

51 South Bay Consortium for Adult Education (2025-28)

DRAFT

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:
51 South Bay Consortium for Adult Education

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

Website:
<http://sbcae.org/>

Funding Channel 2025-26:
Direct Funded

CAEP Funds 2025-26:
\$22,155,230

CAEP Funds 2024-25:
\$21,629,637

CAEP Funds 2023-24:
\$21,400,636



Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Primary Contact	Traci Williams	williamst@esuhsd.org	Director	(408) 928- 9310
Primary Contact	Richard Abare	richard.abare@sbcae.org	Director	
Primary Contact	Maniphone Dickerson	Maniphone.dickerson@sjcc.edu	Vice President Strategic Partnerships and Workforce Innovation	(408) 288- 3180

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Campbell Union High	High School District	Dr. Usha Narayanan	(408) 626-6402 ext: 2601
East Side Union High	High School District	Traci Williams	(408) 928-9310
Metropolitan Education District	Regional Occupation Center/Program (ROC/P)	Maliheh Vafai Ph.D.	(408) 723-4259 ext: 1259
Milpitas Unified	Unified School District	51 Giuliana Brahim	(408) 635-2692 ext: 4556
San Jose-Evergreen CCD	District	Tu Nguyen	(408) 298-2181 ext: 3271
Santa Clara Unified	Unified School District	Carrie Casto	(408) 423-3501
West Valley-Mission CCD	District	Julian Branch	

Executive Summary

Executive Summary *

The South Bay Consortium for Adult Education (SBCAE) Three-Year Plan for 2025-2028 outlines a strategic approach to addressing the educational and workforce needs of adults in the region.

Consortium Members and Planning Participants:

SBCAE is comprised of seven member agencies: Campbell Union High School District, East Side Union High School District, Metropolitan Education District (Regional Occupation Center/Program), Milpitas Unified School District, San Jose-Evergreen Community College District, Santa Clara Unified School District, and West Valley-Mission Community College District. The planning process for this three-year plan involved contributions from the consortium's Co-chairs; Traci

Williams, Dr. Maniphone Dickerson, and Directors and Program Administrators from each member school during various Steering Committee meetings in open discussion. A successful Planning Retreat was held to align extent regional plans. Community Partners, classified staff and research collaborators provided data, and faculty networking groups offered feedback on student and staff needs.

Needs Identified in the Needs Assessment:

SBCAE's assessment highlighted significant regional needs, including addressing the high cost of living, with a single adult needing to earn approximately \$35.44 per hour for a living wage in Santa Clara County. Key adult populations needing support include 129,045 individuals without a high school diploma and 127,450 with limited English proficiency. A stakeholder feedback analysis identified needs for basic skills attainment, English language proficiency, increased awareness of services, and pathways to living wage jobs as priority themes. Challenges such as the high cost of living, areas of economic inequity, and diverse regional needs add barriers to both students and SBCAE member agencies. Data from student surveys also indicated a continued need for digital literacy and tech skills.

Selected Three-Year Plan Metrics:

In addition to the mandatory metrics, Adults Served, Participants at the Member level and Percent of available funds spent, SBCAE members have chosen to track the number of students for whom English Language is a barrier to employment, due to the results of the needs assessment. Further, members have chosen a variety of optional outcome metrics to track; EFL Gains (specifically in ESL), along with the number of students who achieve ASE outcomes and Post-secondary credentials, and each of the three transition metrics.

Objectives, Strategies, and Outcomes:**Address Educational Needs:**

The primary strategy is to "Increase Access to Career Pathway Programs that more effectively lead to employment and economic mobility". This will involve implementing Individual Academic Plans (IAPs) to track student progress and transitions. Key activities include enhancing and expanding career pathway offerings by mapping pathways, leveraging Credit for Prior Learning, and working with industry partners. Short-term outcomes include establishing a Career Pathway Committee.

Improve Integration of Services & Transitions:

Strategies include utilizing data through quarterly reviews and visualization tools, providing professional development, aligning practices across the consortium, and offering flexible courses and services like hybrid delivery and virtual support. SBCAE's two activities threads for this objective are "Implementing Individual Academic Plans for Students" and "Establishing a Shared, Intentional, Adult Dual Enrollment System".

Improve Effectiveness of Services:

Programmatic strategies include developing professional development, improving pathways, strengthening community partnerships, enhancing transition services, and improving ESL instruction. Operational strategies focus on identifying industry needs, better use of data, increasing staff training, and enhancing student completion and retention. SBCAE's primary activity to meet this objective is to "Expand Professional Development Opportunities," integrating Faculty Networking Groups and shared initiatives like CASAS Teacher Portal, IAP support, and the use of career pathway navigation infrastructure.

Summary of Funds Evaluation:

SBCAE's five adult education schools and four colleges will continue to expend their allocations within CAEP Program Areas and in alignment with this plan. No major changes to overall allocation ratios are anticipated, though options to bolster budgets for Santa Clara Adult Education and Milpitas Adult Education will be explored, potentially via SBCAE's Innovation Fund for carryover funds. Adult Education partners will spend on salaries and benefits, while college partner allocations will support transition services, curriculum development, and pilot noncredit programs. Funds are also leveraged for consortium-wide support roles to aid in project management and infrastructure. Seven members participating in the ELL Healthcare Pathways Grant will have additional resources aligned with this plan.

Assessment

Overview and Preparation *

SBCAE's approach to conducting this assessment had the following overall goals

- Achieving a up-to-date understanding of regional educational service needs and how it compares to the number of adults being served by our members
- Gathering available student needs data to overlap onto the regional understanding above
- Connecting with regional partners and local community research initiatives to gather insight on community needs
- Making space to work out a detailed understanding of the overlap and gaps between existent member and partner plans
- The creation of a strategy model which would narrow the focus on achievable initiatives that are shared by members and regional partners

To achieve this, the SBCAE planning team reviewed the most currently available CAEP Fact Sheet Data and regional Census data to establish baselines for the regional need for Adult Education Services. As an additional step, data points which highlight the challenges faced by adults seeking to attain living wages and stable careers were gathered. The results of this analysis were shared at various stages during consortium public meetings and with regional partner organizations. Simultaneously, community partner convenings were held where-in members shared about the experiences of their clients and their needs.

Next, SBCAE hosted a member retreat, where at least one representative from each member was tasked with bringing their currently active (or in-development) WASC / WIOA CIP / SWP plans, such that mutual goals could be identified. These shared goals became the foundation for SBCAE's shared strategies and subsequent activities. These goals were then compared to existing (and in-development) regional and local plans from our regional workforce development board partners to assess the degree of overlap.

Finally, SBCAE leadership took these shared goals and created a strategy model which identified relations in these shared strategies in an effort to identify shared priority activities which would enable us to achieve those goals.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ Community Partner Organization representatives
- ✓ K12 School District representatives
- ✓ Other
- Industry Advocacy Association Representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans

- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input

Data Collection Process - Further Context *

CAEP's regional fact sheet and the updated DataVista platform were immensely helpful in the regional population and current service population data gathering, as they provide access to key metrics with minimal processing to bring them into a shareable format. By taking a measured approach to data gathering during the fall and winter, ample opportunities were affording during regularly scheduled steering committee meetings and data study sessions to share pieces of the larger analysis in a digestible fashion which promoted fruitful discussion. Gathering quantitative feedback from stakeholder groups which could be analyzed for theme and frequency of resonance was particularly fruitful for this analysis. This process will be repeated as part of subsequent planning initiatives.

Barriers to this type of data collection and analysis will always include the time lag for census (and thus Fact Sheet) data, as well as DataVista to a lesser extent. Additionally, as there is a great deal of inequity in our consortium's service area, sources of particularly relevant data for micro regions are sparse.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Work 2 Future	Community Organization
NOVA Workforce Development	Workforce Development Board
San Jose Public Library	Other
Santa Clara Public Library	Other

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers

✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

When planning as a region, the focus for inclusion in the CAEP Three-year Plan was placed on those initiatives which are shared by our members. More specifically, SBCAE's adult education members WIOA CIP and WASC Goals were shared in retreat to identify the following areas of overlap: improving career pathway programs and increasing their enrollment, increasing the number of educational functional level gains achieved by students, and improving and expanding professional development opportunities for staff. Community College SWP were likewise compared to identify College partner overlapping priorities which included increased community outreach, emphasis on career placement, and increasing the offerings in the advanced manufacture sector. Mutually, SBCAE-wide overlapping plans include accelerating a students time to completion of a career pathway via an emphasis on EFL gains and a shared intentionality behind Adult Dual Enrollment and Credit for Prior Learning / Articulation of Adult Ed and Community College Career Pathways. It was determined that establishing a shared individual academic plan for each student would center the student's journey through these strategies, identify points of transition for increased support, and to improve the likelihood of Career Pathways leading to meaningful employment.

All SBCAE Adult Education members provide ESL/ELL, EL Civics, and Basic Skills (ABE/ASE). Some SBCAE member Adult Schools provide short term Career Education (CE) pathways, Workforce Preparation courses, Adults with Disabilities instruction, and programs for parents supporting their children with success in K-12. Community Colleges provide ESL/ELL courses in the noncredit domain, as well as a variety of CE in noncredit and credit, and programs for Adults with Disabilities.

work2future's Local Plan for 2025-28 and the Bay-Peninsula RPU Regional plan for 2025-28 reinforces the shared service population, namely individuals with one or more barriers to employment, with the intent of empowering those individuals to engage in meaningful employment through a variety of mechanisms, thus SBCAE and these workforce board's service populations are fully aligned.

While adult education and workforce services currently provided by our members, and services provided by regional partners fully align to CAEP's objectives as a matter of policy and practice, these new plans also align in following areas of growth:

- Improving success on career pathways via stronger support structures
- Strengthening co-enrollment between regional adult education and workforce boards
- Increasing opportunities for work-based learning

The largest gaps between these plans that were discussed were efforts to improve the intentionality behind data sharing to maintain support for co-enrolled students, especially those facing multiple barriers to employment such as the lack of a high school diploma and internet access.

Evaluate the Educational Needs of Adults in the Region *

Silicon Valley and the San Jose Metropolitan Region are some of the most expensive places to live in the United States. According to the MIT Living Wage Calculator, a single adult with zero children must earn **\$35.44 per hour** to earn a living wage in Santa Clara County. At an expectation of 2080 hours of work for full time during the year, this translates to almost \$74,000 per year. At approximately double minimum wage, this level of earnings is largely inaccessible to those individuals who do not yet possess a high school diploma or equivalency, of those for whom their ability to speak English is a barrier to employment.

In SBCAE's service region, there are 129,045 individuals with no high school diploma, and 127,450 individuals whose English is limited. There are 58,857 individuals who fall into both categories. The number of these individuals who are near poverty or less are 31,375 for those without an HSD/E and 29,545 for those who speak English less than well. Another 30,513 individuals with an HSD/E are also near poverty or less.

in 2023-24 SBCAE saw increased enrollment across all major programs, and happily, an increase in outcomes in almost all areas. However it is clear that our capacity is dwarfed not only by the sheer number of adults who could benefit from our services, but

that the cost of living in our region enforces a state of 'over-employment' on many individuals, prohibiting them from having the bandwidth to engage in available services.

Given the prevalence of the healthcare, technology and advanced manufacturing, and business sectors in the South Bay, an analysis of expected wages and job openings via regional Labor Market Information (LMI) highlights the need for an increase in the number of career pathways that are linked to employment opportunities, a high school credential, and the ability to engage in English to the degree necessary to participate in the workforce.

This is not a new story to our members and thus the consortium's current services are aligned to the needs similarly identified in previous regional plans to provide ESL/ELL, ASE and CTE services to our region. However, the continued economic pressure being placed on our region's population is apparent in this need assessment and thus this plan focuses our shared efforts on emphasizing improving student throughput from basic skills to CE via shared Individual Academic Plans, improving ESL/ELL outcomes, intentionalizing Adult Dual enrollment to accelerate student process, and providing the training for our members to ensure the success of these initiatives.

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Basic skills attainment
- ✓ English language needs
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Lack of transportation
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Short term CTE training
- ✓ Strengthening partnerships

Needs - Further Context (optional)

Data gathered from students via interest and tech surveys points to an continued need to ensure digital literacy and tech skills are woven into our instructional practices. This is especially important in our region due to the competitive labor market and the prevalence of jobs in the technical sector.

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Diverse regional needs
- ✓ Regional infrastructure needs
- ✓ Lack of CTE credentials to expand programming
- ✓ Waiting list for students / not enough program capacity for number of qualified applicants

Challenges - Further Context (optional)

Not Entered

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Disconnected youth
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Traci Williams	Principal	Designed proposed strategies
Dr. Maniphone Dickerson	Administrator	Designed proposed strategies
Usha Narayanan	Principal	Participated in planning meetings
Leslie Johnson-Tatsuta	Administrator	Participated in planning meetings
Mark Manrose	Administrator	Participated in planning meetings
Dr. Julian Branch	Administrator	Participated in planning meetings
Carrie Casto	Principal	Participated in planning meetings
Christine Berdiansky	Administrator	Participated in planning meetings
Erin Brown	Administrator	Participated in planning meetings
Mali Vafai	Principal	Participated in planning meetings
Lars Gundvedt	Administrator	Participated in planning meetings
Giuliana Brahim	Principal	Participated in planning meetings
Antonio Fuentes	Administrator	Participated in planning meetings
Jenner Perez	Administrator	Participated in planning meetings
Shawn Tran	Administrator	Participated in planning meetings
Robert Gutierrez	Administrator	Participated in planning meetings

Name	Role	Three-Year Plan Contribution
Angel Fuentes	Administrator	Participated in planning meetings
Brenda Flores	Classified staff	Provided data
Laura Bernhard	Research Collaborator	Provided data
Yvonne Phan	Classified staff	Provided data
ESL / ABE+ASE / CTE / AWD Faculty Networking Groups	Groups of certified faculty from various members gather to provide specific feedback	Proposed staff collaboration

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									T Parti
		ABE	ASE	AWD	CSS	CTE	ESL	Pre- Apprenticeship	Short Term CTE	Workforce Reentry	
*Campbell Union High	Member Representative	147	226	0	0	50	1,220	0	0	0	
*East Side Union High	Member Representative	105	654	0	0	351	2,034	0	0	0	
*Metropolitan Education District	Member Representative	183	182	0	171	171	587	0	0	0	
*Milpitas Unified	Member Representative	41	54	0	0	3	438	0	0	437	
*San Jose-Evergreen CCD	Member Representative	0	0	86	0	80	763	64	0	0	
*Santa Clara Unified	Member Representative	144	212	82	157	174	527	0	0	0	
*West Valley-Mission CCD	Member Representative	0	0	64	22	344	484	0	0	108	
Total Participants		620	1328	232	350	1173	6053	64	0	545	

* Consortium Member required to input number of Participants

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

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Financial management
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Manufacturing
- ✓ Transportation

Industries Served - Further Context (optional)

SBCAE has currently existing CE programs in many of the industries listed above, and while strengthening each CE pathway's connection to industry is a focus of this three-year plan, SBCAE is focused on expanding access to healthcare and advanced manufacturing pathways, which are of particular prevalence in our region.

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

Data in the above Table is from our current internal estimates for unduplicated participants through Q3 for 2024-25.

DataVista data 2023-24 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%).

ABE / ASE programs are offered at all five regional Adult Education Members; Campbell Adult and Community Education, East Side Adult Education, Milpitas Adult Education, Santa Clara Adult Education. and Silicon Valley Adult Education.

AWD programs are offered at Santa Clara Adult Education, San Jose-Evergreen Community College District, and West Valley-Mission Community College District.

CE (inclusive of WFP, short-term CTE, and pre-apprenticeship) programs are offered at all seven SBCAE member Districts

CSS programs are available at Campbell Adult and Community Education, East Side Adult Education, Santa Clara Adult Education. Silicon Valley Adult Education and West Valley-Mission Community College District.

ESL/ELL programs are available at all seven SBCAE member districts3

In conjunction with the regional demographic data highlighted in section 2, there is a gap in the capacity of regional service providers, and students' logistical ability to engage with education services due to income needed simply to subsist while navigating life's challenges and responsibilities.

Metrics: CAEP Barriers & Metrics

- ✓ Student Barriers

Adult Ed Metrics
 - English Language Learner (149AE)

✕ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

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

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)
- Immigration Integration Milestone (411AE)

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

Adult Ed Metrics

- Transitioned to ASE (500AE)
- Transitioned to CTE (636AE)
- Transitioned to Non-Developmental Credit College Course (637AE)

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

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)
- Postsecondary Credential (624AE)

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

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	11,729	14,981		16,000	17,000	18,000
Student Barriers	English Language Learner (149AE)	8,326	9,253		9,600	10,200	10,800

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,353	1,513		1,655	1,737	1,800
Progress	Completed Educational Functioning Level Gain (400AE)	630	727		811	851	882
Progress	Immigration Integration Milestone (411AE)	566	622		662	695	720
Success	Diploma, GED or High School Equivalency (633AE)	70	72		72	70	75
Success	Postsecondary Credential (624AE)	35	47		0	0	0
Transition	Transitioned to ASE (500AE)	72			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	61			0	0	0
Transition	Transitioned to CTE (636AE)	127			0	0	0

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	3,037	3,030		3,300	3,400	3,500
Progress	Completed Educational Functioning Level Gain (400AE)	1,161	1,378		1,400	1,500	1,600
Progress	Immigration Integration Milestone (411AE)	1,151	1,111		1,150	1,200	1,250
Success	Diploma, GED or High School Equivalency (633AE)	108	134		115	120	125
Success	Postsecondary Credential (624AE)	182	222		0	0	0
Transition	Transitioned to ASE (500AE)	120			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	176			0	0	0
Transition	Transitioned to CTE (636AE)	226			0	0	0

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	830	1,282		1,000	1,100	1,200
Progress	Completed Educational Functioning Level Gain (400AE)	347	556		450	460	470
Progress	Immigration Integration Milestone (411AE)	312	298		180	190	200
Success	Diploma, GED or High School Equivalency (633AE)	45	95		50	55	60
Success	Postsecondary Credential (624AE)	243	399		0	0	0
Transition	Transitioned to ASE (500AE)	405			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	39			0	0	0
Transition	Transitioned to CTE (636AE)	439			100	100	100

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	470	562		578	606	637
Progress	Completed Educational Functioning Level Gain (400AE)	277	336		332	319	335
Progress	Immigration Integration Milestone (411AE)	270	351		303	319	335
Success	Diploma, GED or High School Equivalency (633AE)	18	16		11	11	12
Success	Postsecondary Credential (624AE)	24	26		15	20	25
Transition	Transitioned to ASE (500AE)	28			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	22			0	0	0
Transition	Transitioned to CTE (636AE)	80			80	80	80

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,280	1,827		2,250	2,300	2,400
Progress	Completed Educational Functioning Level Gain (400AE)	215	244		75	75	75
Progress	Immigration Integration Milestone (411AE)	62	82		0	0	0
Success	Diploma, GED or High School Equivalency (633AE)	39	42		0	0	0
Success	Postsecondary Credential (624AE)	56	59		0	0	0
Transition	Transitioned to ASE (500AE)	25			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	188			150	150	150
Transition	Transitioned to CTE (636AE)	220			75	75	75

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,002	1,154		1,022	1,052	1,084
Progress	Completed Educational Functioning Level Gain (400AE)	208	330		258	265	273
Progress	Immigration Integration Milestone (411AE)	249	351		363	373	385
Success	Diploma, GED or High School Equivalency (633AE)	57	111		98	100	103
Success	Postsecondary Credential (624AE)	226	110		0	0	0
Transition	Transitioned to ASE (500AE)	77			80	83	86
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	63			135	139	143
Transition	Transitioned to CTE (636AE)	111			114	117	120

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,697	2,348		2,603	2,733	2,870
Progress	Completed Educational Functioning Level Gain (400AE)	90	256		275	287	301
Progress	Immigration Integration Milestone (411AE)	49	64		0	0	0
Success	Diploma, GED or High School Equivalency (633AE)	26	51		0	0	0
Success	Postsecondary Credential (624AE)	194	168		118	126	140
Transition	Transitioned to ASE (500AE)	17			0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	153			318	340	364
Transition	Transitioned to CTE (636AE)	201			341	365	389

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Campbell Union High	100%	100%	65%	80%	80%	80%
East Side Union High	100%	100%	41%	80%	80%	80%
Metropolitan Education District	100%	100%	66%	80%	80%	80%
Milpitas Unified	100%	100%	78%	80%	80%	80%
San Jose-Evergreen CCD	100%	100%	31%	80%	80%	80%
Santa Clara Unified	100%	100%	70%	80%	80%	80%
West Valley-Mission CCD	100%	118%	11%	80%	80%	80%

Objectives

Objective #1: Address Educational Needs

Strategies *

This set of strategies to accomplish the three objectives of the CAEP three-year plan have been conjoined to ensure efforts to address educational needs are narrow but impactful. This structure means that our strategy model addresses multiple objectives via a set of focused activities.

The primary focus for SBCAE to address educational needs in our region will be Increase Access to Career Pathway Programs that more effectively lead to employment and economic mobility. In order to do this, a focus on a student level Individual Academic Plan (IAP) will be paramount and while the IAP strategy better fits into Objective 2, it's importance to strategy 1 and SBCAE's 2025-28 plan as a whole necessitates its explanation here.

Implementing IAPs will allow us to better share our understanding of our students' goals, and to identify key outcomes such as EFL gains, HSD/E completions, and transitions to CE, and to target supports to those areas. If we can implement this effectively, we will have made meaningful progress to addressing the educational needs in the region as identified in section 2.

For the purpose of this objective the focus will be to expand our career pathway offerings and increase the opportunities for gainful employment from those pathways by focusing on employer partnerships and work-based learning opportunities.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

- ✓ Quarterly reviews of student data
- ✓ Data visualization tools and dashboards

2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences
- ✓ Training in technology and student tracking

3. Identifying Best Practices

- ✓ Alignment of practices and procedures across the consortium

4. Offering Flexible Courses and Services

- ✓ Hybrid and hyflex delivery to meet students where they are
- ✓ Virtual and in-person tutoring and support centers

Not Entered

Additional Context (optional)

The overall strategy which address the above bullets is to: **Improve Student throughput to Support Services and Transition Points**. SBCAE will achieve this with two focused activities, 1) Implementing Individual Academic Plans for Students, and 2) Establishing a Shared, Intentional, Adult Dual Enrollment System.

1) Members will contribute to the construction of the IAP by collaborating on the template and sharing how it will be included in student enrollment, progression, and exit processes. Additionally, College stakeholders will ensure it is able to be incorporated into a College Ed Plan upon student transition.

2) While students are currently taking advantage of the opportunity for Adult Dual Enrollment, more bandwidth is required to ensure the processes between our members are running smoothly, the options across all members are understood by all members, data on Adult Dual Enrollment is accessible and that students supported with their courses to the best of our ability.

Lastly, many of these bullets are operations that are under the engagement of the SBCAE Consortium-wide support team. Their ongoing projects, which support the whole of these specific initiatives, involved Data Infrastructure, building out SBCAE's Community Partner network, and improving our internal and external pathway exploration tools and transition support infrastructure.

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Professional Development Activities
- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ✓ Develop or Improve ESL Instruction
- ✓ Close Gaps in Services
- ✓ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ✓ Develop or Improve Wraparound Services for Students and Families

✓ Develop or Improve Dual Enrollment or Onramp to Community College

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

✓ Develop or Identify Industry and Workforce Needs Courses

✓ Better Use of Data and Analytics to Evaluate Services

✓ Increase Staff Training and Development

✓ Enhance Student Completion

✓ Enhance Student Retention

Not Entered

Additional Context (optional)

Expanding PD opportunities is a critical strategy for the success of our overall plan. Individual Academic Plans, Expanded Adult Dual Enrollment, and enhancing our Career Pathways will all require training. Expanding our consortia-wide PD to allow space for Faculty Peer Learning Communities, and to ensure wider awareness and access to the bevy of existing PD resources will show itself in the success of the Activities stated in the next section and by increasing student outcomes.

It bears repeating that many of the above bullets are part of the ongoing projects engaged in by the SBCAE Consortium-wide support team. For this objective in particular, building out SBCAE's Community Partner network is key to ensuring students and their families have the necessary services to support their education.

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Enhance & Expand Career Pathway Offerings

Brief Description of Activity and Significance of Activity to Outcome *

The following components of the activity are primary focus areas for this activities success.

- Mapping Career Pathways from AE and Noncredit to Credit Degrees/Certificates including Industry Partnerships
- Leverage Credit for Prior Learning to Credit Courses
- Work with industry partners and establish MOU's to increase internships, apprenticeships and direct hire opportunities
- Pathway maps will be created to help guide shared understanding of opportunities for students and key transition points for schools

All members with Active CE will contribute to this Activity by supporting pathway mapping via data sharing.

A committee to focus on managing the above components which will consist of SBCAE leadership and representatives from Adult Ed and College Administration, CE faculty, and leverage industry partner consultation. This committee will share the responsibility of executing this activity.

Enhancing our existing career pathways and being intentional about building new pathways will support more students engaging in CE while increasing their employment opportunities upon completion. If successful, this will support adults with achieving their goals and addressing the need for gainful employment and economic mobility.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Establish Career Pathway Committee
- Identify and inventory partnership gaps

Intermediate Outcomes (1-3 Years) *

Improve percentage of training programs with partnered employers

Long-Term Outcomes (3-5 Years) *

Implement pathway evaluation and stakeholder feedback process

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SBCAE Director	Campbell Union High	06/30/2028
SBCAE Community College Co-chair	San Jose-Evergreen CCD	06/30/2028
SBCAE Adult Education Co-chair	East Side Union High	06/30/2028
Director of Educational Partnerships	West Valley-Mission CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Implement Individual Academic Plans

Brief Description of Activity and Significance of Activity to Outcome *

SBCAE will implement an Individual Academic Plan for all students via the following project components

- Build a project model and incorporate lessons learned from CAERC’s Academic and Career Plans
- Establish infrastructure for IAPs, including points of contact, and responsible stakeholders
- Establish template which accommodates student enrollment and exit processes and overlays onto college ed plans
- Identify pilot agencies and/or cohort and CIP processes
- Implement and iterate during pilot

- Expand footprint to whole network, incorporate CIP methodology

All members will participate in this activity at various stages

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Agree on template, transition points and identify key levers for implementation

Intermediate Outcomes (1-3 Years) *

Implement IAPs at volunteer pilot members

Long-Term Outcomes (3-5 Years) *

Expand pilot to network and evaluate use

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Progress: Immigration Integration Milestone (411AE)
- Student Barriers: English Language Learner (149AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SBCAE Director	Campbell Union High	06/30/2028
SBCAE Community College Co-chair	San Jose-Evergreen CCD	06/30/2028
SBCAE Adult Education Co-chair	East Side Union High	06/30/2028

Activity Name *

Establish a shared adult dual enrollment system

Brief Description of Activity and Significance of Activity to Outcome *

The following components of the activity are primary focus areas for this activities success.

- Collect and engage key personnel at AE's and CC's
- Inventory current assets and processes under which students are currently engaged in Adult Dual Enrollment
- Establish consensus on processes and document member specific needs

- Establish ASE and CE pathways based on student goals for ADE
- Identify and engage support services to ensure student success

Each member will be responsible to assign individuals to this project based on their current enrollment, transition, and administration support staff who are focused on the ASE program area. Colleges will provide support with enrollment and course selection via the IAP/EdPlan. This process will also highlight priority CE pathways for ADE students for high-touch support services.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Assess current status of dual enrollment processes and identify system gaps and student challenges

Intermediate Outcomes (1-3 Years) *

Reduce gaps/challenges and increase number of adult dual enrollment students by 5% from the 2024-25 baseline

Long-Term Outcomes (3-5 Years) *

- Codify process to reanalyze gaps/challenges annually
- Increase number of ADE students by 8% from 2024-25 baseline

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: English Language Learner (149AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SBCAE Director	Campbell Union High	06/30/2028
Director of Educational Partnerships	West Valley-Mission CCD	06/30/2028
SBCAE Community College Co-chair	San Jose-Evergreen CCD	06/30/2028
SBCAE Adult Education Co-chair	East Side Union High	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name *

Expand Professional Development Opportunities

Brief Description of Activity and Significance of Activity to Outcome *

The following components of the activity are primary focus areas for this activities success.

- Integrate Faculty Networking Groups as Peer Learning Communities
- Expand and improve AWD Support offerings
- Incorporate shared initiatives
 - CASAS Teacher Portal
 - Adult Dual Enrollment
 - Career Exploration Tools
 - Individual Academic Plan Support

Acting as a support to all other activities in this three-year plan, the expansion of SBCAE's capacity to deliver professional development is a critical lever for success. Aside from providing stakeholder feedback to consortium efforts, there is much to be gained from a broader shared understanding of these shared initiatives, and ensuring staff have the opportunity to develop and connect is a necessary aspect of operation.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Establish Profession Development Committee
- Plan integration of Faculty Networking Group, AWD Support and Shared initiatives

Intermediate Outcomes (1-3 Years) *

Provide employee Peer Learning Communities and Networking Opportunities

Long-Term Outcomes (3-5 Years) *

Student EFL Gains will have increased by 5% from the 2024-25 Baseline

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Progress: Immigration Integration Milestone (411AE)
- Student Barriers: English Language Learner (149AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SBCAE Director	Campbell Union High	06/30/2028
SBCAE Community College Co-chair	San Jose-Evergreen CCD	06/30/2028
SBCAE Adult Education Co-chair	East Side Union High	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Campbell Union High	\$5,441,066	Certified
East Side Union High	\$8,651,600	Certified
Metropolitan Education District	\$4,852,059	Certified
Milpitas Unified	\$2,229,389	Certified
San Jose-Evergreen CCD	\$5,134,723	Certified
Santa Clara Unified	\$3,336,104	Certified
West Valley-Mission CCD	\$118,252	Certified
Totals	\$29,763,193	7/7 Certified

Funds Evaluation *

The South Bay Consortium for Adult Education's (SBCAE) five adult education schools and four colleges will continue to expend their allocation within their served CAEP Program Areas and in alignment with this plan and its subsequent annual plans. SBCAE does not anticipate any major changes to the overall allocation ratios between members during the next three years, however, we anticipate exploring any available options to bolster the budgets of two of our members, Santa Clara Adult Education and Milpitas Adult Education, who's capacity is most immediately constrained by their respective budget ceilings. The primary method for this is via SBCAE's Innovation Fund, which provides an outlet for any carryover that any member is unable to expend in line with the plan.

SBCAE's Adult Education partners will continue to expend funds on certified salaries and benefits, as well as select classified and administrative salaries and benefits, to support their students success in CAEP program areas and in alignment with the CAEP Fiscal requirements as indicated in EdCode. College partners allocations are expended on dedicated Transition support and expanding counseling bandwidth to support Adult Education students through their transition to Community College Programs. Additional funds will be leveraged for Faculty to develop curriculum and for pilot noncredit programs in CE and ESL programs dedicated to students transitioning from SBCAE Adult Ed members.

The seven members of SBCAE who are participating in the ELL Healthcare Pathways Grant Rounds 1 and 2 will have additional resources separate from the Program Area Reported Funds. These funds are being utilized in accordance with their approved plans which fully align to SBCAE's 2022-25 Three-year Plan, its subsequent Annuals plans, and the upcoming 2025-28 Three-year Plan. Capacity built, resources shared, and service delivery improvements resultant of this funding source will be integrated into the consortium's regional practice.

As part of their work in administration as SBCAE members, administrative staff will be tasked with contributing to at least one of the 2025-28 Three-year plan activities directly, as well as ensuring adequate funding is available for any support

staff bandwidth or certificated staff stipends. SBCAE leverages funds to employ consortium-wide support roles, providing the necessary bandwidth to achieve the outcomes described above, via project management and infrastructure.



California
Community
Colleges



2025 © California Community Colleges

NOVA Site Version: [8.7.13](#)