurprisingly, the above statistics are inexorably linked, with nearly 50% of LEP residents having yet to earn their HSD, as well as 49% not participating in the labor force. An analysis of demographic data indicates that the vast majority of the LEP population is over 40, with ~53% Asian and ~38% Hispanic. The demographic picture is different for near or below poverty but also shows an overrepresentation of LEP; (19% higher than the region) , and over 54% having education up to HSE only, unsurprising in a region dominated by high skill tech work. An analysis of the 'no high school diploma' population shows a high percentage of older adults ~59% over 40 and ~52% hispanic "making the acquisition of ASE services by these groups especially important".

Additional tools help us understand the regional population in a more granular fashion. The California Healthy Places Index [HPI] - <https://map.healthypacesindex.org/> provides a zip code level index of a myriad of factors that contribute to an individual's health. Analyzing this tool has allowed us to isolate several zip codes in the South Bay region where education and community services can be targeted.

It is clear that many people who are near poverty need ESL, ABE and ASE services as well as pathways to CTE to enter the workforce at a meaningful level and that different communities and, while demographic groups may tend to have different needs when it comes to ameliorating ESL gaps, HSE and income levels gaps in the region, the overall need is clear.

A deeper dive into this data, with a lens towards equitable outcomes for students, is needed to ensure that our systems don't perpetuate the same inequities. While preliminary analysis indicates that SBCAE member agencies are effective in serving residents of low scoring zip codes on the Healthy Places Index, continued research and analysis will be critical to understand how different groups persist or achieve outcomes. It is our intent for this equity based data review to identify barriers and customizable supports needed to ensure all students are set up for success.

Contributions by Entities *

SBCAE conducted a transparent and collaborative planning process. The core planning team consisted of the Steering Committee Co-Chairs, the consortium Director and the Data Team.

Input and engagement was solicited from mandated stakeholder groups as listed in California Education Code §84905(d)(1) (E):

SBCAE Steering Committee: administrators representing all members. The Steering Committee was presented with relevant data at quarterly Data Study Sessions, helped formulate strategies and activities, reviewed plan narrative drafts and ultimately approved the plan in June 2022.

Faculty Work Groups: community college and adult school faculty in all CAEP program areas. This group engaged with data findings, in particular Labor Market Information, and formulated priorities for plan objectives, strategies and activities.

Transitions Specialists. Transition Specialists are an integral part of implementing SBCAE's "no wrong door" vision for regional adult education. They informed the plan by being represented at Steering Committee meetings, participating in individual interviews and giving group feedback.

Consultation Council: representation from Academic Senate and bargaining units. Consultation Council chairs serve on the Steering Committee as ex officio members and participate in the planning process in many of the same ways as the Steering Committee.

Data Community of Practice: classified staff and data researchers representing all member districts. This group reviewed and provided input on mandatory and optional metrics selection.

Students: adult learners from all member agencies were invited to participate in a student panel at SBCAE's annual professional development conference. Additionally, the planning team relied on student survey data from member agencies.

Community Partners. The planning team convened a meeting of regional education and workforce providers in December 2021. Entities included non profit organizations, workforce development boards and public libraries. SBCAE also engaged with support service providers as part of the ongoing Community Connections project. SBCAE leadership conferred regularly with the Directors of its sister consortia in the Silicon Valley: North Santa Clara County Adult Education Consortium and ACCEL San Mateo.

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentice
*Campbell Union High	Member Representative	60	295	1,079	831	0	0	67	0	0
*East Side Union High	Member Representative	660	1,154	3,247	906	0	0	540	9	0
*Metropolitan Education District	Member Representative	967	966	968	97	0	37	727	37	0
*Milpitas Unified	Member Representative	170	83	563	310	0	0	21	0	0
*San Jose-Evergreen CCD	Member Representative	0	13	953	0	86	0	293	4	247
*Santa Clara Unified	Member Representative	156	152	482	133	111	0	80	0	0
*West Valley-Mission CCD	Member Representative	336	0	608	0	294	0	279	24	0
Total Participants		2349	2663	7900	2277	491	37	2007	74	247

* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
NOVA Workforce Development	Workforce Development Board	×	×	×	×	✓	×	×	✓	✓
Center for Employment Training (CET)	Community Organization	×	×	×	×	×	×	✓	×	×
Job Train	Business	×	×	✓	×	×	×	✓	✓	✓
work2future	Workforce Development Board	×	×	×	×	✓	×	×	✓	✓
Goodwill of Silicon Valley	Community Organization	×	×	×	×	✓	×	✓	✓	✓
Working Partnerships USA	Community Organization	×	×	×	×	×	×	✓	✓	✓
Building Skills Partnership	Community Organization	×	×	✓	×	×	×	✓	×	×
San Jose Public Library	Other	✓	✓	✓	✓	✓	✓	✓	✓	×
Catholic Charities	Community Organization	×	×	×	×	×	×	×	✓	×
Sacred Heart Community Services	Community Organization	×	×	✓	×	×	×	×	×	×
Upwardly Global	Community Organization	×	×	✓	×	×	×	✓	×	×
Escuela Popular	Other	×	×	✓	×	×	×	×	×	×
Opportunity Youth Academy	Other	×	✓	×	×	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
San Jose Conservation Corps	Other	×	✓	×	×	×	×	✓	✓	×
San Jose Job Corps	Other	×	✓	×	×	×	×	✓	×	×
Santa Clara Public Library	Other	✓	✓	✓	×	×	✓	×	×	×
Santa Clara County Library District	Other	×	✓	✓	×	×	×	×	×	×

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

Adult Education Pipeline data for SBCAE indicates 16,047 individuals served, with 13,180 of those reaching a minimum of 12 hours of contact. These 13,180 participants account for 19,441 CAEP Program Area enrollments. ABE - 5104 (39%) | ASE - 3283 (25%) | CTE - 2265 (17%) | ESL - 7991 (61%) | AWD - 489 (4%) | Adults training to Support K-12 Success - 273 (2%).

Our largest service groups, ABE/ASE and ESL, track the largest needs in our region. Due to the intersection of LEP with the population of ‘no ASE’ and low income, the high percentage of program participation in ESL is unsurprising. 48.1% of our ESL students are Asian and 41.6% are Hispanic, a slight difference in the ratio as compared to the region, but which does track with ACS data showing that a higher percentage of our regional Asian population is also LEP, particularly San Jose’s Vietnamese population.

There are far more adults in the region who need Adult Education services than we serve on a year-over-year basis. In regard to ASE, even if we restrict the regional need analysis (based on available data) to 20 - 49 years old only, the number of adults served (~2,400) is far lower than the number of adults in the region (50,662). Generally, this difference in magnitude is caused by capacity of regional service providers, and students' logistical ability to engage with education services. The COVID-19 Pandemic caused a significant drop in enrollment, primarily in the lowest proficiency ESL student population whose access to remote instruction is most limited.

SBCAE is a partner in a much broader education and workforce development ecosystem serving Santa Clara County. Education and workforce development providers include nonprofit organizations, public libraries, for profit entities, employers, labor unions, and more.

SBCAE partners directly with Workforce Development Boards, public libraries and a number of nonprofit organizations providing workforce and education services in the region. SBCAE will continue its efforts to convene service providers and drive conversations around regional alignment and collaboration, yet the education and workforce landscape remains fragmented and challenging to navigate for the end user. In the densely populated Silicon Valley, the community is not so much underserved, as undersupported in understanding, accessing and navigating the complex workforce and education landscape.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

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

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

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

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

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

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

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

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	* Number of Adults Served (AE 200 - Overall)	16,047	10,311		16,000	17,000	18,000
Student Barriers	English Language Learner (AE 305 - Overall)	9,602	6,377		9,600	10,200	10,800

Member Level Metric Targets

* Mandatory for all members

Campbell Union High (Reported by Campbell Adult and Community Education (CACE))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,397	913		1,107	1,162	1,220
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	89			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	20	111		0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	479	241		435	456	479
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	558	257		473	496	521
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	45	70		47	50	52

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	104	85		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	46			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	124			0	0	0

East Side Union High (Reported by East Side Adult Education (ESUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	4,232	2,106		3,462	3,808	3,999
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	272			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	258	58		120	132	145
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	1,356	418		1,014	1,115	1,227
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	939	404		900	945	993
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	99	85		98	103	108

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	1,065	427		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	196			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	620			0	0	0

Metropolitan Education District (Reported by MetroED - Silicon Valley Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,311	532		884	1,000	1,200
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	223			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	436	189		120	132	145
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	438	198		480	430	483
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	380	95		418	460	506
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	29	43		32	35	40

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	680	109		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	35			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	134			148	163	179

Milpitas Unified (Reported by Milpitas Unified School District (MUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	721	391		487	512	537
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	52			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	32	22		0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	297	111		251	251	251
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	317	166		216	216	216
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10	16		12	15	18

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	100	25		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	72			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	77			0	0	0

San Jose-Evergreen CCD (Reported by San Jose-Evergreen District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,187	1,186		1,192	1,264	1,313
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	76			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	217	270		250	284	320
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	86	43		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	32	20		33	34	36
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	136			134	173	204
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	294			305	352	391

Santa Clara Unified (Reported by Santa Clara Unified School District (SCUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	745	623		800	850	900
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	16			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	60	20		0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	235	68		175	225	250
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	280	151		200	250	300
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	57	46		40	45	50

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	200	99		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	59			45	50	55
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	124			0	0	0

West Valley-Mission CCD (Reported by West Valley-Mission District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,002	1,191		588	613	638
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	215			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	54			0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	89	83		25	25	25
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	25	46		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	46	67		16	17	18
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	49			26	26	26
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	125			80	81	83

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Campbell Union High	100%	100%	26%	85%	85%	85%
East Side Union High	100%	100%	53%	85%	90%	90%
Metropolitan Education District	100%	100%	63%	100%	100%	100%
Milpitas Unified	100%	100%	84%	100%	100%	100%
San Jose-Evergreen CCD	100%	100%	31%	88%	91%	95%
Santa Clara Unified	100%	100%	48%	100%	100%	100%
West Valley-Mission CCD	100%	100%	38%	90%	90%	90%

Objectives

Address Educational Needs

Description of Objective *

1. Increase number and variety of short-term CTE programs leading to industry recognized credentials
2. Offer differentiated ESL pathways (college/career/community track), including immigrant integration
3. Increase (pre)apprenticeship programs and work based learning opportunities
4. Prioritize Equity & Student Voice

Improve Integration of Services & Transitions

Description of Objective *

1. Link career pathways across members in priority industry sectors: health, public service, CIT, etc.
2. Develop a goal-based pathway navigation protocol & tool (Open Doors)
3. Increase Transitions to CTE

Improve Effectiveness of Services

Description of Objective *

1. Provide customized student support services
2. Offer targeted Professional Development at the agency and consortium level.
3. Establish member effectiveness criteria / finance subcommittee

Activities & Outcomes

Activity Name *

1. Increase number and variety of short-term CTE

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increasingly, adult learners are looking for training programs that are short term in nature and lead to a credential that results in employability in the current labor market. In the high-cost Silicon Valley, it is particularly important for short-term training programs to lead to a living wage job. Based on our assessment of labor market information, internal capacity and learner needs, SBCEAE will add the following short-term programs to its inventory:

- Personal Care Certificate (Santa Clara Adult School)
- Grow with Google certification: IT support, data analytics, project management, UX design, android d
- AC/DC Theory (Silicon Valley Adult Education)
- Advanced Manufacturing (Milpitas Adult Education)
- Paraeducator (Milpitas Adult Education, Santa Clara Adult Education, Evergreen Valley College, East

Some of the above listed courses are already submitted for approval, others are in the earlier stages of development. The timeline for offering these courses will depend on the approval process, and the availability of credentialed CTE instructors. Wherever possible, linkages to existing pathways across the consortium will be established.

Key deliverables will be curriculum development, course approval, faculty recruitment and inclusion in the agency's catalog and schedule. Courses will be promoted across the consortium, and student enrollment and outcomes will be tracked and evaluated for continuous improvement purposes.

Short-Term Outcomes (12 Months) *

By June 30th 2023, 3 new short-term CTE programs will be approved and included in adult school/college catalogs.

Intermediate Outcomes (1-3 Years) *

By June 30th 2024, 5 new short-term CTE programs will be approved and included in adult school/college catalogs.

Long-Term Outcomes (3-5 Years) *

By June 30th 2025, 50 students will have successfully completed a (new) short-term CTE training program.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Carrie Casto
Eric Grabiell
Giuliana Brahim
Kiran Grewal
Kishan Vujjeni
Traci Williams

Activity Name *

2. Develop and offer differentiated ESL pathways

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Adult learners seek out ESL classes for a wide variety of reasons. In order to accelerate students' achievement of their goals, SBCAE will pilot developing and offering differentiated ESL pathways that prepare English Learners for college, career or community related outcomes. Starting at the intermediate levels, students will have the option to select a college, career or community ESL track. A college career track might include academic vocabulary and an academic writing focus, while a career ESL track will include career exploration and workforce preparation. The community ESL pathway will be informed by the Immigrant Integration Framework, with a focus on EL Civics/COAAPs.

Differentiated ESL pathways will be designed using human-centered design principles, and the program will be piloted at two member agencies. Program evaluation will be a part of the pilot project to determine sustainability. The project will address the need for acceleration and intentional focus on transitions for English learners.

Short-Term Outcomes (12 Months) *

By the end of June, 2023, an initial design for differentiated ESL pathways will be presented to the SBCAE Steering Committee.

Intermediate Outcomes (1-3 Years) *

By the end of June, 2024, differentiated ESL pathways will be offered at at least two SBAE adult schools.

Long-Term Outcomes (3-5 Years) *

By the end of June, 2025, the consortium will be able to make a student and data-informed decision about program sustainability and/or expansion.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- Student Barriers: English Language Learner (AE 305 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carrie Casto
Christine Berdiansky
Leslie Johnson-Tatsuta
Usha Narayanan

Activity Name *

3. (Pre)apprenticeship & work-based learning

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Apprenticeship programs are well established in SBCAE member Community Colleges, and generally Colleges are planning to expand upon their apprenticeship programs in the near to medium term future. It has long been a goal for the consortium to develop pre-apprenticeship programs, starting in Adult Schools, that prepare adult learners to be successful in the already existing apprenticeship pathways in our consortium. By establishing an apprenticeship work group, the consortium believes it will make progress on this goal. The work group will be charged with inventorying existing apprenticeship programs, and conducting a feasibility study for pre-apprenticeship program development. Student interest, program capacity, labor market information and supplemental/leveraged funding streams will be taken into account to determine priority pre-apprenticeship opportunities. Possible pre-apprenticeship programs to consider are public transportation (VTA), construction trades and IT/CIS (TechNest).

In addition to pre-apprenticeship pathways leading into registered apprenticeships, SBCAE members will also explore how to expand work-based learning opportunities. Work-based learning opportunities offer a demonstrated path towards economic self-sufficiency for adult learners, and more needs to be done in our consortium to expand these options for our students. Training programs into which work-based learning may be integrated include: facilities maintenance, early childhood education, hospitality management, infectious disease certification, construction and paraeducator.

Short-Term Outcomes (12 Months) *

By June 30, 2023, an apprenticeship and work based learning subcommittee will be established. The subcommittee will have made recommendations for priority pre-apprenticeship program development to the SBCAE Steering Committee.

Intermediate Outcomes (1-3 Years) *

By June 30, 2024, at least two pre-apprenticeship programs will be designed and ready for implementation in the 2024-2025 program year, including curriculum developed and hosting agencies identified.

Long-Term Outcomes (3-5 Years) *

By June 30, 2025, at least two pre-apprenticeship programs will be offered. At least 20 students will be served, with a goal to transition at least 35% of students into a registered apprenticeship program.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Eric Grabiell
Jacqueline Escajeda
Kishan Vujjeni

Activity Name *

4. Prioritize Equity & Student Voice

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Inclusion of student voice in every level of consortium operations, from pathway design to governance, is and will continue to be a priority for SBCAE. Earlier efforts to establish a consortium-wide student advisory board were cut short due to the pandemic. Emerging from the pandemic knowing that adult education students were among those most impacted by COVID, there is more urgency to our commitment to human-centered design practices, as well as student leadership development. Over the course of the next three program years, SBCAE will study lived-experience advisory board models as a possible framework for student inclusion in consortium governance. SBCAE also commits to including student voice in any new consortium-led pathway and pathway navigation tool development efforts.

Once again, the assessment phase of the planning process confirmed the deep structural inequities that exist in the region SBCAE operates in. It's well known that Silicon Valley is a region of both extreme opportunity and extreme barriers to opportunity for those who could most benefit from upward economic and social mobility. The annual Silicon Valley Index, presented by Joint Venture Silicon Valley and the affiliated Institute for Regional Studies, and the keynote focus of SBCAE's consortium-wide professional development day, accelerated conversations in the consortium about equity, social justice and adult education's role in lifting up the communities we serve. In the next three years (and beyond), SBCAE wants to create spaces where consortium leadership, administrators, faculty, staff, students and partners can continue to explore these critical questions, and move us towards deepening our understanding of strategies that might address the kinds of inequities that have persisted for too long in our community.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, a plan for establishing a consortium-wide student advisory board will be in place, and an equity and economic mobility work group will be established.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-2024 program year, a consortium-wide student advisory board will be operational.

Long-Term Outcomes (3-5 Years) *

From the 2024-2025 program year onwards, all new consortium-led pathway and pathway navigation tool development will demonstrably include student voice.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Carrie Casto
Eric Grabiell
Giuliana Brahim
Jacqueline Escajeda
Kiran Grewal
Kishan Vujjeni
Traci Williams
Usha Narayanan

Activity Name *

5. Link career pathways in priority sectors

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The assessment phase of the three year planning process exposed a number of pathway gaps and missing linkages across consortium members. An extensive review of current pathway inventories, combined with labor market research and student interest surveys identified opportunities for increased connections in between SBCAE's five Adult Schools and four Community Colleges in the following priority industry sectors: health, public services, computer information systems/information technology, construction/industrial trades/natural resources. Foundational to the proposed linkages is the necessity to build onramps to Career Technical Education (CTE) programs for English Language Learners, Adult Basic Education students and High School Diploma/Equivalency Adult Education students. An 'all of the above' approach to pathway design will employ a variety of mechanism to bridge gaps where needed:

Articulation of Adult School CTE programs with Community College CTE pathways:

- medical assisting
- facilities maintenance

- autobody

Integrated Education and Training/Contextualized ESL:

- ESL for medical assisting/health careers: proposed partnership among adult schools to integrate ser
- ESL for Grow with Google certificates: IT support, data analytics, project management, UX design, a

Bridge programs, orientation workshops, prep courses:

- public safety/administration of justice
- firefighting
- teaching assistant/associate teacher: pathway to permit pilot
- bridge to IT
- advanced manufacturing

Dual Enrollment

- continued implementation of SB554, dual enrollment options for Adult School HSD/HSE students

Short-Term Outcomes (12 Months) *

By June 30th, 2023, at least 2 formal articulation agreements between Adult Education CTE programs and Community College CTE pathways will be in place.

Intermediate Outcomes (1-3 Years) *

By June 30th, 2024, at least 1 new IET program and 1 new bridge program will be in place.

Long-Term Outcomes (3-5 Years) *

By June 30th, 2025, all missing linkages described in this strategy will be in place and CTE pathways in the identified priority sectors will be clearly defined.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carrie Casto
Eric Grabiell
Giuliana Brahim
Jacqueline Escajeda
Kiran Grewal
Kishan Vujjeni
Traci Williams
Usha Narayanan

Activity Name *

6. Goal-based pathway navigation protocol and tool

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

A key strategy in SBCAE's three year plan is step two of our vision for the next three years: 1) build the map, 2) help adult learners navigate the map, and 3) support students along the way. The pathway map across consortium members is complex and challenging to navigate, especially for English learners and those with limited digital literacy or lacking knowledge of the US education system. SBCAE was a pioneer in establishing Transition Specialists at each of its member agencies, working together as a community of practice to help students find their way and identify the next steps in their educational journeys. SBCAE's community facing Open Doors website, including a CTE pathway tool, functions as a self-guided platform for adult learners to explore their educational options at all SBCAE Adult Schools and Community Colleges.

As the role and function of Transition Specialist is becoming more established and the consortium is striving towards greater uniformity in the way students are introduced to pathway options, it has become clear that the time is right for the consortium to develop a goal-based pathway navigation protocol, i.e. a commonly understood and agreed upon process for guiding students into those pathways that will help them meet their goals. Depending on their educational goals, their current skills, training and experience, students will receive customized pathway options, formalized in an individual academic plan, and thus have a clearer picture of their educational journey at SBCAE. Details pathway maps and visuals will be developed with multiple entry points (ESL, ABE), transitions (to ASE, CTE, postsecondary) and exit points (workforce, continued postsecondary education, community or civic participation). The new goal-based navigation protocol and flowchart will build on the foundation of the SBCAE CTE Matrix and ESL alignment charts, previously developed by the consortium and maintained by the Faculty Work Groups. In response to updated AB705 guidance, SBCAE will also revisit how adult school students can be best prepared to enter credit bearing Math and English coursework at the colleges, and what role adult education can play in strong foundational Math and English programming for adult learners.

A significant transition for adult school students who wish to enter advanced CTE pathways or other postsecondary pathways is the transition to Community College. All effort will be made to establish strong support for Adult School students at the time of their transition to Community College. College Transition Specialists will be embedded at the program level at the four individual member Colleges, and administrators overseeing Transition Specialists at the Colleges will facilitate their connection to Counseling and Advising departments.

To communicate educational options to adult learners and the community at large, easy to read pathway visuals will be developed, and the Open Doors website will undergo a comprehensive redesign that will improve the CTE pathway tool, add an ESL class database and a HSD/HSE program finder. The Open Doors redesign project will be informed by a cross-section of SBCAE staff, faculty, and students at all levels of the educational spectrum.

Short-Term Outcomes (12 Months) *

By June 30th, 2023, a prototype of both the goal-based navigation protocol and open doors website will be established, and Transition Specialists will have received training on how to use them. An individual education plan pilot will be conducted at at least one adult school.

Intermediate Outcomes (1-3 Years) *

By June 30th, 2024, pathway visuals will have been developed and distributed to all member agencies. Additional staff will have received training on cross-consortium pathways and pathway navigation tools. An individual education plan format will be agreed upon and its use expanded to other schools in the consortium.

Long-Term Outcomes (3-5 Years) *

By June 30th, 2025, 75% of students will have an individual education plan in place. Usage of the Open Doors website will have increased by 50%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carrie Casto
Eric Grabiell
Giuliana Brahim
Jacqueline Escajeda
Kiran Grewal
Kishan Vujjeni
Traci Williams
Usha Narayanan

Activity Name *

7. Increase Transitions to CTE

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Given the demonstrated need for upward economic mobility in the region, SBCE will focus on increasing transitions to CTE programs, whether they are offered as short-term CTE programs in Adult School/non-credit Community College programs, or as longer-term credit pathways at the Colleges. As described in strategy 5 and 6, additional pathway linkages will be implemented and clear pathway maps will be developed. By building and clarifying the map, it is our belief that more students enrolled in ESL and ABE/ASE programs will be drawn to a CTE pathway.

Other activities that will promote transitions to CTE include:

- Transition Specialist presentations to adult school students:
 - overall CTE presentation
 - priority sector-specific presentations
 - targeted presentations/transition support for high level ESL and HSD/HSE students
- determine minimum ESL levels for CTE entry
- dual enrollment for HSD/HSE students
- cross promoting CTE programs: adult ed CTE brochure, outreach/marketing materials, partner present

Foundational to increased transitions from ESL and ABE/ASE into CTE are robust participation rates in ESL programs and HSD/HSE programs. All adult schools have agency-level goals to increase graduation rates in their HSD/HSE programs, and the consortium selected the ELL barrier as one of the mandatory metrics to track.

Data analysis of transition data will be essential to understanding student movement along pathways, in particular at key transition points such as the transition from ESL/ABE/ASE to CTE, regardless of where that transition occurs (in one and the same adult school, in between adult schools, from adult school to community college, from community college to adult school).

Short-Term Outcomes (12 Months) *

By June 30th, 2023, CTE outreach materials, including TS presentations, will have been updated to reflect a consortium wide, sector specific approach.

Baseline transition data will be determined.

Intermediate Outcomes (1-3 Years) *

5% increase over baseline transitions data

Long-Term Outcomes (3-5 Years) *

5% increase over baseline transitions data

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Carrie Casto
Eric Grabiell
Giuliana Brahim
Jacqueline Escajeda
Kiran Grewal
Kishan Vujjeni
Traci Williams
Usha Narayanan

Activity Name *

8. Provide customized student support services

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Adult learners come to SBCAE with a wide range of backgrounds, goals, prior levels of education and life experiences. English language learners consistently make up the majority of our student population, indicating a large and diverse group of immigrants and refugees. SBCAE stands firm in its commitment to using the Immigrant Integration Framework as a guiding philosophy and tool to assess student support needs, and identify community resources able to address those needs.

After a COVID related pause in operations, the consortium has re-engaged its community connections network of partner organizations, with the continued goal of establishing a formalized reciprocal referral network. With the added capacity of a consortium-wide Partnership Specialist position, SBCAE will be able to increase partner engagement, establish formal partnership agreements, organize consortium-wide resource fairs, participate in community events, publish a monthly newsletter and share resource information with all members.

As in prior years of consortium operations, SBCAE will continue to employ an Learning Disabilities Specialist who will provide customized support to adult school students with learning differences. The position will primarily focus on students enrolled in HSD/HSE programs and support students with obtaining testing accommodations. As capacity is available, learning disabilities support will also be offered to students enrolled in ESL and other program areas.

Short-Term Outcomes (12 Months) *

In program year 2022-23, SBCAE will organize a consortium-wide resource fair, and at least one formal partnership agreement will be in place with a community based organization.

At least 50 students will be referred to the SBCAE Learning Disabilities Specialist for services.

Intermediate Outcomes (1-3 Years) *

By June 30, 2024, at least 3 formal partnership agreements will be in place with community based organizations.

At least 60 students will be referred to the SBCAE Learning Disabilities Specialist for services.

Long-Term Outcomes (3-5 Years) *

By June 30th, 2025, a reciprocal referral network between SBCAE and partner organizations will be operational.

At least 65 students will be referred to the SBCAE Learning Disabilities Specialist for services.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carrie Casto
Kishan Vujjeni
Traci Williams
Usha Narayanan

Activity Name *

9. Offer targeted Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

From the inception of the consortium, professional development has been an important underpinning of SBCAE's vision for effective adult education. In the next three years, SBCAE will continue to host an annual consortium-wide Professional Development Day and provide opportunities for role-alikes to network across member agencies. Given the increased need and challenges around hiring credentialed staff, we will continue to explore opportunities to support interested candidates in obtaining their adult education credential.

The consortium-wide Professional Development Day has evolved from a training day around a central theme to a full blown mini-conference. We will continue to seek out themes that speak to all members agencies and staff, and invite internal talent to present best practices and expertise with their colleagues. Consistent with our desire to be student-driven and data-informed, we will seek inclusion of student voice and data literacy in the program.

Other strategies to promote professional development, in addition to the annual Professional Development Day, are: dissemination of professional development resources on the consortium website and Transition Specialist Resource Hub, networking opportunities for role-alikes across agencies via email listservs and Faculty Work Group meetings, and sharing of professional development events/resources hosted by members.

The Bay Area, as is the case in many other regions in the State, is experiencing a teacher shortage. Many adult schools are experiencing challenges in filling open teaching positions, particularly in the areas of ESL and CTE. Knowing that successful implementation of the consortium three year regional plan hinges upon teacher quality and availability, SBCAE has explored opportunities to support credential-seeking candidates in prior years, and will continue to move in the direction of strengthening connections with credentialing programs, incentivizing candidates, or even establishing a customized credentialing program within the consortium for the Silicon Valley region.

Short-Term Outcomes (12 Months) *

SBCAE will host a consortium-wide PD Day in the 2022-23 program year.

By December 2022, peer networking listservs will be established.

By June 30, 2023, resources for incentivizing credential-seeking candidates will be identified, and an application process will be in place.

Intermediate Outcomes (1-3 Years) *

SBCAE will host a consortium-wide PD Day in the 2023-24 program year.

By June 30, 2023, at least 25% of adult school staff will have joined a peer networking listserv.

By June 30, 2023, a roadmap for a regional credentialing program will be presented.

Long-Term Outcomes (3-5 Years) *

SBCAE will host a consortium-wide PD Day in the 2024-25 program year.

By June 30, 2023, at least 40% of adult school staff will have joined a peer networking listserv.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carrie Casto
Christine Berdiansky
Kishan Vujjeni
Traci Williams

Activity Name *

10. Member effectiveness / finance subcommittee

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

After having strengthened the consortium's organizational structure in the past three years, member effectiveness and accountability will be important areas of inquiry during the next three years of SBCAE operations. A finance committee will be established in order to assist the Steering Committee in carrying out the financial responsibilities described in the SBCAE charter:

MEMBER EFFECTIVENESS & ACCOUNTABILITY:

- 1) Verifying that funded activities, including consortium-wide supports, as well as direct-services for students, align with the 3-Year and Annual Plan's objectives, and meet CAEP legislative guidelines
- 2) Assess the impact of current allocations of CAEP funding to members, reviewing member effectiveness as identified in the original legislation (AB104, AB2098) and per state guidelines from the CAEP office

ALLOCATIONS:

- 1) Ensure the needs and objectives of the Plan are being adequately addressed, and adequate resources are identified and allocated in the annual funding schedule or subsequent amendments
- 2) Review the original allocation funding formula & develop a process to apply the same criteria against current, up to date, demographic and regional need data
- 3) Propose alternative allocation funding formulas based on regional need, member effectiveness and strategic plan priorities carried out by members

A more detailed scope of work, committee composition and timeline will be collaboratively determined at the beginning of the 2022-23 program year.

Short-Term Outcomes (12 Months) *

By December 2022, a finance subcommittee will have been established and a scope of work for the committee will have been agreed upon by the SBCAE Steering Committee.

Intermediate Outcomes (1-3 Years) *

By June 30, 2024, original member allocations will have been revised and adjusted as deemed necessary. Any adjustments to member allocations will happen through the CFAD process in formal public meetings.

Long-Term Outcomes (3-5 Years) *

By June 30, 2025, SBCAE members will have agreed upon a member effectiveness definition responsive to state mandates and the goals and mission of the consortium.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Kishan Vujjeni
Traci Williams

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Campbell Union High	\$3,740,993	Certified
East Side Union High	\$7,376,812	Certified
Metropolitan Education District	\$3,693,494	Certified
Milpitas Unified	\$3,958,226	Certified
San Jose-Evergreen CCD	\$2,065,060	Certified
Santa Clara Unified	\$2,700,825	Certified
West Valley-Mission CCD	\$1,403,642	Certified
Totals	\$24,939,052	7/7 Certified

Funds Evaluation *

2019-2020 Program Area Reporting shows that SBCAE members are leveraging the following fund sources to address the educational needs of adults in the region:

Adult Schools: SBCAE member adult schools reported the following leveraged fund sources: CalWORKs, Fees, WIOA II, Perkins, K-12 Adult Ed Jail Funds and Contracted Services. All adult schools participate in WIOA II funding, for a total fund amount of \$2,091,292 reported in 2019-20. Four out of five adult schools leveraged CalWORKs funds for a total of \$684,366.00. Contracted services and Fees were reported by two out of five adult schools each, in the amounts of \$1,664,678 and \$212,860 respectively. One adult school reported Perkins funds in the amount of \$35,150 and one adult school reported K-12 Adult Ed Jail Funds totaling \$2,222,707.

Community Colleges: both Community College Districts in SBCAE's membership leverage Non-Credit funds (\$1,152,901 total across the two districts) and Strong Workforce Funds (\$507,550 total) in support of SBCAE's regional plan for adult education. Additionally, one college district reported other state grants totaling \$80,000 and the other college district reported CalWORKs funds totaling \$68,350. No Community College districts reported leveraged Perkins funds.

SBCAE anticipates no major shifts in adult school leveraged funds, as CAEP, WIOA II and CalWORKs funding is expected to remain stable. Accessing leveraged funding available in the Community College system provides an area of opportunity for SBCAE. Members will seek to identify additional leveraged funding that supports the goals, objectives and strategies in the Three Year Plan. Strong Workforce Funds, Perkins and State Grant funds in particular will be explored for how they might unlock additional resources to support the ambitious scope of SBCAE's mission and future direction.

Even though every effort will be made to identify, access and use all available funding sources that contribute to the implementation of the Three Year Plan, it remains to be pointed out that even the sum total of those funds would not be sufficient to address the sizable educational needs of adult learners in the region. It is our firm commitment to maximize the potential impact of funds available to the region by collaborating with regional partners, aligning regional planning efforts and engaging the community in how adult education funds are used to serve the region.



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