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Section 1: Consortium Information

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Four years ago, the South Bay Consortium for Adult Education (SBCAE) developed a Regional Plan for Adult Education that has catalyzed new and promising practices to support the region's adult learners' persistence and accelerated progress toward workforce and post-secondary education outcomes. The collaborative planning process of identifying gaps in service, and building bridges between the systems and among all members, has successfully created a regional structure for adult education. That structure has begun to leverage resources, and given adult education more visibility. While the Plan has made adult education more conspicuous to many partners in the community, a need for more authentic and formal connections, for more outreach to our communities, is a central theme to the next Three-Year Plan. The "no wrong door" system, graphically represented above, has guided much of our work, and is still the foundation of this next Regional Plan.

The 15-19 Plan was foundational to developing a structure where consortium members work more closely together, collaborate regularly on curriculum, program design and delivery, and critical support services for students. The Plan identified criteria for decision-making that has, for the most part, facilitated cooperation and a sense of shared mission among all members. The first criterion and highest priority of decision making was to maintain and expand capacity for adult education, especially acknowledging that current services remain less than what was in place before the draconian budget cuts of a decade ago. But maintaining capacity was, and is, also intended to make possible innovation and nimble responses to the region's changing needs.

A shared mission was operationalized by members' agreement that the principles outlined in the plan are our goal: student-centered, personally designed supports and guidance and clearly understood and seamless pathways, a regional adult education system of "no wrong door", resources and practices focused on creating warm hand-offs, and fearlessly seeking how gaps in service can be addressed. Lofty principles, not always achieved, but the consortium can report much progress has been made.

Some progress can be demonstrated by the new ways of regularly convening and collaborating, new personnel and repurposed resources, and new programs and services. The Steering Committee meets twice a month to oversee progress of the plan and review new information. A position of Transition Specialist was adopted, with common job description, and hired by all nine schools. Transition Specialists work with students to identify students' goals, develop plans, address possible barriers, and facilitate students' progress to work or post-secondary training. Transition Specialists also meet every two weeks to collaborate as a community of practice. Transition Specialists are co-located at the American Job Center, though with much less impact than hoped for. The consortium has added an Adults with Disabilities (AWD) Specialist that serves all five adult schools. The AWD specialist works directly with some students referred to her, and also acts as a resource to many teachers, providing professional development around best-practices like Universal Design. With common data outcomes, aligned to WIOA Title II, the consortium's data and accountability personnel are meeting together regularly, and a consortium-wide Data Team has formed with data analysts from both systems meeting regularly.

If the last Regional Plan's goals were articulated clearly, the consortium also had to find ways to repurpose resources to achieve those goals. We had to assign new responsibilities to personnel and develop guidelines and schedules for working together. The regular convening by these many groups has been a new and demanding practice. The consortium's Charter has been useful in mapping roles and responsibilities to achieve greater

collaboration and collect impact. The consortium's Charter has been amended several times, as we continue to learn better ways of working together. The results have expanded participation and leadership roles by adding formal representation of faculty on its Steering Committee, and assuring balanced leadership: both systems represented by Dual Consortium Chairs, and two leads for the Faculty/Staff Consultation Council, Faculty Work Groups, Data Team, and the Transition Specialists/Adviser Group. The Project Teams have generated project workplans, which compose the consortium's Annual Plan, and are aligned to the broader goals of the Plan. For example, Faculty Work Groups, as led by the Faculty Chairs, have developed annual goals for their subject areas which are shared consortium-wide as annual Project Work Plans. Some Project Plan activities have included assessing the need for and delivering professional development, articulation agreements, mapping curricula and assessments, marketing and outreach activities including an Open Doors advertising campaign with an Open Doors website for potential students, a CTE Portal where prospective students and others can review offerings in regional CTE pathways, and a student case-management software where member Transition Specialists can create student Transition Plans and, when appropriate, share data.

These Project plans have been reviewed regularly by the Steering Committee to assess both progress and need. Yet the 15-19 Plan described the need for more data-driven assessment of progress, measuring impact, identifying what's successful with the purpose of expanding and scaling up such innovations. Data Analyst positions were created in both systems, and they meet regularly as we build the current data systems' capacity to capture and report CAEP outcomes. This remains a pressing need and is addressed in several of the Goals in this next iteration of the Regional Plan.

The 18-19 Plan identified the need for new instructional programs, building pathways and facilitating transitions. As a result, there are new Bridge Programs in colleges: basic skills non-credit CTE offerings, aligned to CC Credit certificate programs preparing students for Post-Secondary CTE success. Some college CTE programs (non-credit and credit college courses) are now co-located on adult school sites. CTE courses have been offered with basic skills supports, either concurrently with the class or supplemental to it.

While developing the 15-19 Plan, a study of regional demographics documented the high percentage of immigrant and refugee adults in the region. These data led to the consortium's intentional focus on building programs and supports for immigrants' integration, and the related need to identify metrics to measure that success. The consortium adopted and piloted implementation of the ALLIES' Immigrant Integration Framework, with its added focus of social integration and suggested metrics in eight goal areas. The consortium piloted the use of the Stanford Immigration Policy Lab's Integration Index, a survey measuring immigrants' self-report of their integration, and in the pilot, developed deeper formal relationships with a limited number of partners. This pilot demonstrated that adult education has capacity to help its students receive the kind of navigation support to achieve results like obtaining health insurance. The consortium worked with the county to co-sponsor the immigrantinfo.org website, and with the city of San Jose as it developed its Welcoming City plan. Perhaps it's not an overreach to suggest that the consortium's immigrant integration work demonstrated the need for such an intentional focus statewide, and led to the passage of AB2098.

In our self-assessment however, the implementation of the plan also revealed conditions and challenges that have prevented progress. The consortium's ten-month process of developing the new Three Year Plan strived to have candid conversations with stakeholders about what worked, and what could be different in the next three years.

What's now presented as a roadmap for our work for the next three years is built upon the principles and practices outlined in the first Regional Plan. The graphic above captures our idea that there are multiple entry points for

adults who need adult education in our region, both in our consortium members and in other community-based settings. The overarching goal is to make the sometimes complicated systems of adult learning more easily navigated by the learner, and that there is “no wrong door” to enter the system. Also, that we design and deliver programs that are student-centered, assuring that there is adequate support and advisement for the adult learner, and there are consortium staff to help identify individual goals and barriers, while increasing self-agency. And that none of this will be achieved without first building and protecting the capacity of the systems, with adequate resources identified to do the work.

The last and current plans seek to create seamless pathways for the learners, identify and address gaps in those pathways, with contextualized basic skills/integrated educational training to accelerate progress, and provide the professional development for our consortium faculty and staff. The extensive planning process for the last ten months has corroborated that these principles, goals and practices are still valid. It has also identified that while we should be proud of the progress made, we should also be candid and specific about what hasn’t been achieved, and what we need to do in the next three years to better serve our learners.

The SBCAE Regional Plan for 2019-2022 focuses effort in seven goal areas, with strategies identified for each. While there were possible outcomes named in the last plan, this plan is much more concrete describing the indicators to measure our progress. We have already piloted new practices and we will continue to organize our annual plans around “project areas” with new pilots identified. Our greater attention to data evaluating those project plans and pilots is a thread throughout this new plan.

GOAL 1: Organizational Structure. Regular collaborative planning and decision-making, including all stakeholders, to direct the plan’s effective implementation and accountability.

We will communicate more effectively among all our stakeholders, both member schools and our community. Communication will be critical as we invite more participation, including students, in the implementation of this plan’s strategies and regular, transparent evaluation of the strategies’ success. We will study how best to assign responsibilities to drive the plan’s strategies, with close attention to resources needed to do the work by each member and collaborative consortium-wide functions and activities.

GOAL 2: Data and Accountability. Regular review of capacity and progress to achieve goals of the Three-Year Regional Plan, with accountability to CAEP- mandated performance measures.

We plan to identify with more specificity exactly what data points and indicators define our effectiveness. We will convene staff with data collection responsibilities to achieve regular reports, use them to assess progress and inform decisions about resources. We will assure that resources, both personnel and data collection tools, are sufficient to our data and accountability goals.

GOAL 3: Program. Alignment of existing programs, and new instructional programs and curricula fill pathway gaps designed using human-centered approaches

More programs will be offered that develop basic skills and workforce training in contexts and delivery models that accelerate student progress. Integrated educational training and bridge programs will be expanded to fill gaps in our career pathways. SBCAE and leveraged resources will be directed to achieve greater alignment among our members’ programs. Program delivery will be explored that meets the complex and varied needs of our students – alternative schedules, digital delivery, and blended programs. Greater attention will be given to programs responsive to the unique needs of our special populations; reentry from the criminal justice system, adults with

disabilities, immigrants and refugees, parents, and the opportunity youth who have recently left secondary education.

GOAL 4: Transitions. Students transition to postsecondary education, workforce or community through programs of seamless and guided pathways.

We will continue to clarify and support the roles of all consortium members' staff who meet with students to identify goals and barriers, develop individual educational planning, and provide ongoing student support services. We acknowledge the limited capacity our members have to provide supports and will seek more formal relationships with our community partners to build reciprocal referral systems. We will identify the efficacy of specific supports for students' transitions to post-secondary education, employment and greater community engagement, and explore how we might include individual exit plans for our students into our practice of warm hand-offs.

GOAL 5: Partnerships and Outreach. Formal, strategic and mutually beneficial partnerships established between SBCAE and key community organizations and outreach to under-served communities.

We have recognized there is untapped capacity in having greater connections with our community, both in communicating our work and reaching out to recruit students, but also to establish mutually beneficial relationships with community partners. This plan presents strategies to build those partnerships, participating in existing networks, and inviting partners to have regular and meaningful collaborative planning with the consortium. Indicators of success may include co-located services, sharing data, and formal memoranda of understanding.

GOAL 6: Supportive Services and Resources. All SBCAE students have access to relevant supportive services and resources in order to improve student persistence and outcomes.

Although great progress to expand support services to our students has been made as a result of the last plan, our planning process now has revealed that there is still work to be done to provide the appropriate and necessary supports, and to assure equitable access to those supports. We maintain the very ambitious goal of having every student developing an individual education plan that both identifies personal goals and unique barriers. This goal will only be achieved as we build stronger partnerships in our community. Specifically, we are committed to find solutions to the childcare needs of so many of our students.

GOAL 7: Professional Development. Coherent, responsive, and organized process to identify, develop and deliver professional development opportunities.

Professional Development (PD) needs will be identified by our faculty leaders, evaluated and planned by a PD Team, and aligned to support the other six goals of this plan. We have identified strategies to establish an annual calendar of scheduled PD opportunities, including more effective sharing of the promising practices already happening among our members. We plan more targeted training, as in identifying a lead person in each member institution to receive disability services training. We will look for ways to share PD opportunities with our community partners and our sister consortia in the Bay Area. We acknowledge the critical shortage of teachers and commit to exploring the creation of our own Designated Subject Adult Education Credential program, with content specific to our needs, and designed to improve the induction and retention of professional adult educators.

All of the goal areas presented in this plan build organically out of what we have done in the past several years, what the CAEP legislation and state directives mandate, and, most critically, with what our study of regional data suggests and what students, faculty, staff and community partners have told us. Much of it is ambitious, and many of the outcomes will depend on adequate resources, human and fiscal, to achieve them. What may be different about this plan compared to the last is a clearer, more specific listing of the indicators of success for the strategies proposed. The following sections detail these strategies and indicators of success. With more evident definitions of effectiveness, and regular review of our progress, we will expect more of our students achieving their educational, employment, and community engagement goals. We commit to reporting more data on exactly that.

Enduring from the four-year lifespan of SBCAE so far is the strong commitment to focus on our shared mission. Our mission is to deliver innovative student-centered programs designed with human-centered values, and realize an effective, more easily navigable system, where there are safe and supportive spaces, and where there is literally no wrong door.

2.2 Pre-Planning Assessment

Over the course of the last four years, SBCAE has strengthened its capacity to serve adult learners in the region by implementing a ‘no wrong door’ model of service delivery, guidance, and support services. It was always understood that SBCAE, with its connected system of adult education opportunities, is one of many players in the region, and that collaboration with others serving the same population is a necessary condition to ultimately move the needle on adult learners’ economic and social mobility. This collaborative impact principle receives even stronger emphasis in the 2019-2022 plan.

Assessing how well equipped SBCAE and other service providers in the area are to serve adult learners in the seven CAEP program areas will be an ongoing exercise of asset mapping and relationship building. Together with coordinating bodies in our region, such as City and County government and nonprofit service provider networks, SBCAE has already invested in inventorying how immigrant adults and adults with disabilities are served in the region. The next three years, and this very planning process, provide an opportunity to assess and map out service delivery systems for other target CAEP populations such as opportunity youth, parents of school-age children and those re-entering the workforce.

Thoughtful analysis of our region’s asset maps will help us identify gaps in services and missing linkages, thus indicating opportunities to improve service alignment and promoting student’s agency to navigate the often complex systems that can help them achieve their goals.

A series of conversations and interviews with key SBCAE stakeholders ¹, as well as student-led focus groups on our adult school and community college campuses, served to confirm the educational and training programs currently offered in the consortium as those that are the greatest need for the adult population in our region. Over the past three and a half months consortium leaders conducted interviews with over 45 leaders in the K-12 educational system, local and state government, workforce development boards, local industry leaders, community based organizations and other adult education providers to gather information and their input on the types of educational and training services that would best serve the adult population to pursue their education, enter the workforce, or reach their personal or community goals.

Most cited needs were offerings which lead to a high school diploma or its equivalent; flexible scheduling for adults enrolled in other training programs that support dual enrollment in a high school diploma or its equivalent; ESL programs for adults integrated with career education training to support entry in a high paying workforce; increase access to adult education by providing courses outside of the campuses (i.e. independent study and/or satellite sites); improve access to career training programs on the AE campuses or Community College; where possible accelerate completion of AE programs to move adults in the workforce quicker, programs for parents of school-age children, pathways towards (re-) certification for skilled refugees/immigrants, entrepreneurship classes.

Education and government leaders indicated a broader scope of courses in ESL Family Literacy combined with childcare and transportation where possible or feasible, and increase access to adult education by providing courses outside of the campuses. Other adult education providers expressed the need to share resources to better serve the adult population.

¹ For a full list of interviewees, see Appendix B.

Strategic partnership development to better serve adult learners in the region is a common thread throughout SBCAE's new Three-Year Plan. We intend to strengthen relationships and build more formal connections with our title I workforce partners, community-based organizations, local government agencies and regional planning processes led by our Community College partners such as Strong Workforce.

Implementation of the first regional plan for adult education led to initial partnership opportunities with the two workforce development boards serving the SBCAE region: NOVA and work2future. Examples include co-location of a NOVA youth-advisor on one of our adult education campuses, co-location of SBCAE transition specialists at an AJCC site, and collaboration on state and federal workforce grant applications. SBCAE has formal representation on the governing board of work2future, and participates in NOVA's stakeholder group. A new focus on accountability and data-informed decision making in the 2019-2022 plan provides an opportunity to develop progress indicators for these and new Title I – Title II collaborations, and evaluate our progress to date. Partnership opportunities on the horizon may include leveraging regional expertise in education/workforce alignment for English Language Learners, joint professional development, alignment of SBCAE CTE and IET pathways with priority industry sectors identified by the workforce development boards, and a continued investment in relationship building.

The San Jose region is fortunate to have a rich network of community-based organizations, often deeply rooted in the communities they serve. While SBCAE's no wrong door vision always meant to include community partners, the new regional plan offers a renewed focus on building intentional, formal relationships with CBOs, something that may have gotten lost in the intense internal capacity building work of the first four years of consortium work. Leveraging the trust that CBOs have with communities who may be less connected to SBCAE will expand SBCAE's reach to populations that could benefit from our services. Community based organizations are also uniquely positioned to provide wrap around, supportive services to SBCAE students to enhance persistence and success rates. Such a reciprocal referral network, with clear outcomes, goals and data tracking, was piloted at one of SBCAE's adult schools in 2018-2019. Lessons learned from the pilot will help inform a possible scale-up of such practices in the next three years. Joint professional development with our community partners is another way in which partnerships can be strengthened. Throughout the planning process, many of our community partners have expressed appreciation for SBCAE's relationship building efforts, and an interest in engaging more deeply with the consortium in the future. However motivated SBCAE and its partners may be to collaborate, the success of new programs and the impact they will have on adult learners will depend on resource development and organizational capacity to sustain partnerships.

San Jose's Welcoming City initiative and Santa Clara County's Office of Immigrant Relations are highly valued connections for the Consortium. SBCAE representatives participated in the development of the Welcoming San Jose plan five years ago, and will again be engaged in the new planning process starting in 2019. A shared understanding of indicators for successful immigrant integration provides opportunity to align efforts, and deepen connections with city-run service providers such as the public library systems and community centers.

To date, SBCAE has not participated to a great extent in planning processes led by our member community college districts. Going forward, SBCAE will seek more opportunities to actively participate in regional Strong Workforce planning and implementation processes.

Whether it be as a convener or participant, SBCAE seeks to have a presence at new or existing provider networks such as the ALLIES ESL Provider Network (EPN), Refugee and Immigrant Forum of Santa Clara County (including a

subcommittee on immigrant/refugee professionals), Opportunity Youth Partnership network and Adults with Disabilities Provider Summit to name a few.

Finally, SBCAE believes it cannot and should not operate in isolation from our sister CAEP consortia in Santa Clara and San Mateo Counties. Regular communication, information sharing and collaboration on region-wide professional development events have the potential to coordinate adult education services across consortium boundaries.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			AB E	AS E	ES L	CT E	AW D	WR	PA	AC S	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Center for Employment Training (CET)	Job Training	701 Vine St, San Jose, CA 95110		X		X					
San Jose Conservation Corps	Alternative Education	1560 Berger Dr, San Jose, CA 95112		X		X					
S4CA – Santa Clara County Construction Careers Association	Apprenticeships	780 Commercial Street · San				X					
work2future	Workforce Developm	1601 Foxworthy Avenue San				X	X	X	X		
Escuela Popular	Charter School	467 N White Rd, San Jose, CA 95127	X	X	X						
NOVA	Workforce Developm	505 W Olive Ave #550, Sunnyvale, CA				X	X	X	X		
ConXion	CBO	749 Story Rd #10, San Jose, CA 95122		X	X	X					
Grail Family Services	CBO	2003 E San Antonio St, San Jose, CA			X					X	

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided
Amigos de Guadalupe	CBO	1897 Alum Rock Ave #35, San Jose, CA			x					x	Immigration, housing
San Jose Public Library	Public Library	150 E San Fernando St, San Jose, CA		x	x			x		x	Multiple branch locations
Santa Clara City Library	Public Library	2635 Homestead Rd, Santa		x	x						
Santa Clara County Library	Public Library	1370 Dell Ave, Campbell, CA 95008			x					x	Multiple branch locations
Catholic Charities of Santa Clara County	CBO	2625 Zanker Rd, San Jose, CA 95134			x	x	x	x		x	Home health aide pathway, multi service agency
Sacred Heart Community Services	CBO	1381 S 1st St, San Jose, CA 95110			x					x	Multi service agency
Expandability at Goodwill of Silicon Valley	CBO	4425, 1080 N 7th St, San Jose, CA	x				x	x			
Vision Literacy	CBO	540 Valley Way, Milpitas, CA 95035			x						Multiple Program Site Locations
Upwardly Global	CBO	582 Market St Suite 1015, San Francisco,			x			x			
Building Skills Partnership	CBO	1010 Ruff Dr, San Jose, CA 95110			x	x					
Opportunity Youth Partnership	CBO	1605 The Alameda San Jose, CA		x							
Goodwill of Silicon Valley	CBO	1080 North 7th St. San Jose, CA	x			x	x	x			

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$17,869,916	\$18,406,013	\$18,406,013
CalWORKs	\$1,204,011	\$1,204,011	\$1,204,011
CCD Apportionment	\$1,156,238	\$1,190,925	\$1,190,925
Corrections	\$267,024	\$267,024	\$267,024
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$112,351	\$112,351	\$112,351
WIOA II	\$2,377,458	\$2,377,458	\$2,377,458
Other			
Fees	\$834,363	\$834,363	\$834,363
Contractual Services	\$828,761	\$828,761	\$828,761
In-Kind Contributions	\$9,742	\$9,742	\$9,742
Community College Supportive Services	\$4,188	\$4,188	\$4,188
Strong Workforce Program	\$32,444	\$32,444	\$32,444
	\$0	\$834,363	\$834,363
Total	\$24,696,496	\$25,267,281	\$25,267,281

2.3 Community Need and Customers

At multiple times during the Three-Year Regional Planning process, SBCAE reviewed community demographics and student progress with stakeholders, and engaged steering committee members, faculty, students and community partners in conversations around who SBCAE serves now, who else in the community might benefit from adult education programs and how persistent barriers to student success might be addressed.

SBCAE's 5 adult schools and 4 community colleges serve the greater San Jose area, a significant portion of central Santa Clara County, home to 1.7 million people. Many of the characteristics defining the region described in SBCAE's first three year regional plan still hold true today, or have intensified:

- a. **Economic inequality and income disparity.** Silicon Valley is home to some of the most productive economies in the world, where tech sector growth generates high salaries (26.1% of households have an annual income of 200,000 or more²) and wealth. The region encompasses exclusive zip codes that have become associated with the 'getting rich, fast' stories of startups and disruptive business models. Yet not everyone shares in the economic prosperity of Silicon Valley's technology boom. 33% of households make less than 35,000 annually³, and communities of color continue to be disproportionately affected by poverty⁴.
- b. **High cost of living and housing crisis.** While the cost of living in Silicon Valley has always been among the highest in the nation, increased housing costs have reached a crisis point in recent years. A 2019 study published by the San Jose Mercury News indicated that there are two dozen neighborhoods across the region where the median market-rate mortgage is double — or more — what it was seven years ago. For a family earning less than \$64,000 — think two workers making \$15 an hour — not a single neighborhood last year had an affordable median apartment rent. Many low-income workers and their families are pushed further out of the region, adding hours of commute time to their daily schedules. In the expensive Bay Area, families earning \$117,000 now qualify as "low-income", a staggering reality that prevents entire segments of the population from thriving in this region.

Silicon Valley's housing crisis is impacting people of all income levels, including public school teachers who, according to the same Mercury News study, at a median salary of \$77,616 in 2018, can afford the median mortgage payment in just 16 of the 225-plus ZIP codes in the nine-county Bay Area. School districts are feeling the impact of the affordability crisis on their workforce, with some school districts reporting needing to replace one of every seven teachers annually, giving the rapidly rising cost of living in the Bay Area.

- c. **Employment.** Unemployment in Santa Clara County is low, consistently hovering at historically low levels, around 3% since 2017. Unemployment is highest among African Americans (5% in 2017). Yet, many low-income adults are working multiple jobs to make ends meet, and a significant portion of the

² <https://siliconvalleyindicators.org/data/economy/income/household-income/share-of-households-with-income-of-200000-or-more-annually/>

³ <https://siliconvalleyindicators.org/data/economy/income/household-income/distribution-of-households-by-income-ranges/>

⁴ <https://siliconvalleyindicators.org/data/economy/income/poverty-status/poverty-status-by-race-ethnicity-table/>

population, especially immigrants and refugees, are underemployed. Upskilling the regional workforce through short term CTE programs is one way SBCAE might promote economic and social mobility of the community it serves and thus contribute to closing the income disparity gap in the region.

d. **Immigration and diversity.** 38.6% of Santa Clara County residents are foreign born⁵, meaning over a third of the population, are first-generation immigrants or refugees. An estimated 41,992 individuals speak English less than very well, and a recently published report from USC Dornsife's Center for the Study of Immigrant Integration (CSII) states that 45,837 individuals in the 19th congressional district (covering large parts of San Jose) are eligible to naturalize; indicating a high need for ESL, citizenship and immigrant integration programs. Parent education, particularly increasing immigrant parents' understanding of the US public school system through two-generational education strategies, is another area of need identified by stakeholders in the three-year regional planning process.

e. **Educational disparity.** The economic gaps between the highest and lowest earners in the region predictably track along with educational attainment. Approximately 196,528 adults over 18 years old in Santa Clara County do not have a high school diploma or equivalent⁶, pushing them into minimum wage jobs that will not provide a family-sustaining salary in this high-cost region. Opportunity Youth (ages 16-24) are especially vulnerable members of our community who could benefit from coordinated strategies by SBCAE and its partners that will reconnect them with their educational options.

f. **Adults with Disabilities.** Close to a 106,000 individuals in SBCAE's service are adults with disabilities. There are significant transition gaps for individuals with disabilities when transitioning from K-12 education to postsecondary education. Adult education can address this gap and prepare adults with disabilities for their next steps in education, workforce or community.

SBCAE works closely with its 4 member community colleges and workforce partners to identify regional workforce needs and develop pathways to prepare students to enter high-need career sectors. The two SBCAE member Community College districts track trends in labor market information, in collaboration with the two Workforce Development Boards serving our Consortium, and as informed by industry leader advisory groups. SBCAE adult schools align their CTE, IET and other skills training programs with existing pathways at the Community Colleges, with the goal of creating a coherent, non-duplicative regional no wrong door network of training opportunities.

Projected priority sectors in SBCAE's service area align with the 5 priority industry sectors put forward by work2future, the Title I Workforce Development Board serving the greater San Jose region⁷: construction, financial services, health care and social assistance, information and communication technology, and manufacturing.

⁵ <https://www.census.gov/quickfacts/fact/table/santaclaracountycalifornia/PST045218>

⁶ American Communities Survey

⁷ <http://www.work2futurefoundation.org/industry-sectors/>

In its first 4 years of operation, SBCAE has addressed gaps in service by developing linkages between career training options offered at its 9 member schools in the following career sectors: automotive, engineering, surveying and geomatics, early childhood education, healthcare, entrepreneurship, laser technology, among others. Labor market information and priority sectors identified by work2future suggest potential for additional program development in the areas of accommodation and food services, administrative and support services, construction, financial services, information and communication technology and manufacturing. A serious adult education teacher shortage within our own consortium provides an opportunity to develop education career pathways that may lead to employment within our member organizations.

Complementary to workforce training and preparation, SBCAE is committed in this plan to meeting the needs of our diverse community by offering meaningful ESL and immigrant integration pathways, parent education and programs that serve the unique needs of special populations such as adults with disabilities, re-entry and opportunity youth.

2.4 Identifying Goals and Strategies

GOAL 1: Organizational Structure

Regular collaborative planning and decision-making, including all stakeholders, to direct the plan’s effective implementation and accountability.

STRATEGIES	INDICATORS
<p>1. Improve communication throughout the consortium, with partners, and the community at large, to promote a shared understanding of SBCAE’s mission, vision and program model</p>	<ul style="list-style-type: none"> • Calendars, regular newsletters, revised sbcae.org website. • Targeted marketing media and activities. Marketing in various media and multiple languages. • Regular updates of general and student facing consortium-wide websites (SBCAE.org, Open Doors/CTE Portal) • Web analytics for immigrantinfo.org reviewed quarterly. • Jointly developed CAEP/SBCAE 1-pager/flyer to include in staff onboarding packets
<p>2. Assign clear responsibilities to consortium level staff or contractors to coordinate planning, outreach, implementation and accountability.</p> <ol style="list-style-type: none"> a. Director/consortium lead b. Resource development assigned (i.e. grants etc.) c. Development of strategic community partnerships assigned/contracted d. Data Team (and Data leads from each member for Accountability Team) e. AWD specialist (and AWD leads from each member assigned) f. Transition Specialists g. Coordination and maintenance of digital media and case management software (CPS) assigned 	<ul style="list-style-type: none"> • Job descriptions/independent contractor agreements target 3YRP goals, strategies and indicators, formally approved by steering committee • Regular monitoring of progress of independent contractor deliverables, work plans and timelines. • Data and Accountability leads from each member identified to serve on Accountability Team. • AWD leads from each member identified to serve as point of contact and trainees of AWD specialist • Quarterly report on web traffic/analytics.

<p>3. Expand participation of ad hoc Steering Committee work groups/committees in addition to formal Public Governance Steering Committee meetings (Brown Act compliant)</p> <p>a. Steering Committee reps assume leads for target populations/program areas, workgroups, community connections</p>	<ul style="list-style-type: none"> • Annual calendar of meetings and notes collected and publicly shared • SC members giving regular reports on their assigned work groups, program areas, community outreach/partnership activities • Format/agendas of Steering Committee meetings periodically invite more interaction among members and partners, consortium staff, and others. • Faculty Work Group annual work plans aligned with 3YRP goals, strategies and indicators, coordinated across multiple work groups where needed • Regular progress reporting from FWG co-chairs to SC
<p>4. Provide formal and informal venues for stakeholder engagement</p>	<ul style="list-style-type: none"> • Regular community partner meetings with agendas jointly developed. (informal) • Community/student advisory group with ex officio representation on SC (formal) • Consortium progress indicators regularly shared with and reviewed by stakeholders • Regular analysis (surveys) of strength of partnerships (internal and external)
<p>5. Increase representation of student voice in SBCAE’s governance</p>	<ul style="list-style-type: none"> • Student leadership groups representing all SBCAE members convened at least biannually – published/disseminated agendas, surveys, and minutes.

GOAL 2: Data and Accountability.

Regular review of capacity and progress to achieve goals of 3YRP, with accountability to CAEP- mandated performance measures

STRATEGIES	INDICATORS
<ol style="list-style-type: none"> 1. Assure adequate resources to achieve goals <ol style="list-style-type: none"> a. Annual Allocations explicitly align funding to CAEP and consortium capacity and progress. b. Dedicated and sustainable resources for consortium-wide functions, projects c. Decision-making about resources become more aligned to CAEP and 3YRP performance measures. d. List of strategic priorities, updated annually in Project Area workplans e. Focused, intentional resource development with workforce and other partners f. Leveraging of available in-system funding streams such as WIOA, CalWorks, Guided Pathways, Strong Workforce, AB705, Vocational Rehabilitation 	<ul style="list-style-type: none"> • Protect and sustain resources for consortium-wide activities, currently imbedded in allocation to SJECCD/CEM. • Steering Committee Minutes are analyzed and reviewed • Items Voted upon are tracked to determine alignment with CAEP and 3YRP Performance Measures • Sites apply for grants and available funding that align with goals of consortium • Consortium creates a document outlined strategic priorities (i.e., Annual Project plans) • Annual Project plans are updated each year • Strategic and formal community partnerships formed (see Goals #1, #5)
<ol style="list-style-type: none"> 2. Collect, report and analyze data, effectively and regularly <ol style="list-style-type: none"> a. Clearly defined indicators of consortium and consortium member success b. Program effectiveness defined within state CAEP parameters and regional needs. c. Explore cross-agency data integration (7 SBCAE members + community partners) – Community Pro d. Community college data systems track CAEP and 3YRP performance indicators e. Data community of practice: lead data specialists from each member meet regularly as Accountability Team, facilitated by SBCAE data team f. Decision making and tracking continuous improvement 	<ul style="list-style-type: none"> • Quarterly participation and performance reports submitted to the Steering Committee and posted on the SBCAE website • Program Enrollment Rates • Program Persistence Rates • CAEP Outcomes Performance Rates • Consortium creates, approves and disseminates a definition of member and program effectiveness. • Community College data systems (MIS e.a.) are capable of capturing CAEP and WIOA data elements • Each agency will successfully submit their data sharing agreement (document review); and • Each transition specialist will utilize Community Pro during their sessions

<p>informed by regular analysis (quarterly?) of quantitative and qualitative data on what is effective to transition students, the effectiveness of IET/bridge programs, and an assessment of effectiveness of student supports.</p> <p>g. Regular use of current labor market data for program planning and evaluation.</p>	<p>with students (either survey or discussion with transition specialists, and/or analysis of case records in CP).</p> <ul style="list-style-type: none"> • Quarterly and annual mandated performance reports are successfully submitted by each site (TE AEP DIR Report; NRS DIR, Payment Point Report, CAEP Summary). • Each site works towards addressing data gaps previously identified during the gap analysis (Performance Reports include additional metrics not previously reported). • Community of practice meetings are established; • Meetings are held regularly (Agenda Tracking) • Members of the Data Community of Practice/Accountability Team establish goals and vision for the group (Group Goals are Developed & Documented) • AB2098 immigrant integration outcomes – including community-based outcomes – collected and analyzed <p>Quantitative Analysis</p> <ul style="list-style-type: none"> • Data Team provides updated quantitative AEP demographic and outcome descriptive statistics to SBCAE consortium members each quarter • SC workforce liaison/ workforce development partners present quarterly labor market information update to SC • Each agency reviews and debriefs their institution’s data with members of their agency; • Annual evaluation of consortium effectiveness (strength of partnerships, governance, transitions etc ... - possibly using 3YRP self-evaluation tool)
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GOAL 3: Program.

Alignment of existing programs, and new instructional programs and curricula fill pathway gaps designed using human-centered approaches

STRATEGIES	INDICATORS
<p>1. Accelerate student progress through contextualized basic skills and ESL to include workforce training and workforce preparation, aligned with AB705 implementation underway</p>	<ul style="list-style-type: none"> • IET programs developed aligned to identified Regional Pathways • IET programs approved by state (WIOA IELCE), participation data reported through WIOA and CAEP to the state. • SBCAE invited to contribute to Guided Pathway, Strong Workforce and AB705 initiatives in the colleges. Invitations, meeting minutes. • Creation of Designated Subject Adult Education Credentialing Pathway in the region, including on-ramps, led by SBCAE (Application for credentialing LEA submitted, approved, and teacher induction at member/affiliate sites comprise components of credentialing program). •
<p>2. Expand bridge classes, alternative delivery and schedules, including contextualized core academic preparation practice and strategies, aligned to prioritized pathways.</p>	<ul style="list-style-type: none"> • Additional CTE bridge programs developed and approved
<p>3. Improve alignment and articulation among all consortium members, including expanding formal articulation agreements and dual-enrollment policies.</p>	<ul style="list-style-type: none"> • Faculty Work Groups (AE+CC equally represented) develop aligned curriculum • Formal articulation agreements among all five SBCAE adult schools and four community colleges • Alignment between CAEP adult school and college non-credit programs with CC Guided Pathways initiative.
<p>4. Design program delivery models aligned with students' ability to attend and persist in classes</p>	<ul style="list-style-type: none"> • Increase flexible schedule learning opportunities, including more distance or blended learning • Short-term workshops, weekend classes, bootcamps offered. • Develop and make available recommended list of independent learning

	<p>websites, apps for ELLs, and other self-directed opportunities (e.g. externships, community-based learning).</p> <ul style="list-style-type: none"> • Classes and programs offered at locations easily accessible to students (for example co-located at CBO, community partners)
<p>5. Develop programs aligned to the unique needs of special populations</p>	<ul style="list-style-type: none"> • AWD: workforce preparation & career exploration program (adapted from New World of Work for AWD) /explore the option and steps to offer the National External Diploma Program (NEDP) in at least one Adult School • Opportunity Youth: increase number of ABE/ASE classes, stronger connection with Opportunity Youth Partnership (MOU, participation in network of reengagement centers) Common graduation requirements among all adult schools. • Re-Entry: continue expanding services to the formerly incarcerated adults, specifically those looking to access “earn to learn” opportunities • Parents: 2-generational approach to parent/child education and literacy development piloted at at least one SBCAE adult school
<p>6. Increase opportunities for hands-on learning opportunities</p>	<ul style="list-style-type: none"> • Service learning opportunities developed with community partners • Civic academy with local government • Immigrant integration pathway/newcomer orientation module developed with community partners • Pre-apprenticeship

GOAL 4: Transitions

Students transition to postsecondary education, workforce or community through programs of seamless and guided pathways.

STRATEGIES	INDICATORS
1. Expand programs and supports for students to transition to postsecondary education	<ul style="list-style-type: none"> Strengthened student service infrastructure at colleges to welcome adult education students (stronger connection between TS and CC counselors), including for students with disabilities
2. Expand programs and supports for students to transition to workforce	<ul style="list-style-type: none"> Expanded and more effective partnership with Title I Workforce Development, best practices of Title I – Title II collaboration studied and presented to Steering Committee Quarterly strategy meetings with Title I Workforce Development (NOVA, work2future) SBCAE representation on Title I Workforce Boards, Stakeholder Groups
3. Expand programs and supports for students to transition to community engagement	<ul style="list-style-type: none"> Defined and facilitated successful transitions for students with community goals: service learning opportunities, volunteering, civic engagement options, developed in partnership with community partners
4. Provide resources and supports for Transition Specialists to facilitate student transitions to postsecondary, workforce or community	<ul style="list-style-type: none"> Job description for TS reviewed and revised – alignment of all members TS job descriptions and TS evaluation criteria Priorities for TS clarified Annual review of staffing models of all TS reported to SC. Increased TS support by consortium staff (strategic partnerships developed w/MOUs, resource guide maintained, Community Pro fully customized to SBCAE users) Increased visibility and understanding of TS function across SBCAE member organizations Individual plan for all students includes next steps to workforce, post-secondary or community/civic outcomes

GOAL 5: Partnerships and Outreach

Formal, strategic and mutually beneficial partnerships established between SBCAE and key community orgs. and outreach to under-served communities.

STRATEGIES	INDICATORS
<p>1. Expand Effective Partnerships with local workforce and community service providers</p>	<ul style="list-style-type: none"> • Expand No Wrong Door network to include Community Partners: strategic partnerships (MOUs – see Goal #1) formalize coordinated connections with community partners, reciprocal referrals, warm-handoffs, shared case management, recruitment and outreach • Define and formalize # levels of partnership with SBCAE. Templates of MOUs for different levels of partnerships. • Co-location of services and programs (for example ESL, citizenship classes with community partners, piloting non-traditional curriculum) • Community Pro and other data systems tracking and reporting number and outcome of referrals. • Number of co-enrollments tracked and reported
<p>2. Increase SBCAE’s visibility at affiliated K-12 school districts, community based organizations and in the community, targeted marketing to potential students</p>	<ul style="list-style-type: none"> • Regular/annual reports and presentations to district partner Boards. • Outreach events and presentations using trusted messengers (student ambassadors, community supporters, alumni). • Identify and train pool of student ambassadors to participate in community outreach events • Student ambassador stories/testimonials captured in digital form to share. • Regular electronic communication, newsletters/eBlasts, with internal and external partners. • Revised websites (see Goal #1) • Social media strategy (SBCAE accounts integrated with individual member accounts)
<p>3. Participate in or convene regional networks</p>	<ul style="list-style-type: none"> • Identify community network convenings, include on SBCAE calendar and assign SBCAE rep: e.g. ESL/ALLIES EPN, AWD providers, RIF, City/County initiatives, immigrant advocacy networks, Re-entry and homeless networks, workforce providers and employer groups).

	<ul style="list-style-type: none"> • Agendas and minutes from SC meetings with regular reports from the relevant regional networks
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GOAL 6: Supportive Services and Resources

All SBCAE students have access to relevant supportive services and resources in order to improve student persistence and outcomes.

STRATEGIES	INDICATORS
<ol style="list-style-type: none"> 1. Provide equitable access to supports and resources for all SBCAE students, regardless of class schedule or location. <ol style="list-style-type: none"> a. Build SBCAE staff capacity to be trusted sources of information, community resources, connection b. Increase capacity to provide 1:1 support (TS, navigators, counseling, ...) 	<ul style="list-style-type: none"> • Data systems track delivery of support services. • Data reporting for student persistence (WIOA and others) explore impact of support services. • PD on student contact identifying barriers and making appropriate referrals responses. • PD for all relevant staff included in Annual PD Plan
<ol style="list-style-type: none"> 2. Establish common assessments and placement policies across all members. <ol style="list-style-type: none"> a. Consistent new student orientation, offered in multiple languages b. More frequent test dates (CASAS, HiSET) c. Students complete individualized educational plans that reflect an informed understanding of their educational and career opportunities 	<ul style="list-style-type: none"> • Assessment materials including orientation media (print, video, online) translated into multiple languages, • AB2098-focused assessment to include educational, career and civic/social goals (ex. Life domain tool?), and supports, expanded to all students. • Quantified reports on the number of individualized educational/goal plans developed, and reviewed.
<ol style="list-style-type: none"> 3. Achieve creative solutions to students’ childcare needs 	<ul style="list-style-type: none"> • Select sites to pilot childcare services – leveraging or repurposing resources, collaborating with partners, combining with ECE pathway and entrepreneurship potential.

GOAL 7: Professional Development

Coherent, responsive, and organized process to identify, develop and deliver professional development opportunities.

STRATEGIES	INDICATORS
<ol style="list-style-type: none"> 1. Create a Professional Development Team to inform and coordinate PD offerings <ol style="list-style-type: none"> a. PD topics identified in 3YRP process: Human Centered Design, digital literacy, AWD, referrals and case management, EL Civics, assessment and placement, student orientation 	<ul style="list-style-type: none"> • PD Team (w/Faculty Work Group Chairs) established and reporting/communicating regularly with SC and Consultation Council. • Annual PD Plan and Calendar included in SBCAE Annual Plan (July of each year). • Disability services training for one or more existing staff members in each adult school
<ol style="list-style-type: none"> 2. Disseminate member best practices consortium-wide 	<ul style="list-style-type: none"> • Identify best practices and subject matter experts within SBCAE to share expertise consortium-wide • Share PD resources on SBCAE.org website • Calendar of PD on sbcae.org website
<ol style="list-style-type: none"> 3. Share PD with community partners 	<ul style="list-style-type: none"> • Strategic outreach to community partners (and other consortia) including joint PD activities
<ol style="list-style-type: none"> 4. Increase number of credentialed adult educators; build professionalism and instructional expertise 	<ul style="list-style-type: none"> • Creation of Designated Subject Adult Education Credential Program for the greater Silicon Valley region

Figure 1. Logic Model for Goal 1: Organizational Structure: Regular collaborative planning and decision-making, including all stakeholders, to direct the plan’s effective implementation and accountability.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Federal & State Funding SBCAE Steering Committee All SBCAE member institutions Director/Consortium Lead SBCAE workgroups Venues / Meeting Space SBCAE Websites (i.e., SBCAE.org, Open Doors/CTE Portal) Case Management Software (Community Pro) Administrative Assistant/ Community partners Consultation Council	Regularly program meetings are held with stakeholder groups (i.e., workgroup meetings, steering committee meetings, etc) Create work plans for each SBCAE workgroup, aligned with 3YRP Provide program updates to members via calendars, newsletters, and onboarding packets Steering committee develop and approve job descriptions/deliverables Assess member satisfaction with consortium functioning, progress, and leadership through surveys, focus groups, and/or interviews Student input is solicited Community partners participate in public governance meetings	Formal and informal venues for stakeholder engagement and collaboration are provided Program members are provided avenues for discussing program needs and methods for meeting SBCAE mission Work plans are created Quarterly newsletters are distributed to SBCAE members Job descriptions that target 3YRP goals, strategies, and indicators, are developed and archived Community coalition measurement tools and organizational domains to be assessed are identified and employed Student input is solicited via surveys, focus groups, or other means.	Roles and responsibilities of each workgroup and plan for meeting SBCAE mission and planning, outreach, implementation, and accountability requirements are articulated and realized among members Members remained apprised of program vision and direction Annual plans are aligned with 3YRP Assign clear responsibilities to consortium level staff or contractors to coordinate planning, outreach, implementation, and accountability Organizational climate is assessed and methods for improving program functioning is identified Student input is used to assess organizational functioning, identify program strengths and challenges	Improve communication throughout the consortium to promote a shared understanding of SBCAE mission, vision, and program model Expand participation of ad hoc Steering Committee work geared towards meeting SBCAE mission, vision, purpose, and plan(s) Enhanced member satisfaction and increased participation in Student voice is incorporated into SBCAE governance and decision-making	Develop and sustain an organizational structure that promotes inter-agency collaboration and supports all SBCAE members in program planning and implementing SBCAE vision and goals.
Assumptions			External Factors		
Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding. Identifying intentional approaches /strategies for promoting organizational climate and supporting personnel will enhance members’ satisfaction and positively impact their work, which will ultimately benefit adult learners served.			Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work.		

Figure 2. Logic Model for Goal 2: Data and Accountability: Regular review of capacity and progress to achieve goals of 3YRP, with accountability to CAEP- mandated performance measures

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Federal & State Funding</p> <p>SBCAE Steering Committee</p> <p>All SBCAE Member Organizations</p> <p>Director/Consortium Lead</p> <p>SBCAE workgroups</p> <p>Venues / Meeting Space</p> <p>Case Management Software (Community Pro)</p> <p>Administrative Assistant/</p> <p>Data Team workgroup & Communities of Practice</p> <p>Consultation Council</p>	<p>Sites apply for grants and available funding that align with goals of consortium</p> <p>Strategic priorities are outlined via annual project plans and updated annually</p> <p>Sites and community partners meet and identify ways to leverage funding, develop resources, and meet SBCAE vision</p> <p>CC data systems track CAEP and 3YRP performance indicators</p> <p>Data community of practice (COP) meets regularly</p> <p>Quarterly analysis is performed on accountability performance measures</p> <p>Quarterly performance reports are posted to SBCAE website, including enrollment rates, persistence rates, and CAEP Outcome Performance Rates</p> <p>Current labor market data is used for program planning</p> <p>Transition specialist utilize CP to track additional missing data elements</p> <p>Dynamic Federal and state reporting requirements are analyzed</p> <p>CASAS reports are run, archived, and made available for members to review</p>	<p>The number of grant applications geared towards supporting various strategic priorities are increased</p> <p>Annual project plans are developed and updated each year</p> <p>Grant funding to support sites and members in meeting strategic goals are obtained</p> <p>Funds to support consortium wide functions are identified and committed to by members</p> <p>COP group goals and vision is established and documented</p> <p>The number of data and accountability COP meetings and members increase, including at least one representative from each institution</p> <p>Each quarterly Federal (WIOA) & State (CAEP) reports that contain a range of performance indicators on program effectiveness, such as enrollment rates, persistence rates, and CAEP Outcome performance rates, are s</p> <p>The number of data elements collected across the consortium increases</p> <p>The number of CASAS reports run and archived increase</p>	<p>Decision-making about resources become aligned with CAEP and 3YRP performance measures</p> <p>A shared understanding of reporting procedures implemented by each SBCAE agency is identified, documented, and archived</p> <p>Discrepancies in reporting procedures are addressed, and a standardized process for meeting federal and state reporting is established across AS & CCs</p>	<p>Strategic partnerships between AS, CCs, and community partners are formed to address SBCAE vision and strategic priorities in SBCAE plans</p> <p>Data on consortium effectiveness is collected, reported, and analyzed</p> <p>Reporting processes, including data collected and data collection methods, are continually assessed and improved to meet strategic SBCAE goals and federal and state mandates</p>	<p>Resources needed to achieve SBCAE strategic goals are obtained /assured</p> <p>Program decision-making is informed by continued analysis of CAEP performance reports</p> <p>Increase SBCAE data and accountability capacity, including the policies and procedures for collecting and reporting data to meet federal and state mandated reporting requirements and to enhance the utilization of data for continual program assessment, monitoring, and evaluation of SBCAE goals.</p>
<p>Assumptions</p>			<p>External Factors</p>		
<p>Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding; Cohesive relationships fostered through organizational climate will promote stronger partnerships and improve work towards strategic goals.</p>			<p>Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. Data and accountability training/capacity differs across and within institutions.</p>		

Figure 3. Logic Model for Goal 3: Program: Alignment of existing programs, and new instructional programs and curricula fill pathway gaps designed using human-centered approaches

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Federal & State Funding</p> <p>SBCAE Steering Committee</p> <p>All SBCAE agencies (i.e., Adult Schools and Community Colleges) and its members,</p> <p>Director/Consortium Lead</p> <p>SBCAE workgroups</p> <p>Venues / Meeting Space</p> <p>Data Team workgroup & Communities of Practice</p> <p>Transition Specialists</p> <p>Employer Partners</p> <p>Community Partners</p>	<p>Partnerships between A.S. and CCs, workforce and community partners. are formally established</p> <p>Faculty from both systems collaborate to develop and implement contextualized curriculum</p> <p>Comprehensive “Programs of services” offered to adult learners are identified</p> <p>Assess skills, interests, motivation and readiness of adult learners</p> <p>Offer targeted adult learner services (i.e., Opportunity Youth, Re-Entry for formerly incarcerated learners, Parent: 2-genreational approach to parent/child, etc</p> <p>Human centered design processes are conducted</p> <p>Representatives from CBOS, CCs, AS, workforce development, and employers will assess bridge program needs, and make recommendations for bridge program development.</p> <p>Market bridge programs to target populations.</p>	<p>Formal agreements for bridge programs are created</p> <p>Articulation across all SBCAE adult schools and CCs are established</p> <p>Curriculum that integrates basic reading, math, and language skills/ESL with industry occupation knowledge/workforce training and preparation is developed and implemented</p> <p>Adult ed programs are listed on the Eligible Training Provider List (ETPL)</p> <p>Students complete a range of assessments, some of which may include standardized skills tests, career test inventories, customized tools for bridge program readiness, interviews,</p> <p>Comprehensive understanding of students needs is identified</p> <p>Bridge programs based on needs of target populations are defined</p> <p>The number of and type of bridge programs to create are established</p>	<p>MOUs between organizations are established/formal articulations agreements between 5 SBCAE adult schools and 4 CCs</p> <p>Co-enrollment policies are established/defined</p> <p>Title I partnership opportunities are identified and plan for implementation is established across participating institutions</p> <p>Adult education component is aligned to State’s content and standards for adult education</p> <p>Needs of target population comprehensively understood</p> <p>Contextualized basic skills and ESL curriculum are developed for various programs developed (i.e., Bridge, credentialing, IET).</p> <p>Flexible schedule timing, including distance and blended learning courses are identified</p> <p>Shared understanding of bridge program purpose and governance structure for decision-making is developed</p>	<p>Intentional IET programs using three-part WIOA strategy (i.e., adult ed literacy, workforce preparation, and workforce training are developed and implemented.</p> <p>IET programs approved by state (WIOA, IELCE) are developed and aligned to identified regional pathways</p> <p>Programs are aligned to the unique needs of adult learners/special populations</p> <p>Increased opportunities for hands-on learning opportunities are provided/offered to students</p> <p>Accelerate student progress through contextualized curriculum that contains workforce training & prep</p> <p>Bridge programs are developed and expanded; alternative delivery and schedules, including contextualized core academic preparation practice and strategies, aligned to prioritized pathways.</p>	<p>Alignment of existing programs, and new instructional programs and curricula fill pathway gaps designed using human-centered Approaches</p>
<p>Assumptions</p>			<p>External Factors</p>		
<p>Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding, and additional grant support must be pursued to support programming (i.e., bridge, IET, credential). Programming awareness must be established to ensure successful recruitment. Assessment is critical to developing student-centered programming. Programs should be driven on labor research for local region.</p>			<p>Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. New partnerships provide a change to standard operating procedures for all parties involved, which may create their own challenges to successful implementation.</p>		

Figure 4. Logic Model for Goal 4: Transitions. Students transition to postsecondary education, workforce or community through programs of seamless and guided pathways.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Federal & State Funding</p> <p>SBCAE Steering Committee</p> <p>All SBCAE agencies (i.e., Adult Schools and Community Colleges) and its members,</p> <p>Director/Consortium Lead SBCAE workgroups</p> <p>Venues / Meeting Space</p> <p>Case Management Software (Community Pro)</p> <p>Administrative Assistant/ Transition Specialists (TS)</p> <p>CC Counselors</p> <p>Community Partners</p>	<p>Identify & archive current programs and support services offered throughout SBCAE</p> <p>TS identify opportunities to connect with CC student services</p> <p>Sub (student-centered) interest groups are created based on student population (i.e., AWD, Foster Youth, Basic Skills, ESL, etc)</p> <p>Bi-annual strategy meetings with Title I Workforce Development (NOVA, Work2Future) are established</p> <p>Research is continually conducted on best practices in Adult Education, Community College, workforce transitions and civic engagement</p> <p>SBCAE data is analyzed and utilized to identify areas to further support student transition</p> <p>Assess current resources and capacity of direct service providers in the region</p> <p>Job descriptions of TS reviewed and revised</p>	<p>List of currently provided programs and support services offered across consortium and gaps in service are documented</p> <p>The number of student-centered interest groups are increased</p> <p>Title I workforce meetings are held bi-annually</p> <p>Individual plan utilizing SBCAE data is developed to support student transitions to postsecondary, workforce, and civic engagement</p> <p>Knowledge, skillset, and abilities are assessed and areas for improvement are targeted through training and PD</p> <p>Annual review of staffing models of all TS reported to SC</p>	<p>Strengthened student service infrastructure at colleges to welcome adult education students, including identified student subgroups</p> <p>Methods & resources to support and help students reach their goals are identified, articulated, and realized among SBCAE members</p> <p>SBCAE data is used to tailor programming, resources, and PD</p> <p>TS priorities and job roles clarified</p>	<p>Expand programs and support for students to transition to postsecondary, workforce, and civic engagement</p> <p>Defined and facilitated service learning opportunities, civic engagement options, and student support programming are implemented</p> <p>Current & historical research and literature on effective practices to support students' transition to post-secondary education, workforce, and civic engagement is used to improve programming, resources, and PD to direct service providers</p> <p>Resources and supports for TS to facilitate transition to postsecondary, workforce or community</p> <p>Capacity to support student success and transitions in increased</p> <p>SBCAE adult learner service providers are empowered to utilize their strengths and are positioned to successfully support students</p>	<p>Enhance programming, resources, and support that fosters students' successful transition to postsecondary education, workforce, and/or civic engagement</p>
<p>Assumptions</p>			<p>External Factors</p>		
<p>Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding; Cohesive relationships fostered through organizational climate will promote stronger partnerships and improve work towards strategic goals. Remain current on best practices and utilize this information to improve programming, resources, and skillsets.</p>			<p>Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. Data and accountability training/capacity differs across and within institutions. New partnerships provide a change to standard operating procedures for all parties involved, which may create their own challenges to successful implementation.</p>		

Figure 5. Logic Model for Goal 5: Partnerships and Outreach. Formal, strategic and mutually beneficial partnerships established between SBCAE and key community organizations and outreach to under-served communities.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Federal & State Funding SBCAE Steering Committee All SBCAE agencies (i.e., Adult Schools and Community Colleges) and its members, Director/Consortium Lead SBCAE workgroups Venues / Meeting Space Case Management Software (Community Pro) Administrative Assistant/ Transition Specialists (TS) CC Counselors Community Partners Workforce partners	Outreach events are held with trusted partners (i.e., student ambassadors, community supports, alumni) Establish student ambassador program Regular and sustained communication, via newsletters/eBlasts, with internal and external partners Community Partners and agencies collaborate and identify high priority issues Sites, workforce, and community partners define and formalize levels of partnership with SBCAE through development of MOU Trainings are identified and provided to members Conduct annual presentations to district partner boards Referral data tracked SBCAE participates in or convenes regional provider networks	Increase the number of community partners that share information about SBCAE with their clients Increased number of SBCAE presentations to community partners There is an increase in the number of MOUs that are developed There is an increase in training offered and completed among partners Data sharing agreements across partners are established	Improve communication throughout the consortium and with partners to promote a shared understanding of SBCAE mission, vision, and program model Better understanding of community partner services and community needs are realized Clear objectives are detailed and documented, including participant roles, partnership identify and purpose Partnerships are developed that align interests of multiple organizations	Increase SBCAE’s visibility at affiliated K-12 school districts, community based organizations and in the community, targeted marketing to potential students Trust and respect are developed across partnerships Shared vision, mission, goals and objectives are developed with cooperation of all group members Enhanced understanding of all partner needs Educational services and programs are more aligned with community needs	Foster formal, strategic, and mutually beneficial partnerships between SBCAE and key community organizations
Assumptions			External Factors		
Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding; Cohesive relationships fostered through organizational climate will promote stronger partnerships and improve work towards strategic goals. Mutually beneficial relationships will thrive with clear objectives and agreed upon scope, early participation by partners, sufficient resources and information, mutual benefits and responsivity, trust and respect, communication and transparency, and careful management. Evaluation should be used to help improve partnership work. Focus on training and capacity building will have lasting impacts on knowledge, skills, and abilities, and ultimately benefit groups of interest.			Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. Once partnerships are established and resources allocated, implementation challenges may arise.		

Figure 6. Logic Model for Goal 6: Supportive Services and Resources. All SBCAE students have access to relevant supportive services and resources in order to improve student persistence and outcomes.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Federal & State Funding</p> <p>SBCAE Steering Committee</p> <p>All SBCAE agencies (i.e., Adult Schools and Community Colleges) and its members,</p> <p>Director/Consortium Lead</p> <p>SBCAE workgroups</p> <p>Venues / Meeting Space</p> <p>Case Management Software (Community Pro)</p> <p>Administrative Assistant/</p> <p>Transition Specialists (TS)</p> <p>CC Counselors</p> <p>Community Partners</p> <p>Workforce partners</p> <p>Research Analyst</p> <p>Instructors</p>	<p>TS/Counselors work with students to establish adult learner goals</p> <p>Provide students with on-boarding services (recruitment, intake, orientation), within first 3 weeks of participation</p> <p>Instructors, TS, Counselors meet regularly to discuss student needs and provided targeted services</p> <p>Develop menu of common assessments and placement policies across all institutions</p> <p>Data on student persistence on other CAEP outcomes collected and analyzed</p> <p>Test dates/schedule established (CASAS, HiSET) and shared among consortium members</p> <p>Sites identified for childcare pilot</p>	<p>Each learner creates a learning/educational plan that includes skills and k knowledge to achieve goals and support services</p> <p>Students are provided with wrap-around support services</p> <p>Students develop academic plans</p> <p>Students educational and support service needs are assessed and identified</p> <p>Childcare services are piloted at at least one adult school site</p> <p>Wrap-around student-services are offered to students</p> <p>Students are connected to alternative solutions for support services and childcare needs</p>	<p>Learners self-assess their progress towards their academic goals</p> <p>Instructors/TS/Counselors provide students with clear expectations</p> <p>Instructors/TS/Counselors have better understanding of educational needs of students</p> <p>Area for improving programming and better serving needs of learners are identified and realized among SBCAE members</p> <p>Reduction in courses missed by adult learners</p> <p>Increase in the number of eligible services students apply for and obtain</p>	<p>Students' self-efficacy increases</p> <p>Students develop community</p> <p>Students' become acclimated to the educational system and methods of navigating/completing</p> <p>Students understand courses for career pathways and enroll in appropriate courses needed to attain their education goal</p> <p>Gradual shift in utilizing formative, student-centered data to better understand and serve the needs of students</p> <p>Continual processes/cycles for program monitoring and improvement are developed, realized, and implemented</p> <p>Program and services are modified based on formative feedback/data</p> <p>Summative/outcomes (i.e., persistence, success, completion) are eventually improved through improvements to programming and services, which</p> <p>All SBCAE students have access to relevant supportive services and resources</p> <p>Reduction in barriers/obstacles preventing students from continuing their education</p>	<p>Increase in the number of courses students successfully complete/pass</p> <p>Increase in the number of students who enroll the following term and academic year (Student Persistence)</p> <p>Increase in the number of students who complete their program of study in the number of courses students successfully complete/pass</p> <p>Increase in the number of students who enroll the following term and academic year (Student Persistence)</p> <p>Increase in the number of students who complete their program of study</p>
<p>Assumptions</p> <p>The model represents a three-pronged approach to address the overarching goal of supporting students in reaching their educational goals, which pertain to 1) assessment, evaluation, and data collection; 2) program services or simply programming, and 3) direct person-centered support services. Assessment, evaluation, and data collection is critical in shaping student-centered programming and support services. Establishing processes to collect formative feedback should provide insight on methods to improve programming and services, which will ultimately support long-term, summative outcomes (i.e., persistence, success, completion). Identifying and providing learners with wrap-around services will eliminate some barriers, increasing the likelihood of persistence and completion, particularly for adult learners. The following programming components will improve student persistence and success: working with students during first three weeks for orientation and on-boarding procedures; setting clear expectations; fostering learner's goal development. Peer-mentoring or similar programs will enhance self-efficacy. Assessing motivational and psychological domains will provide insight on affective and cognitive needs of learners</p>			<p>External Factors</p> <p>Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. Once partnerships are established and resources allocated, implementation challenges may arise.</p>		

Figure 7. Logic Model for Goal 7: Professional Development. Coherent, responsive, and organized process to identify, develop and deliver professional development opportunities.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Federal & State Funding</p> <p>SBCAE Steering Committee</p> <p>All SBCAE agencies (i.e., Adult Schools and Community Colleges) and its members</p> <p>Director/Consortium Lead</p> <p>SBCAE workgroups</p> <p>Venues / Meeting Space</p> <p>Administrative Assistant/</p> <p>Consultation Council</p> <p>SBCAE Websites (i.e., SBCAE.org, Open Doors/CTE Portal)</p> <p>Data Team</p> <p>Community Partners</p> <p>Other Consortia</p>	<p>Professional development team / Community of Practice is developed</p> <p>SBCAE Subject experts identify best practices and make available on SBCAE.org website</p> <p>Ensure calendar is available on SBCAE website, allowing one or more persons to maintain consistently</p> <p>PD team with Faculty Work Group Chairs will establish set period to report and communicate with Steering Committee and Consultation Council</p> <p>Annual PD schedule and plan is developed, including PD offerings</p> <p>SBCAE identify expert or Steering Committee lead, who will research requirements needed to be a commission approved educator preparation program and begin communication with CTC (California Commission of Teacher Credentialing)</p>	<p>Formal and informal review of professional development needs by workgroups, data team, steering committee and consultation council</p> <p>Best practices are identified and shared across consortium</p> <p>SBCAE selects individual to update SBCAE website, steering committee members will assign appropriate contact per site to provide PD resources and details to SBCAE for posting in website</p> <p>PD team communicates regularly with Steering Committee and Consultation Council</p> <p>Calendar reviewed at steering committee meeting yearly.</p> <p>Strategic outreach to community partners and other consortia</p> <p>Plan for credentialing program established</p> <p>Resources for implementing credentialing program obtained</p>	<p>Website/calendar designee will work consistently with PD team, steering committee and administrative assistant to update any changes in PD dates and resources</p> <p>Annual PD plan and calendar reviewed in steering committee meeting to ensure accuracy</p> <p>Consortium outreach leads/staff continue to exchange details on PD needs from SBCAE and partners</p> <p>Credentialing lead will work with Commission of teaching credentialing and/or commission approved programs to collaborate in guiding potential adult educators into a credentialed position.</p>	<p>Best practices and PD needed to achieve SBCAE goals will be available to all SBCAE agencies via shared calendars and sbcae.org website</p> <p>PD team, which includes Disability services, will have established a way to communicate regularly with Steering Committee and Consultation Council in order to have annual PD calendar in SBCAE Annual Plan every July.</p> <p>Collaborate with SBCAE agencies, community partners and other consortia in order to increase SBCAE PD opportunities.</p> <p>Increase credentialing options for potential Adult Educators. SBCAE working with CTC and SBCAE agencies will ease credentialing process, which in turn will increase credentialed adult educators available in Silicon Valley.</p>	<p>Establish coherent, responsive, and organized process to identify, develop and deliver professional development opportunities</p>
Assumptions			External Factors		
<p>Continued program participation between community college, adult schools, and workgroups/community partners. Sustained federal and state funding; Cohesive relationships fostered through organizational climate will promote stronger partnerships and improve work towards strategic goals.</p>			<p>Agency members each have their own primary roles, often in addition to consortium work, which limits capacity to focus on SBCAE work. Data and accountability training/capacity differs across and within institutions.</p>		

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By spring 2020 an application will be submitted to the California Commission on Teacher Credentialing to reinstitute a Designated Subject Adult Education Credential program, designed to recruit, induct and train new adult education teachers.
2. By fall 2021 ten formal MOUs with community partners will be approved, outlining appropriate agreements for reciprocal referrals, co-located services, shared professional development and, when appropriate, shared data.
3. By fall 2021, three new Integrated Educational Training programs, bridging into CTE certificate programs aligned to regional workforce needs, will be created and offered to students.
4. By fall 2022, students at all five adult schools will be able to access childcare/babysitting either on site or referred to a community partner where adult students will be accepted and/or have priority.
5. By the end of the 21-22 school year, participation/enrollment in SBCAE members' adult education programs will increase at least 10% as compared to the 18-19 school year.

2.5 Piloting and Implementation

The implementation of our last Regional Plan was characterized by the formation of project plans, developed by our faculty, counseling/guidance staff, and our Steering Committee. Our consortium structured our annual plan with activities organized in specific areas with goals aligned to the Regional Plan, (e.g. Transition Specialists, ESL, Basic Skills, CTE, AWD, Data and Accountability, immigrant integration). Specific activities were listed in a project workplan for each area, formally reviewed by stakeholder groups and approved by the Steering Committee. Each project workplan assigned persons/a team to oversee the project workplan, evaluate and report on progress. These workplans did outline pilots and suggested prototyping, but not with clear timelines and explicit progress indicators. A yearlong pilot at one of our adult schools explored how more formalized community connections with a select group of community partners might achieve critical outcomes for students beyond the classrooms. In this pilot over 60 students were able to work with a local non-profit organization to obtain health insurance. The new Regional Plan proposes strategies, and indicators of progress, to extend this community connections pilot to other schools, building systems of reciprocal referrals.

The implementation of this new Regional Plan will again be predicated on these annual project area plans, with specific activities, assigned responsibilities, and a regular review of progress. A change from the last few years, as we increase our capacity to collect data and analyze results, will be to include more specific timelines and progress indicators in each project workplan. A further change will be more accountability about our progress, and more effective communication to all our stakeholders about the progress of these projects. We commit that these data on how implementation is progressing will drive decisions about resources, and regular analysis of outcomes will suggest what practices need to be scaled up, and which might need a course change.

Last, an operating principle of our consortium has been student-centered decision making. In the last year we have had two consortium-wide professional development days to introduce, and then deepen, our understanding of human-centered design (HCD). We had a team undergo formal training in HCD, and begin initial prototyping, per the design model. It is our intention to use more of the problem-solving methods of HCD in our Plan's implementation activities. We see HCD prototyping opportunities in several of our strategies: childcare, co-location, short term classes and alternative schedules, our community connection pilots, consistent orientation, assessment/placement protocols.

We are proud of what we've accomplished in the last four years. We look forward to adding more formal procedures of defining effectiveness, collecting and reviewing relevant data, and communicating more successfully about what our programs do for students. Pilots and prototyping will be critical methods to help determine how successful this Plan's implementation will be.

Appendix A: SBCAE Vision: No Wrong Door

Emerging Model – Universal pathways linking Adult Education and Community Colleges *Principles*

“No Wrong Door” - Multiple points of entry to the path to a better career



Appendix B: Community Partner Interviews

Population	Organization
Immigrants/English Learners	San Jose Office of Immigrant Affairs
	SCC Office of Immigrant Relations
	Catholic Charities
	SCC Refugee and Immigrant Forum
	Vision Literacy
	Amigos de Guadalupe (Si Se Puede Collective)
	Grail Family Services (Si Se Puede Collective)
	Gardner Family Health
	Upwardly Global
	Asian Law Alliance
	USCIS
Homeless	Housing and Homeless Concerns Coordinator at County of Santa Clara
	Home First
Reentry	Director of reentry services (county office)
	SCC Juvenile Justice Commission
(Foster) Youth	Opportunity Youth Partnership (OYP)
Employers	S4CA
	Employment Development Center
	Coherent Inc
Family/Parents	SCUSD Parent Resource Center Liaison
	Family Child Education Specialist
	Parent Resource Center Administrative Asst.
	Foster Youth Liaison
Adults w/disabilities	Expendability
	State Council on Developmental Disabilities
	San Andreas Regional Center
	Services for Brain Injury
	Department of Rehabilitation

Workforce	CET
	Work2Future
	EDD (County)
	NOVA
Education	Franklin McKinley
	Alum Rock Elementary School District
	Milpitas Unified SD
Local Government	State Assembly Kansen Chu
	State Senate Ash Kalra
	San Jose City Council Magdelana Carrasco
	San Jose City Council Sergio Jimenez
County Social Services	County Social Services - CalWorks
Libraries	San Jose Public Libraries
	Santa Clara County Library System
	Santa Clara City Library
Other Providers	Escuela Popular, ConXion, San Jose Conservation Corps