

51 South Bay Consortium for Adult Education

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

The South Bay Consortium for Adult Education (SBCAE) remains committed to building regionally coordinated adult education programs across education systems in partnership with education, workforce development and immigrant integration stakeholders.

SBCAE will work towards achieving the three-step vision outlined in the Three Year Plan:

1: Build the map

Pathways for adult learners are at times unclear, fragmented, or present learners with unexpected dead ends. SBCAE will deploy a sector specific pathway approach, with a strong emphasis on onramps for English learners and basic skills students.

2: Help learners navigate the map

SBCAE will help students navigate the education landscape and support learners in identifying pathways most relevant to their goals.

3: Support learners along the way

SBCAE will work with community partners to help alleviate barriers to success. A Learning Disabilities Specialist will support adults with special needs.

The 2022-23 program year saw program development that addressed gaps in service and connected missing pathway linkages. New short term CTE programs were added, and more opportunities for entry into priority sectors such as healthcare were introduced, e.g. contextualized ESL/ELL in the healthcare setting, medical terminology and a community health worker certificate. A set of recommendations to streamline ESL/ELL pathways leading to college, career and community was adopted by the Steering Committee. More adult school students enrolled in high school diploma or equivalency programs are taking advantage of dual enrollment.

To support students navigating the educational pathways offered by SBCAE adult schools and community colleges, the consortium redesigned its Open Doors website and Career Pathway Tool. New consortium wide outreach materials were created. A master course list was developed in order to clarify program offerings for users, as well as guide future program development conversations. Transition Specialists developed a sector focused CTE presentation and delivered it to all adult school students. More community partners were made aware of SBCAE's programs and services through participation in the Community Connections network.

Over 800 students and community members attended the first annual consortium wide Resource Fair. The consortium's Adult with Disabilities Specialist continued to provide counseling, evaluation and referrals to students with learning disabilities.

SBCAE provided connection and professional learning opportunities for staff across members, including consortium participation in the CALPRO Supporting Learner Transition community of practice. A member effectiveness committee was established to critically review budgets for alignment with the intent of CAEP legislation and the SBCAE three year plan.

Building on the achievements of the 2022-2023 program year, SBCAE will work on the following strategies in the 2023-24 program year:

1. Add new short-term CTE programs
2. Advance implementation of ESL/ELL pathways subcommittee recommendations
3. Identify areas for priority pre-apprenticeship program development and initiate the program design and

4. Provide agency-level student government/advisory groups with consortium information and opportunity
5. Establish new IET and/or bridge programs
6. Increase awareness of consortium wide pathways and transition points.
7. Provide targeted CTE program information to students eligible for transition.
8. Formalize community partnerships and increase services for AWD students
9. Offer consortium wide professional development and support teacher credentialing.
10. Monitor legislative changes to CAEP funding and establish carryover policies and procedures.

Implementation of the plan will be led by the Steering Committee, Co-Chairs and Director, with support of consortium wide staff.

SBCAE will adopt a new work group structure consisting of faculty networking groups and cross-functional project teams.

Per California Adult Education Program requirements, SBCAE's 2023-2024 annual plan is aligned with the active Three Year Regional Plan for Adult Education, while also being responsive to current community needs and conditions. The annual plan was approved by the SBCAE Steering Committee in a formal public governance meeting, and Steering Committee members are responsible and accountable to align their CAEP allocations with the objectives in the annual and three year plan through the budget submission and approval process in NOVA. Furthermore, in accordance with the SBCAE Charter, members will provide regular updates on expenditures, and their alignment with the annual and three year plan, at public Steering Committee meetings. Allocations made explicitly to support consortium-wide needs will be included in this regular budget review cycle.

Regional Planning Overview

SBCAE's Three Year Regional Plan for Adult Education includes ten actionable and measurable strategies in the three categories of addressing educational needs, improving integration of services & transitions, and improving effectiveness of services:

Address Educational Needs

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

Improve Integration of Services & Transitions

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

Improve Effectiveness of Services

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

The 2023-2024 Annual Plan presented here builds on the accomplishments of the prior year (year 1 of Three Year Plan implementation), adjusting strategies as needed and focusing on what can realistically be accomplished in a one year period, with minor adjustments to the short-term outcomes listed for year 2 in the Three Year Plan.

Strategic priorities for the upcoming program year will be organized into a number of projects, each with their own deliverables, work plans and target outcomes attached. For the 2023-24 program year, SBCAE has decided on 11 consortium-wide projects, as follows:

BUILD THE MAP

1. ESL/ELL Pathways: implementation of ESL/ELL pathways recommendations: consortium-wide MOU
2. Health Pathways: alignment of health programs across SBCAE members, in particular onramps for E
3. Apprenticeship: expansion of pre-apprenticeship leading into registered apprenticeships offered in SE
4. Dual Enrollment: design and implementation of a streamlined dual enrollment policy and application p
5. Short term CTE development: new Short term CTE development
6. CTE program alignment: address missing linkages via bridges, IET, co-location, dual enrollment as lis

NAVIGATE THE MAP

7. Navigation: Open Doors website, pathway visuals, master course list, outreach materials

SUPPORT ALONG THE WAY

8. Partnerships & Referrals: Community Connections referral network, Resource Fair, MOUs with comm

STRENGTHEN OPERATIONS

9. Professional Development: annual consortium-wide PD Day
10. Student Voice & Equity: share consortium information with agency-level student government/advisor
11. Member Effectiveness: fiscal review, carryover policies and procedures, monitoring of progress towa

To enhance collaboration and promote progress towards the annual plan goals, the consortium will transition its existing faculty work groups to a new structure consisting of faculty networking groups and multi-stakeholder project teams. The consortium leadership team (Co-Chairs and Director) will oversee the implementation of the Annual Plan and ensure the consortium stays on track to meet the goals of the plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Educational attainment and English language proficiency:

Programs for adult English Language Learners and adults seeking to complete their secondary education remain needed in the central part of Santa Clara County served by the South Bay Consortium for Adult Education.

Over 131,000 SBCAE regional residents are Limited English Proficient (LEP), and over 158,000 residents have yet to earn their High School Diploma (HSD). 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. As of 2022 the following percentages of these subgroups were below the Self-Sufficiency Standard: 48% of LEP households, 74% of LEP Latinx households, 73% householders have less than a High School Diploma, and 56% of householders holding only a High School Diploma.

An intersectional analysis of available 2020 ACS data provides a deeper understanding of the demographics of the SBCAE regional population, confirming our understanding of who most needs the outreach of adult education services.

Unsurprisingly, the educational attainment, demographics and income levels are inexorably linked, with nearly 46% of LEP residents having yet to earn their HSD, as well as 50% not participating in the labor force. An analysis of demographic data indicates that the vast majority of the LEP population is over 40, with ~56% Asian and ~40% Hispanic. The demographic picture is different for near or below poverty but also shows an overrepresentation of LEP; (13% higher than the region) , and over 50% 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 ~62% over 40 and ~53% hispanic "making the acquisition of ASE services by these groups especially important"

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

Census/ACS

CAEP Fact Sheets

Silicon Valley Index

Healthy Places Index

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

Impacting these gaps can be thought of in two separate but related domains. First, getting students into SBCAE agencies such that they can be served and second, the quality of the service provided, using 2021-22 data as a benchmark. The former will be measured by the degree to which enrollment in regional ESL/ELL and ASE programs can be increased year over year. Per Q4 estimates for 2022-23 (not a final total for 22-23PY), ESL/ELL enrollment for SBCAE is over 9,000 students, and ASE enrollment is over 2,500 students. Overall, preliminary 2022-23 enrollment data suggests SBCAE increased the number of individuals it served by approximately 20% over the 10,813 Individuals Served in 2021-22, which is a good overall sign of increasing educational engagement in the region.

Second, the quality of the delivery of these programs will be measured by tracking the percentage of these students who achieve EFL gains in ESL/ELL, and who obtain HSD/E respectively. As outcome data is finalized as of July 15, 2023, SBCAE will consider the 2,261 students who earned an EFL gain and 319 students with HSD/E attainment in 2021-22 to be our operational baseline.

Regional Need #2

Gaps in Service / Regional Needs

Labor Market and Income Inequality:

Silicon Valley continues to be a tale of opposing realities, the challenges for low-income families still being particularly exacerbated by the lingering effects of the COVID-19 pandemic. 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". As of 2022, 50% of Silicon Valley renters paid more than 30% of their income in rent and with median home prices rising 7% to \$1.53m in 2022, not only is owning a home out of reach, but even sustainable housing in general is a luxury for those with low income. It's clear that 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

A closer look at Silicon Valley unemployment and labor market further shows that:

- Per EDD data, the unemployment rate in the San Jose-Sunnyvale-Santa Clara MSA was 3.0
- Further analysis of current labor market data confirms SBCAE's priority focus on health and

SBCAE will respond to the current income and labor market data by increasing the number and variety of short-term CTE programs, as well as applying a sector-strategy for pathway development in priority sectors, starting with healthcare.

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

ACS/Census

CAEP Fact Sheets

Center of Excellence Bay Region LMI Newsletter, June 2022

2023 Silicon Valley Index

Institute for Regional Studies/JVSV

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

We will measure effectiveness by monitoring progress towards CTE program development goals established in the Three Year Plan, pertaining to both new short-term CTE program development and establishing linkages between existing CTE programs across member agencies. Establishing baselines and analyzing longitudinal change in CTE enrollment, completion, and transitions into CTE will be indicators of student progress in this area. New short term CTE programs established in 2022-23 include: community health worker (SJCC), google career certificates (WVC), paraeducator (MAE) and facilities maintenance (SCAE). New pathway linkages established in 2022-23 include: ESL/ELL for healthcare (SCAE/WVC), ECE pathway to permit (SVAE/WVC).

Preliminary 2022-23 enrollment data indicates 2,648 students were/are enrolled in CTE programs. Once annual data is finalized following the July 15, 2023 data submission deadline, baseline data for course completion can be established. Due to the intra-agency aspect of transitions, SBCAE's primary goal for 2023-24 is to finalize consortium level student transition tracking integrations, such that transition data can be estimated / baselined for prior years.

Address Educational Needs

2023-24 Strategies

Strategy Name

1. Add new short-term CTE programs

Activity that Applies to this Strategy

1. Increase number and variety of short-term CTE

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Several new short term CTE programs have been added by consortium members in the 2022-23 program year, including: community health worker, google career certificates, paraeducator and facilities maintenance with several more in the pipeline such as real estate, pharmacy tech, community health worker and welding. Current labor market information, student interest and organizational capacity have shifted some priority programs identified in the three year plan. Programs identified for near term development include phlebotomy, dental assisting, CBEST preparation, small business ownership and eye care technician. A challenge to adding new CTE programs is finding qualified instructors. As we enter year 2 of the three year plan implementation, the consortium and its members also commit to critically reviewing enrollment and outcome data of short term CTE programs to make informed decisions regarding program sustainability.

By the end of June, 2024, at least 3 new short term CTE programs (less than 12 months to complete) will be developed and offered.

Strategy Name

2. Advance implementation of ESL/ELL pathways subcommittee recommendations

Activity that Applies to this Strategy

2. Develop and offer differentiated ESL pathways

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

In year 2, the ESL/ELL pathways project will focus on implementation of the recommendations made by the ESL/ELL pathways subcommittee developed in 2022-2023. Recommendations include:

- establish a new MOU between adult schools and community colleges that addresses 2-way referrals, warm hand offs and clarification of the transition points for ESL/ELL students.
- expand career exploration content for ESL/ELL (and ASE) students through coordinated EL Civics COAAPs, workshops, career exploration summer course
- expand contextualized ESL/ELL courses that are explicitly connected to CTE pathways
- strengthen inter-agency citizenship and immigrant integration collaboration
- streamline outreach and marketing materials for ESL/ELL programs
- establish articulation agreements where appropriate
- reach agreement on appropriate ESL/ELL levels and content area (college, career, community) for each system

By the end of June, 2024, at least one career exploration pilot for ESL/ELL students will be completed. Transition points for ESL/ELL students along college/career/community ESL/ELL pathways will be defined and agreed upon by consortium members.

Strategy Name

3. Identify priority pre-apprenticeship programs areas and initiate the program design and approval

Activity that Applies to this Strategy

3. (Pre)apprenticeship & work-based learning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. 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).

By June 30, 2024, an apprenticeship subcommittee will be established. The committee will have made recommendations for priority pre-apprenticeship development to the SBAE Steering Committee. Program design and any necessary approval processes such as DAS will be initiated.

Strategy Name

4. Provide agency-level student advisory groups with consortium information and seek feedback:

Activity that Applies to this Strategy

4. Prioritize Equity & Student Voice

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Inclusion of student voice is critical for the consortium to live up to its mission of being student-centered. Rather than establishing a consortium-wide student advisory group, as initially included in the three year plan, the consortium will shift towards intentionally engaging student government/advisory groups at the agency level.

By the end of the 2023-2024 program year, agency-level student government/advisory groups will have received information about SBCAE and their feedback on discrete projects will be solicited

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

5. Establish new IET and/or bridge programs:

Activity that Applies to this Strategy

5. Link career pathways in priority sectors

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

The assessment phase of the three year planning process exposed a number of pathway gaps and missing linkages across consortium members, which led to the identification of priority industry sectors: health, public services, computer information systems/information technology, construction/industrial trades/natural resources. An re-assessment of current Labor Market Information in June 2023 confirmed healthcare and construction/industrial trades/natural resources as consistent areas of growth and opportunity in the region. 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. In year 2 of the three year plan, SBCAE members will continue to employ an ‘all of the above’ approach to pathway design that will utilize a variety of mechanisms to bridge gaps where needed: articulation of Adult School CTE programs with Community College CTE pathways, colocation of classes, dual enrollment, contextualized ESL/ELL and career exploration content.

Strategy Name

6. Increase awareness of consortium wide pathways and transition points:

Activity that Applies to this Strategy

6. Goal-based pathway navigation protocol and tool

Metrics that Apply to this Activity/Strategy

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

Strategy Description

SBCAE developed new consortium-wide outreach materials in the 2022-23 program year, including updated pathway maps for ESL/ELL students, a CTE pathway map and a HSD/HSE infographic. We will continue to use these materials as pathway navigation tools for students and staff. In addition to the print materials, the consortium also invested in a redesign of the student facing Open Doors website, with updated content and a new and improved career pathway tool. More staff, including transition specialists, will be trained on how to use these tools for student advising.

We will continue to explore utilization of My Professional Journey or other tools for personal learning plans.

By June 30th, 2024, updated outreach materials, including the new Open Doors website, will be disseminated across consortium members, as well as community partner organizations. Additional staff will have received training on cross-consortium pathways and pathway navigation tools. A personal learning plan format will be agreed upon and its use expanded to other schools in the consortium.

Strategy Name

7. Provide targeted CTE program information to students eligible for transition:

Activity that Applies to this Strategy

1. Increase number and variety of short-term CTE

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Given the demonstrated need for upward economic mobility in the region, SBCAE will continue to 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. The following strategies will be implemented to provide targeted CTE program information to students eligible to transition, such as high-intermediate/advanced ESL/ELL students, graduating ASE students:

- Transition Specialist presentations to adult school students: overall CTE presentation and sector-specific presentations
- Clarify career education options for undocumented students, English Learners and those lacking a high school diploma/equivalency
- Cross promoting CTE programs: consortium wide CTE brochure

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/ELL/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). In order to establish baseline transition data, SBCAE members will advance agency-level data integration with My Professional Journey (Pairin)

By June 30th 2024, general and sector-specific CTE presentations will be developed and delivered by transition specialists. CTE transition guidance specific to undocumented students, English learners and those lacking a high school diploma will be developed and disseminated. A consortium-wide CTE brochure will be developed. Agency level data integration with My Professional Journey (Pairin) will be finalized and review of transition data will be included in quarterly data study sessions.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

8A. . Formalize community partnerships:

Activity that Applies to this Strategy

8. Provide customized student support services

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

With the added capacity of full-time Community Partnership Specialist position, SBCAE was able to re-engage its community connections network of partner organizations in 2022-23. The consortium hosted its first annual consortium-wide Community Resource Fair in the Spring of 2023, attended by over 800 students and community members. We also made significant progress in partner engagement, outreach and communication, participation in community events, newsletter distribution and social media activity. In year 2 of the annual plan, we plan to host another Resource Fair, as well as cultivate community partner relationships with the end goal of establishing formal partnership agreements (MOU) for on campus student services and reciprocal referrals.

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

Strategy Name

8B. Increase services for AWD students.

Activity that Applies to this Strategy

8. Provide customized student support services

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

SBCAE will continue to employ a 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/ELL and other program areas.

At least 60 students will be served by the SBCAE Learning Disabilities Specialist.

Strategy Name

9. Offer consortium wide professional development and support teacher credentialing.

Activity that Applies to this Strategy

9. Offer targeted Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

SBCAE plans to host another edition of the consortium-wide Professional Development Day in the fall of 2023. With pandemic restrictions behind us, we are planning for an in-person event, focused on the theme of pathways and transitions. Other strategies to promote professional development, in addition to the annual Professional Development Day, continue to include: dissemination of professional development resources on the consortium website and Transition Specialist Resource Hub, networking opportunities for role-alikes across agencies via Faculty Networking Group meetings, and sharing of professional development events/resources hosted by members.

To address the continued challenges around hiring credentialed adult education teachers, SBCAE will continue to take steps to establish a CTC approved teacher credentialing program for the Silicon Valley region within the Santa Clara Unified School District. Planning for this program is already underway, and we expect to make progress in the 2023-2024 program year.

SBCAE will host a consortium-wide PD Day in the 2023-24 program year. By June 30, 2023, a roadmap for a regional credentialing program at SCUSD will be presented.

Strategy Name

10. Monitor anticipated changes to CAEP funding and establish carryover policies and procedures:

Activity that Applies to this Strategy

10. Member effectiveness / finance subcommittee

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

A member effectiveness committee, established in 2022-2023, will continue to convene in the upcoming program year. Given the recently published LAO report, suggesting potential changes to the CAEP funding structure, the committee will shift its focus away from the original intent of recalibration of member allocations. In the 2023-2024 program year, the subcommittee will focus on verifying member budgets are consistent with the active three year and annual plan, as well as establishing member-level carryover policies and procedures. We will continue the practice of periodic member budget reports at formal public meetings to transparently demonstrate alignment with the strategies and objectives of the annual plan. In response to updated carryover legislation, the consortium will develop jointly agreed upon policies and procedures for managing member level carryover funds.

By June 30, 2024, consortium- and member level carryover policies and procedures will be agreed upon and included in the SBCAE charter and/or bylaws.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

Per California Adult Education Program requirements, SBCAE’s 2023-2024 annual plan is aligned with the active Three Year Regional Plan for Adult Education, while also being responsive to current community needs and conditions. The annual plan was approved by the SBCAE Steering Committee in a formal public governance meeting, and Steering Committee members are responsible and accountable to align their CAEP allocations with the objectives in the annual and three year plan through the budget submission and approval process in NOVA.

Furthermore, in accordance with the SBCAE Charter, members will provide regular updates on expenditures, and their alignment with the annual and three year plan, at public Steering Committee meetings. Allocations made explicitly to support consortium-wide needs will be included in this regular budget review cycle.

As described in the Three Year Plan, SBCAE will establish a member effectiveness committee to critically review allocations and expenditure alignment with the plan. The committee will present findings and recommendations to the Steering Committee at formal public meetings.

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

As has been our practice for a number of years, the SBCAE Steering Committee will review how member’s CAEP funds have been used, and how those uses effectively align to the consortium’s Three Year and Annual Plans. This process of transparent fiscal accountability, conducted at formal public governance meetings, will show where carry-over funds exist, and will be fundamental to discussions on how they should be used.

The annual budget review will include a review of funds used to support consortium-wide functions, with a goal to establish transparent agreements on member allocations, including allocations for consortium-wide functions, in preparation of the 2024 CFAD submission.

Furthermore, members have set expenditure targets for the 2022-2025 period detailed in the Three Year Plan. Consortium level carryover limits as determined by CAEP will be adhered to, and as described in strategy #10, the member effectiveness committee will make recommendations for policies and procedures pertaining member level carryover to be included in the consortium’s charter and/or bylaws.

Certification

Campbell Union High - Member Representative

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08/10/2023 02:11 PM PDT

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08/10/2023 01:57 PM PDT

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08/11/2023 01:56 PM PDT

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08/14/2023 11:06 AM PDT

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08/10/2023 03:28 PM PDT

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08/15/2023 10:57 AM PDT



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