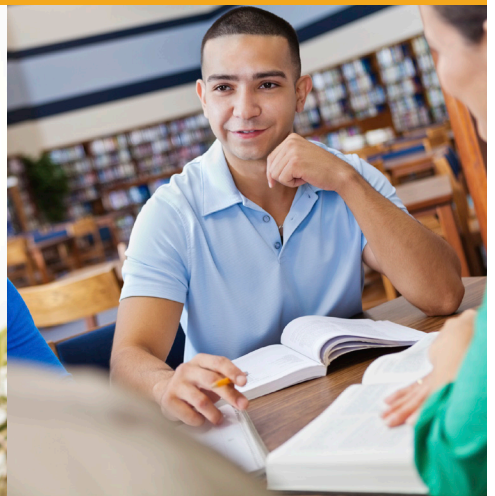


AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS



SEQUIOIAS ADULT EDUCATION CONSORTIUM

Final Report
Submitted March 1, 2015



SEQUIOIAS
ADULT EDUCATION CONSORTIUM

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Executive Summary

The Sequoias Adult Education Consortium (SAEC) was established in the spring of 2014, bringing together Adult Education providers in School Districts and the College of the Sequoias (COS) to develop a Regional Comprehensive Plan to better serve the educational needs of adults in our region. SAEC covers parts of Tulare and Kings Counties. Its membership is made up of the COS and the ten School Districts within the geographic boundaries of the Community College District. The members are as follows:

- Alpaugh Unified School District
- College of the Sequoias
- Corcoran Joint Unified School District
- Cutler-Orosi Joint Unified School District
- Exeter Unified School District
- Farmersville Unified School District
- Hanford Joint Union School District
- Lindsay Unified School District
- Tulare Joint Union High School District
- Visalia Unified School District
- Woodlake Unified School District

Additionally, SAEC includes partner organizations representing local community agencies and community based organizations.

SAEC members serve a total of 11,065 students in four Program Areas of Adult Basic and Secondary Education (ABE/ASE), High School Diploma/High School Equivalency (HSD/HSE), English as a Second Language (ESL), and Classes and Courses for Immigrants, Adults with Disabilities, and Career and Technical (CTE). A further 1,608 students are served by the SAEC's partner organizations. There are no registered apprenticeship programs in the region and only one pre-apprenticeship program offered by a partner organization.

SAEC region covers parts of Tulare and Kings Counties and is located in the Central Valley with a rural, agriculturally-based economy. The Central Valley has been called "the Appalachia of the West"¹ with similar poverty, educational, and employment challenges to the region in the east. The regional economy, being primarily agricultural, is sustained by a large number of low wage jobs engaged by immigrant and migrant worker populations as well as a poorly-educated native population. Historically, the region has high-unemployment rates, low educational-attainment rates, higher than average high school dropout rates, and a large immigrant population, all of which contributes to a great need for Adult Education.

¹ (The Economist, 2010)

The gaps identified during the planning process include:

- Training Programs: Short-term CTE and Apprenticeship Programs
- Deficiency of Technical or Computer Skills
- Sharing of Information and Resources
- Students' Access to Programs
- The Lack of Classes at Varying Times and Locations

Through the planning process, SAEC developed strategies to address these gaps as well as ways to establish and improve student transitions to reach academic and career goals, improve student acceleration, develop professional development, and leverage partner resources. These strategies were developed by Objective and Program Area Sub-Groups comprised of faculty, teachers, administrators, counselors, and representatives from partner organizations. Additionally, SAEC held a regional summit inviting all faculty, staff, and interested representatives from member and partner organizations to attend. The SAEC Regional Summit had excellent participation and garnered valuable feedback on the strategies developed during the planning process.

Below is a summary of the strategies identified, the cost to implement these strategies, and an estimated implementation timeline. In developing these strategies and cost estimates, the SAEC assumed at least Maintenance of Effort (MOE) of current funding levels for the next three years for participating K-12 Districts. The costs below outline the funding needed for the next three years to implement strategies detailed in this plan. The plan closes educational service gaps and restores, in part, requisite support to improve the economic forecast of the region. The continuation of the MOE for the region provides educational and economic reconciliation to a region whose educational landscape has been withered by a drought of educational inopportunities for too long. The assumed MOE would allow continuation of current programs (described in Objective 1:).

	Year 1	Year 2	Year 3
Total Adult Education Funds Needed for SAEC for MOE and Strategies:	\$11,739,691.97	\$12,298,539.12	\$12,547,968.72

Expenditures by District Based on Current Levels	13-14 Adult Ed Expenditures in 5 Program Areas	MOE Year 1	MOE Year 2 (year 1 plus 3% Cost Increase)	MOE Year 3 (year 2 plus 3% Cost Increase)
College of the Sequoias (COS)	\$1,285,475.55	\$1,285,475.55	\$1,324,039.82	\$1,363,761.01
Visalia Adult School	\$3,707,553.00	\$3,707,553.00	\$3,818,779.59	\$3,933,342.98
Tulare Adult School	\$2,772,751.00	\$2,772,751.00	\$2,855,933.53	\$2,941,611.54
Hanford Adult School	\$246,817.00	\$246,817.00	\$254,221.51	\$261,848.16
Cutler-Orosi Adult School	\$239,983.00	\$239,983.00	\$247,182.49	\$254,597.96
Corcoran Adult School	\$207,925.42	\$207,925.42	\$214,163.18	\$220,588.08
Total	\$8,460,504.97	\$8,460,504.97	\$8,714,320.12	\$8,975,749.72
Strategy from Plan		Year 1	Year 2	Year 3

Regional Integrated Service Delivery System (RISDS): A regional system to coordinate and integrate adult education and pathways between the 10 member School Districts and the Community College. Includes staffing.	\$860,629.00	\$951,019.00	\$951,019.00
Career Pathways mapping tool complete build out and maintenance	\$45,425.00	\$5,000.00	\$5,000.00
Translation of Assessments	\$6,708.00	\$0.00	\$0.00
CTE Basic Skills Preparation	\$8,276.00	\$12,000.00	TBD
Expanded COS Tours for ESL and ABE Students	\$3,000.00	\$3,000.00	\$3,000.00
400 Level Non-Credit Courses for Adult Basic Ed Courses include Assessment Prep Class and Career Develop Preparation Certificates	\$2,000.00	\$4,000.00	\$4,000.00
Add Counselors for Adult Schools that don't currently have one: Hanford Adult School	\$0.00	\$62,522.00	\$62,522.00
Expanded Counselors specific to ESL Students at COS	\$0.00	\$100,000.00	\$100,000.00
Multi-Lingual Learner Section of English 360 and 251 taught by ESL Instructors designed for English Language Learners	\$0.00	\$0.00	\$0.00
Standing Program Area Committees that are made up of teachers, faculty and administrators, organized by Consortium Staff	\$9,000.00	\$9,000.00	\$9,000.00
Outreach to employers to education them on hiring Adults with Disabilities.	\$0.00	\$0.00	\$0.00
Update Occupational Work Skills Curriculum for Adults with Disabilities Program	\$3,000.00	\$0.00	\$0.00
Offer Additional Basic Skills, High School Diploma, High School Equivalency Test Prep, ESL, Classes and Courses for Immigrants, and Jail Education Courses to expand offerings at current locations and 4 additional Districts that currently offer no Adult Ed (Serve an additional 2,185 students)	\$2,015,822.00	\$2,015,822.00	\$2,015,822.00
Embed computer skills into in all Program Area 1 and 2 courses using International Society for Technology in Education (ISTE) standards	\$35,000.00	\$0.00	\$0.00
Pre-Apprenticeship Courses (leveraged resources)	\$0.00	\$0.00	\$0.00
Work-Based-Learning Opportunities for CTE Courses (leveraged resources)	\$0.00	\$0.00	\$0.00
Driver's License Preparation Course for Immigrants (20 hour class)	\$8,000.00	\$8,000.00	\$8,000.00
Compressed Basic Skills Courses (English and Math)	\$16,552.00	\$155,492.00	\$155,492.00
Open Entry Skills Primer	\$16,552.00	\$155,492.00	\$155,492.00
Supportive Services (Childcare and transportation assistance)	\$42,000.00	\$42,000.00	\$42,000.00
VESL Classes	\$8,726.00	TBD	TBD
Learning Communities	\$60,400.00	\$60,872.00	\$60,872.00
Articulation Agreements for Math and English 360	\$0.00	\$0.00	\$0.00
Teacher and Faculty Training for how to recognize and make accommodations for Adults with Disabilities.	\$0.00	\$15,608.00	\$0.00
Total Cost Estimate to Implement all Strategies	\$3,141,090.00	\$3,584,219.00	\$3,572,219.00

Introduction

The Sequoias Adult Education Consortium (SAEC) was established in the fall of 2013, bringing together Adult Education providers in School Districts and the College of the Sequoias (COS) to develop a Regional Comprehensive Plan to better serve the educational needs of adults in our region. SAEC covers parts of Tulare and Kings Counties. Its membership is made up of COS and the ten School Districts within the geographic boundaries of the Community College District. Additionally, SAEC includes partner organizations representing local community agencies and community based organizations. The members are as follows:

- Alpaugh Unified School District
- College of the Sequoias
- Corcoran Joint Unified School District
- Cutler-Orosi Joint Unified School District
- Exeter Unified School District
- Farmersville Unified School District
- Hanford Joint Union School District
- Lindsay Unified School District
- Tulare Joint Union High School District
- Visalia Unified School District
- Woodlake Unified School District

Current partners include the following organizations:

- ABLE Industries
- CSET
- Kings County JTO (LWIB)
- Kings County Rehabilitation
- Tulare County Library
- Porterville Unified School District
- Proteus
- Kings County Sheriff's Department
- Workforce Investment Board of Tulare County (WIB)

The mission of the SAEC is to facilitate the alignment and collaboration of Adult Education in the region. The Regional Plan will focus on the following 5 Program Areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
- Classes and Courses for Immigrants eligible for education services in citizenship and English as a Second Language and workforce preparation classes in basic skills
- Education programs for Adults with Disabilities
- Short-term career technical education programs with high employment potential

- Programs for apprentices

The SAEC Regional Planning process will focus on seven Objectives:

1. An evaluation of current level and types of Adult Education programs within its region
2. An evaluation of current needs for Adult Education programs within its region
3. Plans to integrate their existing programs and create seamless transitions into postsecondary education or the workforce
4. Plans to address the gaps identified
5. Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals
6. Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes
7. Plans to leverage existing regional structures

A Regional Vision for Collaborating

SAEC's mission is to facilitate the alignment and collaboration for Adult Education in our region. SAEC's vision statement is as follows:

An efficient, coordinated regional system that bridges gaps, provides seamless student transitions, and utilizes all of the assets of our area to meet the needs of both our workforce and industry by providing accessible, responsive training administered by a well-trained team of personnel (including faculty, teachers, and support staff) while also providing supports to adult learners and opportunities to accelerate students toward their educational and career goals.

SAEC members are committed to the continuation of the organization in order to implement the planned strategies.

As it stands now, organizations in the SAEC region work well together. The region has a great need for Adult Education and is without enough resources, so collaboration is essential. While many SAEC members and partners have worked together in the past or are even currently collaborating on projects, there is not a coordinated system. This is what SAEC would like its role to be. The SAEC planning process is focusing on developing ways to coordinate this collaboration throughout the community instead of in pockets.

Objective 3 is the cornerstone strategy for SAEC. By establishing SAEC as a Regional Integrated Service Delivery System (RISDS), this strategy takes the current collaborative spirit of SAEC a step further by formalizing the partnerships and investing in a coordinated approach to Adult Education throughout the region. The RISDS will coordinate assessments, educational and career pathways, and supportive services between member and partner organizations in order to create a one-stop for Adult Education for all students. It will facilitate seamless transitions and help students accelerate toward their goals by combining the strengths of the various organizations in the community whose mission is to help adults meet their educational and career

ambitions. Additionally, the system will conduct outreach to the community to ensure adult students are aware of and can access the many resources available to them.

SAEC Structure and Planning Process

The governing structure of SAEC includes a Board that is made up of the School District superintendents and the Community College president. The Board meets monthly. Additionally, a Task Force was established by the Board Members and is made up of representatives from many of the member School Districts nominated by the SAEC Board to oversee the detailed planning process. The Task Force participates on weekly calls in addition to monthly face-to-face meetings. Each Task Force Member is an Objective Champion and leads the Objective Sub-Groups. Objective Sub-Groups focus on Objectives 3-7 and includes representatives from member School Districts including faculty, counselors and administrators as well as representatives from partner organizations. The Objective Sub-Groups hold regular meetings and are tasked with developing recommendations for the Regional Plan relating to their assigned Objective. Additionally, Program Area Sub-Groups made up of teacher, faculty, and partners representing the Program Areas were established to further develop Program Area strategies and to begin the educational and career pathway mapping process.

As part of the planning process, the SAEC hosted a regional summit on October 3rd, 2014, attended by 120 faculty, teachers, counselors, superintendents, administrative staff, and partner organizations. The purpose of the SAEC Regional Summit was to inform those responsible for providing Adult Educational services about AB86 and the regional planning process. At the event, information was shared about the statewide efforts, an overview of the SAEC and the planning efforts, the data gathered for Objectives 1 and 2, an overview of the Adult Education system in the region (both K12 and CC) and a detailed look at the strategies developed to date. At the summit, attendees participated in three breakout sessions: two focused on Objectives and one for Program Area peer-to-peer sharing. During the Objective breakout sessions, the strategies developed by the Objective Sub-Groups for Objectives 3, 4, 5, and 6 were shared and feedback was solicited (attendees chose two objective sessions to attend). During the peer-to-peer networking session, attendees met with colleagues in their Program Area specialty to have a facilitated conversation. These included sessions for Program Areas 1-4 (there is only one organization in our region that offers apprenticeships so that was left out for this discussion) as well as a session for counselors.

Implementation of the Plan

For the regional planning strategies, SAEC has determined a need for a three year implementation process. The first year will largely be for implementation design with the second two years being a phasing in of the strategies. The highest priority strategy is the Regional Integrated Services Delivery System (RISDS). RISDS will be the focal point from which the other strategies will be possible. It will be essential to take time and care to create a well-planned and developed system. The establishment of this system will require a comprehensive process to establish the system. SAEC will work through a prescribed organizational development process with member and partner organizations that serve the five Program Areas and will include the following tasks:

- Establish buy-in/develop operational Memorandum of Understanding (MOU)
- Identify goals/objectives/scorecard and metrics based on the five Program Areas
- Facilitate the five Program Areas in identifying the current state using process mapping for serving customers.
- Facilitate the five Program Areas in leaning out the current state and designing an ideal state
- Create a staffing plan for the Consortium based on the ideal state for serving customers
- Develop a public facing brand that resonates with the customers for the five Program Areas.
- Move planning documents to an Intranet for SAEC's use, and expand the current website into a public facing outreach tool with key messaging for the customer market segments.
- Complete the Career Pathways Tool for the public facing website.
- Create a communications and outreach plan for each market segment.
- Identify professional development planning and training for faculty and staff of member and partner organizations to create cultural and organizational responsiveness based on the ideal state.
- Train faculty and staff of member and partner organizations in technology tools.

RISDS will serve as a carefully built foundation from which the other strategies described in this document will grow.

A Note on the Planning Strategy and Maintenance of Effort (MOE)

Throughout the planning process, SAEC has made the assumption that during the three year implementation period, there will be a continued MOE for Adult Education funding. The assumption has been made that the adult school programs currently running will be funded to ensure the maintenance of current programs for the next three years. Costs outlined in this plan are for supplemental strategies developed as part of the regional planning process and are meant to be in addition to current funding levels. As described in the Governor's Budget, the MOE funding will be guaranteed for the 2015-2016 school year; however, subsequent years are less clear. It is essential that current levels of funding are continued at adult schools in order to continue providing needed services for adults in the region. SAEC encourages Member Districts to include the MOE in their Local Control Funding Formulas (LCFF) and articulate the same in their (Local Control Accountability Plans (LCAP) . The 2015-2016 Adult Education Block Grant will, in part, provide funding to Member Districts for this purpose. The 2015-2016 Adult Education Block Grant will also provide funding to begin SAEC Plan implementation that is beyond the scope of the MOE funding.

Communications Strategy

SAEC has developed a website, www.sequoiasadulthood.com, to facilitate communication with regional stakeholders. Additionally, SAEC uses Constant Contact to manage

listservs and send out communications. The SAEC Board, Task Force, and Objective Sub-Groups use Google Drive to share information and a Google site has been created for each of the Objective Sub-Groups to facilitate collaboration.

Moving forward, as part of the planning process, a long-term communications and outreach strategy will be developed. This strategy will include plans for the region to continue communication between members and partners as well as with the community to publicize the services available so that adults in need can take advantage of the changes SAEC will be making.



Figure 1: www.sequoiasadulthood.com

An Overview of the SAEC Members

Alpaugh USD

Alpaugh Unified School District serves the town of Alpaugh, a small, rural farming community in the far south of Tulare County. Its population is 1,097 with the total average daily attendance in the District for grades K-12 at 308 students. The District includes an elementary school, a junior high school, and a high school. The District currently does not offer Adult Education programs; however, as part of this Regional Plan, the District has expressed interest in offering courses for adults for Program Areas 1 and 2.

College of the Sequoias

Located in the heart of the San Joaquin Valley in Central California, Sequoias Community College District (COS) rests at the foot of the Sierra Nevada mountain range. Founded in 1926, COS serves the residents of Tulare and Kings Counties as a center for higher education and vocational training. COS is a single-college district that encompasses 2,893 square miles, with 80% of the District's geographic boundaries in Tulare County, 19% in Kings County, and 1% in Fresno County. The District includes three campus locations: Tulare, Hanford, and Visalia.

COS offers a variety of transfer, degree, CTE, community, and contract education programs that may culminate in one of 67 Associate's Degree programs, 38 Certificates of Achievement programs (requiring 18 units or more), and 35 Skills Certificate programs (requiring 17.5 units or less). These programs articulate with both CSU and UC systems.

The Visalia campus offers a comprehensive array of liberal arts and science offerings on-campus and online courses that fulfill transfer requirements and/or lead to Associate's Degrees and Certificates in a variety of majors. CTE programs that are

headquartered in Visalia include Nursing and Allied Health, Business, and Consumer Family Studies.

The Hanford Educational Center offers basic skills and general education courses in addition to its signature Career Technical Education program: the Tulare/Kings Regional

Public Safety Training Center. The Tulare/Kings Regional Public Safety Training Center offers the Commission on Peace Officer Standard and Training Basic Police Academy Certificate, the fire course associated with the Associate of Science Fire Program, a firefighter academy, and advanced officer training for peace officers and firefighters.

The Tulare College Center offers basic skills and general education courses in addition to a number of signature Career Technical Education programs related to agriculture. The facility currently includes over 90,000 square feet of classrooms, laboratory space with a 12,000 square foot welding and construction shop, and extensive equine, livestock, farm, and horticulture facilities. These laboratories provide students with unique opportunities for hands-on experience related to their chosen agricultural program.

Corcoran Unified School District

The Corcoran Joint Unified School District is currently serving over 3,400 students during the 2014-2015 school year. The District has three elementary schools, one middle school, one high school, and Kings Lake Education Center.

Corcoran Adult School is housed on the Kings Lake Education Center campus with 90 adult students currently enrolled. Attendance for the Adult School through the 2014-2015 school year will be approximately 130 students. Students are now enrolled in the following programs: HSD (day and night), ESL, and Citizenship.

Cutler-Orosi Joint Unified School District

The towns of Cutler and Orosi are located in the northern, rural, unincorporated area of Tulare County, in California's fertile San Joaquin Valley. Agriculture is the primary industry, with over 50% of families working in agriculture-related jobs in the fields or packing houses. Given that many community members are recent immigrants, language and other factors affect the extent to which they are able to access social services. Adult Education services are very limited in the community and surrounding area.

The Cutler-Orosi Joint Unified School District (COJUSD) consists of three elementary schools, one middle school, one high school, one continuation school, one independent study high school and one adult school. COJUSD served over 4,000 students K-Adult in 2013-14. The Cutler-Orosi Adult School served 286 students in the following Program Areas: ABE, ASE, and ESL

Exeter Unified School District

Exeter is a small, rural community located in the eastern part of Tulare County with a population of 10,334. The District includes two elementary schools, a middle school, a high school, and a continuation high school with a total student population of 1,101 students. Exeter USD currently does not offer Adult Education, but as part of this plan, the District would like to add adult courses in Program Areas 1 and 2.

Farmersville Unified School District

Farmersville is a small rural K-12 school district serving 2,600 students. Farmersville does not currently offer any Adult Education courses. Initially, the District expressed an interest in participating in SAEC and attended a couple of meetings. A new superintendent began work in Fall 2014. SAEC leadership has reached out to invite the

new superintendent to their meetings. Efforts will continue to include this small rural school district in SAEC.

Hanford Joint Unified School District

Hanford Adult School (HAS) is located in the city of Hanford. With a population 54,324 and a metro area with fewer than 151,364, Hanford is the county seat of Kings County. Students come to HAS from Hanford and surrounding communities including Armona, Lemoore, Goshen, Kingsburg, Visalia, Tulare, Corcoran, Selma, Bakersfield, Riverdale, Avenal, Coalinga, Laton, and Hardwick.

HAS is an integral part of the growing Hanford community. The student population represents the ethnic diversity of the community. Students range in age from 18-75 and represent a wide variety of cultural backgrounds and educational needs with its newest coming from Yemen, Afghanistan, and Africa. The Hanford Adult School has been providing services to the community since 1930. Hanford Adult School served 635 students in the 2013-2014 school year in the following areas: ABE, ASE, GED Preparatory classes, ESL, and CTE (Certified Nursing Aid, Phlebotomy, Medical Assistant, Veterinary Tech, and Welding).

Lindsay Unified School District

Lindsay Unified School District is located in small, rural town of Lindsay on the eastern side of Tulare County at the edge of the Sierra foothills with a population of 11,768. The District includes three elementary schools, a middle school, a high school, continuation school, and an independent study charter school. The District has an average daily attendance of 4,151 students for grades K-12. Lindsay does not have an Adult Education program; however, as part of the Regional Plan, it intends to offer Adult Education courses in Program Areas 1 and 2.

Tulare Joint Union High School District

The Tulare Joint Union High School District (TJUHSD) is the largest high school district in Tulare County, serving over 10,000 students in grades 9-Adult. The District is comprised of three comprehensive high school campuses, two alternative schools, an independent study charter high school, a separate farm and dairy facility that serve 900 students, and an adult school with four separate sites. The District covers more than 450 square miles, including the city of Tulare and outlying elementary districts, and the unincorporated communities of Tulare County including the towns of Tipton, Pixley, Waukena, and small portions of Kings County.

The Tulare Adult School is the second largest adult school in Kings and Tulare Counties, having provided services to the community and region since 1928. In addition to the main campus that houses academic programs as well as administration, the Tulare Adult School operates a 22,000 square foot vocational facility as well as a welding shop and three classrooms in the town of Pixley. The Adult School served just fewer than 1,989 students during the 2013-2014 school year in the following Program Areas: ABE, ASE, ESL, and CTE (Business and Computer Education, Culinary Arts, Nursing, Medical Office, Medical Billing and Coding, Phlebotomy, and Welding)

Visalia Unified School District

The Visalia Unified School District (VUSD) is the largest school district in Tulare County, serving over 28,000 students K-Adult. VUSD is a growing community with 25

elementary schools, four middle schools, five high schools, one continuation school, one independent study high school, and five alternative schools including one adult school. The District attendance area serves a diverse student population of 214 square miles including not only the city of Visalia but the rural, unincorporated communities of Goshen and Ivanhoe.

The Visalia Adult School is the largest adult school in Tulare County, having provided services to the community since 1947. In addition to the main campus, the school currently provides programs at four elementary schools, four community-based organizations, and county jail education facilities. Visalia Adult School served 3,719 students during the 2013-2014 school year in the following Program Areas: ABE, ASE, ESL, CTE (Nursing, Medical Office, Business and Computer Education, Welding), and Adults with Disabilities

Jail Education

The Tulare County Sheriff's Department (TCSD) contracts with Visalia Adult School to provide educational services at three county jail facilities. The courses offered to inmates are short-term courses focused on GED/High School Equivalency, Digital Literacy, and Job and Life Skills.

The TCSD has indicated their interest in participating as a Partner in the SAEC. A representative attended the SAEC Summit in October, 2014. Continued collaborative work with TCSD will identify Jail Education program needs and/or gaps in service.

Woodlake Unified School District

The Woodlake Unified School District (WUSD) is a small, rural school district in the eastern portion of Tulare County, serving nearly 2,300 students pre-K-12. The WUSD is comprised of one pre-school, two elementary schools, one middle school (grades 6-8), one comprehensive high school, one continuation high school, one community day school (grades 7-12), and one independent study school (grades 9-12). The District serves a diverse student population, the bulk of which come from the city of Woodlake (population 7,700) but also serves the high school students from the communities of Seville and Three Rivers.

Presently, WUSD does not have an active adult school; however, until recently, Woodlake Adult School was part of the Woodlake Educational Options Program under the WUSD banner. Woodlake stopped serving adults in the fall of 2012. At one time the Woodlake Adult School served adults at its Bravo Lake High School facility with ABE, ASE, and ESL classes.

Demographic Profile

The SAEC region covers parts of Tulare and Kings Counties. The region is located in the Central Valley and is a rural, agricultural-based economy. The Central Valley has been called “the Appalachia of the West”² with similar poverty, educational, and employment challenges to the region in the east. The regional economy, being primarily agricultural, is sustained by large number of low wage jobs engaged by immigrant and

² (The Economist, 2010)

migrant worker populations as well as a poorly educated native population. Historically, the region has high-unemployment rates, low educational attainment rates, higher than average high school dropout rates, and a large immigrant population which contribute to a great need for Adult Education.

Challenges are furthered by environmental issues such as poor air quality and lack of water that affect the economy. Hanford and Visalia, two cities located in the SAEC region are regularly ranked in the top five most polluted cities for air quality by the American Lung Association³. A report by the UC Davis Center for Watershed Sciences estimates a decrease of \$810M in crop revenues in California in 2014 due to the current drought. Of this loss, 46% is estimated to occur in the Tulare Lake Basin which covers much of Kings, Tulare, Fresno and Kern Counties, and 26% of the loss is estimated for the San Joaquin Valley covering the region north to Sacramento. For California, the total economic impact is estimated to be a loss of \$2.2B (78% of which is expected to occur in the Central Valley) and a loss of 17,000 jobs⁴.

The demographic profile of the region includes all of Tulare and Kings Counties. Many students, particularly those attending COS, come from parts of the counties beyond the COS geographic boundary. Therefore, the entire two-county region is included for an accurate demographic profile and analysis.

Table 1 displays the income of families and people with percentages that were below the poverty line for 12 months with the data for Kings and Tulare Counties higher than that for all of California in all groupings. In particular, there were nearly twice as many Tulare County families whose earnings were below the poverty line as compared to all of California's families.

Table 1: Percentage of Families and People Whose Income in the Past 12 Months is Below Poverty Level (American Community Survey, 2012)

	Kings	Tulare	California
All families	17.3%	25.6%	12.9%
With related children under 18 years	23.8%	35.4%	19.3%
Individuals 18 and Over	17.3%	25.1%	15.3%

Table 2 compares the unemployment rate for Kings and Tulare County and California for 2013, with the County data over five percentage points higher than that of the State's.

Table 2: 2013 Annualized Unemployment Rate (California Employment Development Department, 2013)

	Kings	Tulare	California
2013 Annualized Unemployment Rate	13.5%	14%	8.9%

³ (American Lung Association: stateoftheair.org , 2013)

⁴ (UC Davis Center for Watershed Sciences, 2014)

The following figures display the proportional composition of the population by age and by race.

Figure 2: Age (2013)⁵

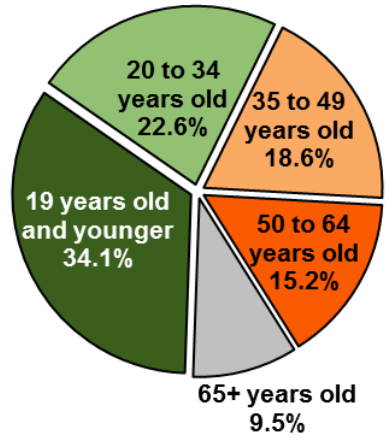
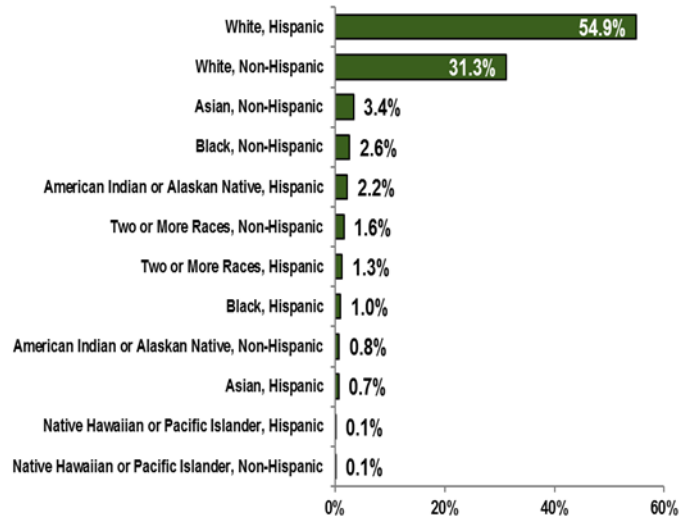
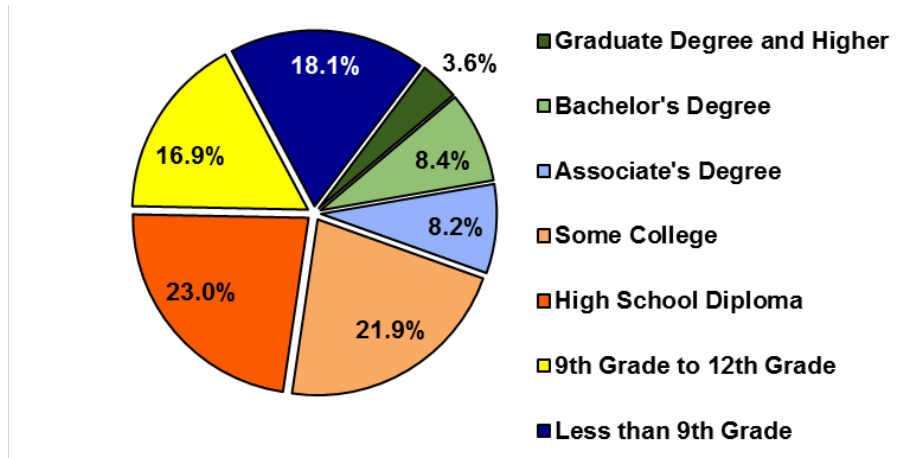


Figure 3: Race (2013)



The following figure displays the educational attainment of the population in Tulare and Kings Counties. Twenty percent of the population has an Associate's Degree or higher, while 45 percent has a High School Diploma or Some College.

Figure 4: Educational Attainment (2014)⁶



⁵ EMSI QCEW & non-QCEW, 2014.2

⁶ EMSI QCEW & non-QCEW, 2014.2

The data in Table 3 shows that the high school dropout rates in Kings and Tulare County was higher than that of the California's. This in combination with low educational attainment in Kings and Tulare County may be tied to literacy rates in the region that are also lower than the State's, as depicted in both Figure and Table 4.

Table 3: High School Dropout Rate for Cohort Starting High School in 2008 (KidsData.org, 2013)

	Kings	Tulare	California
2013 % Dropout Rate for Cohort Starting High School in 2008	17.9%	14.9%	13.1%

Table 4: Adult Literacy - Percent of Adults Lacking Basic Prose Literacy Skills (National Center for Educational Statistics, 2003)

	Kings	Tulare	California
Percent Lacking Basic Prose Literacy Skills	26%	32%	23%

Of the population 5 years and older in Kings and Tulare Counties, the percentage of people who speak only English at home is 53 percent and the percentage of people who speak English less than "very well" is 21.5 percent. In the two county area, 24 percent of the population is foreign born, which is slightly lower than the total state population of 29 percent; however, the foreign born population in the region is less likely to speak English very well⁷. In the region, 85 percent of the foreign born population speaks English less than very well, compared with 58 percent of the total state's immigrant population⁸.

Table 5: Language Spoken at Home (2012 five year estimates)

Percent Language Spoken at Home	
English Only (American Community Survey, 2012)	53.20%
Speak English less than "very well"	21.50%

Table 6: Immigrant Population and English Speaking Ability (American Community Survey, 2012)

	Tulare and Kings Counties	California
Percent Foreign Born of Total 2-County Population	24%	29%
Percent of Foreign Born Who Speak English Less than Very Well	85%	58%

Economic Profile

In order to gain an understanding of the regional economy, SAEC looked at a four-county (Tulare, Kings, Fresno, and Kern) and a two-county (Tulare and Kings) region. This is because many businesses have employees who live in the adjacent counties just as many workers who live in the SAEC region seek work in the adjacent counties.

In 2013, there were approximately 854,082 jobs in the four-county region. In comparison, Tulare and Kings Counties' economy represents approximately 23 percent (193,122 jobs) of all jobs in the four-county region. Comparing the two regions, manufacturing figures more prominently as a percentage of total jobs for Tulare and

⁷ (American Community Survey, 2012)

⁸ (American Community Survey, 2012)

Kings Counties, although it only represents 31 percent of all manufacturing jobs for the four-county region.

The largest industries in the four-county region, by number of employees, include the following⁹:

- **Government** (175,230 jobs in 2013, or 20.5% of all regional employment), for which Education and Hospitals (Local Government) (78,623 jobs in 2013) and Local Government, Excluding Education and Hospitals (39,813 jobs in 2013) make up the majority of total employment in the broader industry. The industry had 2,695 establishments in 2013.
- **Agriculture, Forestry, Fishing and Hunting** (149,556 jobs in 2013, or 17.5% of all regional employment), for which Support Activities for Agriculture and Forestry (94,699 jobs in 2013) and Crop Production (42,888 jobs in 2013) are responsible for the majority of employment within the broader industry. The industry had 4,009 establishments in 2013.
- **Retail Trade** (81,857 jobs in 2013, or 9.6% of all regional employment), for which General Merchandise Stores (18,907 jobs in 2013), Food and Beverage Stores (16,849 jobs in 2013), and Motor Vehicle and Parts Dealers (10,390 jobs in 2013) account for the majority of total jobs in the broader industry. The industry had 5,226 establishments in 2013.
- **Health Care and Social Assistance** (78,775 jobs in 2013, or 9.2% of all regional employment), for which Ambulatory Health Care Services (31,910 jobs in 2013) and Private Hospitals (19,732 jobs in 2013) were responsible for the majority of jobs in the broader industry. The industry had 12,729 establishments in 2013.
- **Accommodation and Food Services** (55,965 jobs in 2013, or 6.6% of all regional employment), for which Food Services and Drinking Places (51,498 jobs in 2013) represented the majority of employment in the broader industry. The industry had 3,222 establishments in 2013.
- **Manufacturing** (52,307 jobs in 2013, or 6.1% of all regional employment), for which Food Manufacturing (27,940 jobs in 2013) was responsible for the majority of jobs in the broader industry. The industry had 1,315 establishments in 2013.

⁹ Statistics from this section were pulled from EMSI (EMSI QCEW & non-QCEW, 2014.2, 2014)

Overall Occupational Profile

Farmworkers and Laborers, Crop, Nursery, and Greenhouse account for 17 percent of all annual job openings in the four-county region (39,282) and the largest number of total jobs (106,680 jobs in 2013).

Table 7: Top 15 Occupations by Annual Openings in the Four County Region (2013)

Occupation	2013 Jobs	Annual Openings	Median Hourly Earnings	Education Level
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	103,680	39,282	\$ 8.83	Short-term on-the-job training
Cashiers	20,756	6,532	\$ 9.45	Short-term on-the-job training
Retail Salespersons	18,945	5,683	\$ 9.97	Short-term on-the-job training
Combined Food Preparation and Serving Workers, Including Fast Food	17,787	5,631	\$ 9.00	Short-term on-the-job training
Laborers and Freight, Stock, and Material Movers, Hand	14,840	4,225	\$ 10.91	Short-term on-the-job training
Heavy and Tractor-Trailer Truck Drivers	13,436	3,242	\$ 17.72	Short-term on-the-job training
Waiters and Waitresses	9,183	3,222	\$ 8.86	Short-term on-the-job training
Office Clerks, General	15,889	3,144	\$ 13.34	Short-term on-the-job training
Stock Clerks and Order Fillers	11,019	2,742	\$ 9.92	Short-term on-the-job training
Childcare Workers	6,078	2,556	\$ 10.25	Short-term on-the-job training
Registered Nurses	11,972	2,555	\$ 37.89	Bachelor's degree
Maids and Housekeeping Cleaners	6,207	2,459	\$ 9.04	Short-term on-the-job training
Packers and Packers, Hand	8,269	2,402	\$ 9.06	Short-term on-the-job training
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	11,161	2,103	\$ 11.00	Short-term on-the-job training
Security Guards	5,812	2,041	\$ 9.64	Short-term on-the-job training

Two occupations that are among the top 15 occupations by annual openings in Tulare and Kings Counties that are not included in the above list are:

- **Correctional Officers and Jailers** – 2,397 total jobs in 2013 with 83 annual openings
- **Elementary School Teachers** – 2,502 total jobs in 2013 with 83 annual openings

Tables 8 and 9 below illustrate the changes in Tier employment for the four-county region (Table 8) and California (Table 9).

Table 8: Change in Tier Employment for the Four County Region from 2007 to 2013¹⁰

4 County Region	% of all Occupations		
	Tier 1	Tier 2	Tier 3
2007	10.8%	40.6%	40.9%
2013	10.9%	39.5%	42.0%
Change	0.1%	-1.1%	1.1%
<ul style="list-style-type: none"> • Total Tier 1 employment has increased by 145 jobs from 2007 to 2013. • Total Tier 2 employment has decreased by 12,174 jobs from 2007 to 2013. • Total Tier 3 employment has increased by 6,805 jobs from 2007 to 2013. 			

Table 9: Change in Tier Employment for California from 2007 to 2013¹¹

California	% of all Occupations		
	Tier 1	Tier 2	Tier 3
2007	15.5%	42.1%	33.0%
2013	15.9%	40.2%	34.1%
Change	0.4%	-1.9%	1.1%
<ul style="list-style-type: none"> • Total Tier 1 employment has increased by 9,065 jobs from 2007 to 2013. • Total Tier 2 employment has decreased by 420,512 jobs from 2007 to 2013. • Total Tier 3 employment has increased by 71,866 jobs from 2007 to 2013. 			

The Tiers are ways to categorize employment by wage and skill. Tier 1 are the highest-paying, highest skilled occupations, such as managers (Chief Executives, Financial Managers, and Sales Managers), professional positions (Lawyers, Accountants, and Physicians) and highly-skilled technical occupations, such as Scientists, Computer Programmers, and Engineers. Tier 2 are middle-wage, middle skill occupations - includes sales positions (Sales Representatives), teachers, and librarians, office and administrative positions (Accounting Clerks and Secretaries), and manufacturing, operations, and production positions (Assemblers, Electricians, and Machinists). Tier 3 represent lower-skilled service positions with lower wages that require little formal training and/or education - includes protective services (Security Guards), food service and retail positions (Waiters, Cooks, and Cashiers), building and grounds cleaning positions (Janitors), and personal care positions (Home Health Aides and Child Care Workers).

Tulare, Kings, Fresno, and Kern Counties have seen increased proportions of Tier 1 and Tier 3 employed workers, while the proportion of Tier 2 jobs has decreased by over one percent (-1.1%) from 2007 to 2013. The civilian labor force participation rate for the four-county region has increased slightly from 2007 to 2013 (60.1% to 60.3%), but unemployment is at 13.9 percent.¹²

Similar to Tulare, Kings, Fresno, and Kern Counties, California has also seen increased proportions of Tier 1 and Tier 3 employed workers, while the proportion of Tier 2 jobs has decreased by 1.9 percent from 2007 to 2013.

¹⁰ Tier definitions typically capture only about 90 percent of all occupations, as other occupations are difficult to place in Tier levels.

¹¹ Tier definitions typically capture only about 90 percent of all occupations, as other occupations are difficult to place in Tier levels.

¹² California Economic Development Department (EDD) March 2014.

Objective 1:

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, non-credit, and enhanced non-credit adult education coursework; and programs funded through Title II of the Federal Workforce Investment Act, known as the Adult Education and Family Literacy Act.

Summary

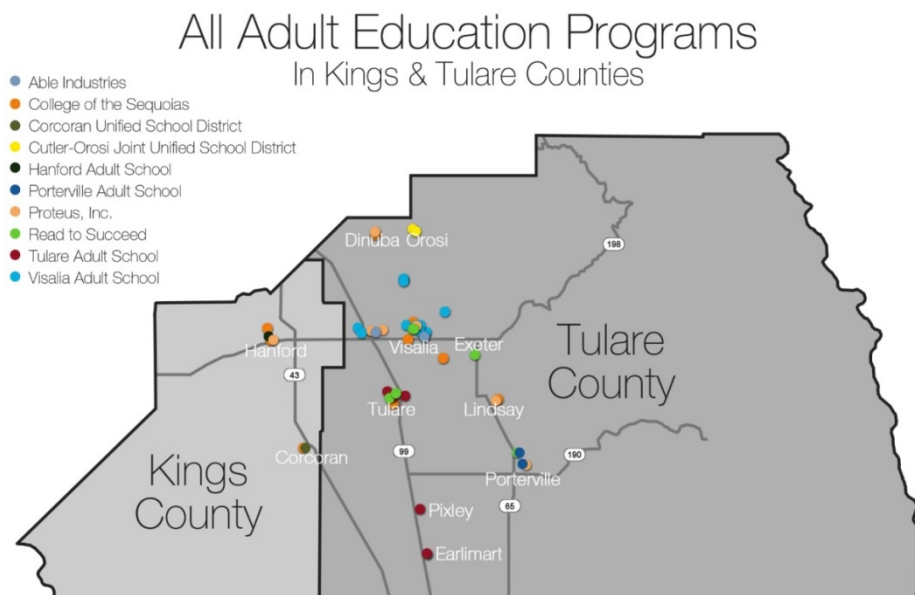
The SAEC members offer educational services in elementary, basic and secondary skills; Classes and Courses for Immigrants; short-term CTE; and Adults with Disabilities. No courses are offered in apprenticeship by members as there are no DAS (Division of Apprentice Standards) apprenticeship programs available in the region. The total operational cost for SAEC members was \$8,460,505 in the 2013-14 fiscal year. The Program Areas with the highest unduplicated enrollment in the 2013-14 fiscal year were Elementary and Basic Skills (7,909) followed by Classes and Courses for Immigrants (1,596), short-term CTE (1,329), and Adults with Disabilities (231).

The SAEC partners offer educational services in Elementary and Basic Skills, Classes and Courses for Immigrants, Adults with Disabilities, programs for apprentices, and short-term CTE. The total operational cost for SAEC partners was \$5,690,731 in the 2013-14 fiscal year. The Program Areas with the highest unduplicated enrollment in the 2013-14 fiscal year were short-term CTE (653), followed by Classes and Courses for Immigrants (456), Adults with Disabilities (321), Elementary and Basic Skills (158), and programs for apprentices (20).

Locations

An overview of the Adult Education programs offered in Tulare and Kings Counties is illustrated below. Please note that these locations are for the following Members and Partners: ABLE Industries, COS, Corcoran Unified School District, Hanford Adult School, Porterville Adult School, Proteus, Inc., Read to Succeed, Tulare Adult School, and Visalia Adult School. To see the classes that are offered in the Program Areas and the locations, please see Appendix A.

Figure 5: Adult Education Programs in Tulare and Kings Counties



A Note on the Data

Short-term CTE

Per reporting guidelines for the Objective 1 tables, College of Sequoias did not include any CTE data since all of their short-term CTE courses are for-credit. As a result, the data presented in the tables and the narrative does not represent an accurate picture of short-term CTE offerings in the region. The Adult Schools offer some courses that are articulated with COS and include those courses in the data. Additionally, there are CTE programs that are offered in an Adult School not for-credit and the same program is offered at COS for-credit. In this case, the Adult School included their program in these data, and the college did not (since it is for credit). An example is the Certified Nursing Assistant program. Adult Schools and COS offer this program; however, the COS data does not reflect this. It is the opinion of the region that the short-term CTE courses that are for-credit should be included in the data collection at the State level to provide a complete inventory of programs across the California.

Adults with Disabilities

The data regarding Adults with Disabilities for partners totaled over \$5 million. This organization receives funding largely from non-education funding resources, but its mission is to educate Adults with Disabilities in basic education, community engagement, and job skills. Much of their work is through small teacher to student ratios; much of their job skills training is one-on-one, due to the nature of the disabilities of the students they work with. For this reason, the cost per student is very high.

Table Notes

A summary of the Members and Partners who offer educational programs is found below. The Program Area of Elementary and Basic Skills has six Members and three Partners who offer programs in that area. Classes and Courses for Immigrants are offered by five Members and three Partners. One Member and three Partners offer programs in the Adults with Disabilities Program Area. Three Members and two Partners offer programs in Short-Term CTE, and one Partner offers a program in the area of Programs for Apprentices.

Table 10: Program Area Totals

Program Area	Members	Partners	Total
Elementary and Basic Skills	College of the Sequoias	Proteus, Inc.	
	Visalia Adult School	Read to Succeed	
	Tulare Adult School	Porterville Adult School	
	Hanford Adult School		
	Cutler-Orosi Joint Unified		
	Corcoran Unified School District		
			9
Classes and Courses for Immigrants	College of the Sequoias	Proteus, Inc.	
	Visalia Adult School	Read to Succeed	
	Tulare Adult School	Porterville Adult School	
	Hanford Adult School		
	Cutler-Orosi Joint Unified		
			8
Adults with Disabilities	Visalia Adult School	ABLE Industries	
		Read to Succeed	
		Porterville Adult School	
			4
Short-Term CTE	Visalia Adult School	Proteus, Inc.	
	Tulare Adult School	Porterville Adult School	
	Hanford Adult School		
			5
Programs for Apprentices		Proteus, Inc.	
			1

An overview of each Program Area is outlined on the following pages. Please note that Average Daily Attendance (ADA) applies to five Members and one Partner, and the Full Time Equivalent Students (FTES) represents COS. Also, the total operational cost breakdown applies to Members only. Thus, there is no operational cost breakdown for programs for apprentices as Members do not offer programs in this area.

Elementary and Basic Skills

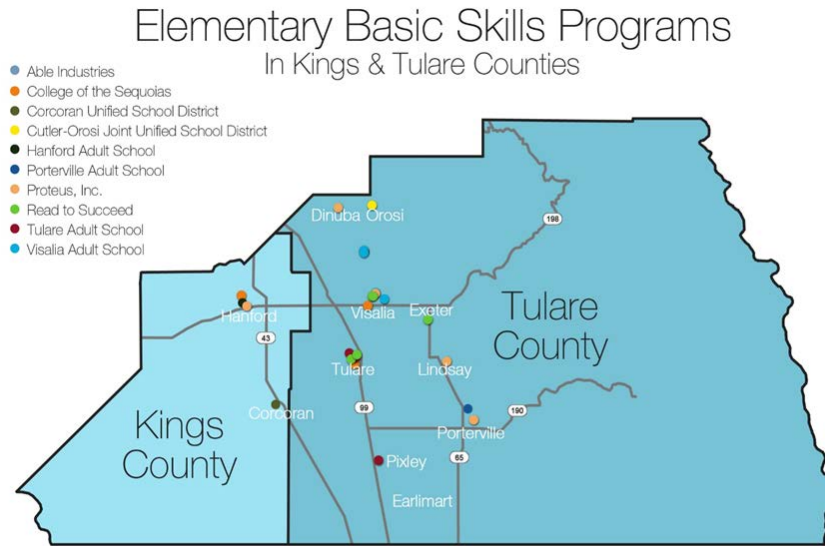


Table 11: Program Area 1 Overview

Elementary and basic skills		
	2012-13	2013-14
Total Unduplicated Enrollment	9,610	8,067
Total Operational Cost	\$3,490,783	\$3,976,653
Operational Cost per Student	\$363	\$493
ADA (Average)	136.05	
FTES	263.37 (Credit)/ 51.55 (Non-Credit)	

Table 12: Members and Partners Program Area 1 Services

	Organization	English Basic Skills/Language Arts	Math Basic Skills	GED/CAHSEE Prep	High School Diploma	Tutoring
Members	Alpaugh					
	College of the Sequoias	✓	✓			✓
	Cutler-Orosi Adult School			✓	✓	
	Corcoran Adult School			✓	✓	
	Exeter					
	Farmersville					
	Hanford Adult School			✓	✓	
	Lindsay					
	Tulare Adult School	✓	✓	✓	✓	
	Visalia Adult School	✓	✓	✓	✓	
	Woodlake					
Partners	Porterville Adult School			✓	✓	
	Tulare County Library					✓
	Proteus, Inc			✓		

Classes and Courses for Immigrants

Classes & Courses for Immigrants Programs In Kings & Tulare Counties

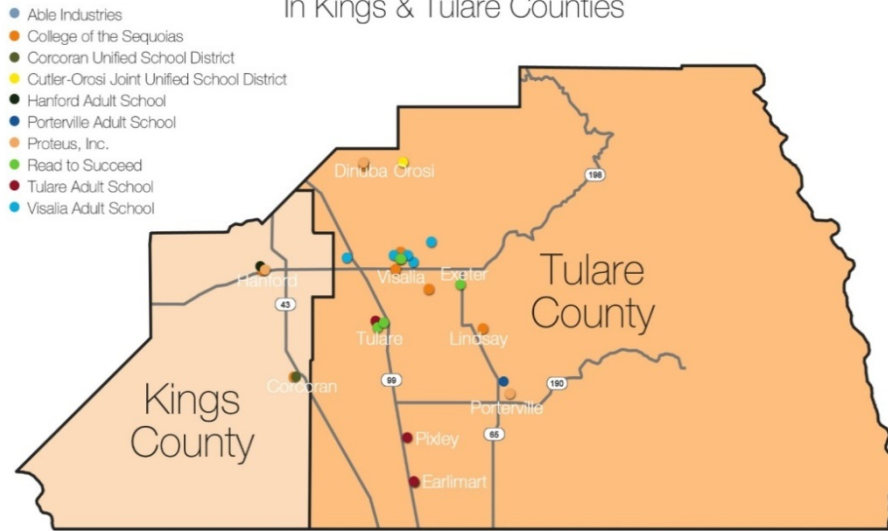


Table 13: Program Area 2 Overview

Classes and Courses for Immigrants		
	2012-13	2013-14
Total Unduplicated Enrollment	2,414	2,052
Total Operational Cost	\$1,875,464	\$1,976,954
Operational Cost per Student	\$777	\$963
ADA (Average)	75.27	
FTES	59.65 (Credit)	
	68.49 (Enhanced Non-Credit)	

	Organization	ESL –Beginning Level	ESL-Intermediate	ESL -Advanced	ESL – Multi -Levels	Citizenship	Tutoring
Members	Alpaugh						
	College of the Sequoias	✓	✓	✓	✓		✓
	Cutler-Orosi Adult School				✓		
	Corcoran Adult School			✓	✓		
	Exeter USD						
	Farmersville USD						
	Hanford Adult School	✓	✓	✓	✓		
	Lindsay USD						
	Tulare Adult School	✓	✓	✓	✓		
	Visalia Adult School	✓	✓	✓	✓	✓	
	Woodlake USD						
Partners	Porterville Adult School	✓	✓	✓		✓	
	Tulare County Library						✓
	Proteus, Inc				✓	✓	

Adults with Disabilities

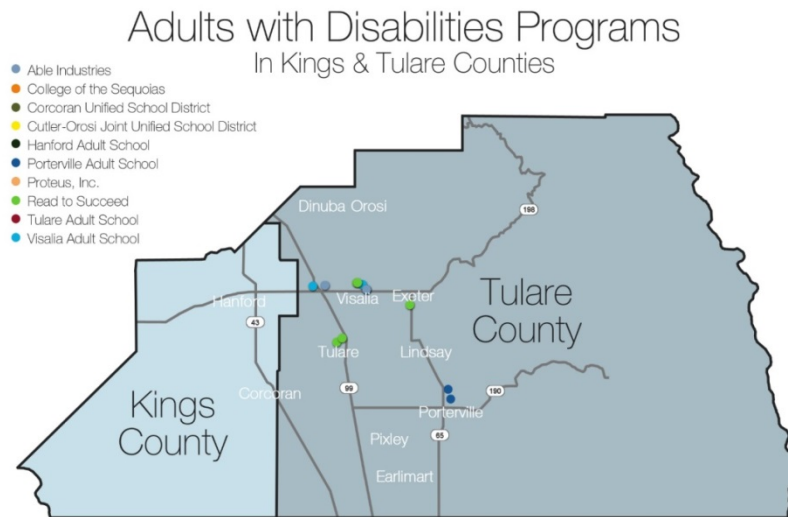


Table 14: Program Area 3 Overview

Adults with Disabilities		
	2012-13	2013-14
Total Unduplicated Enrollment	575	552
Total Operational Cost	\$5,441,020	\$4,250,816
Operational Cost per Student	\$9,463	\$7,701
ADA (Average)	252.98	
FTES	N/A	

	Organization	Adult Basic Education/Functional Academics	Living Skills	Community Integration	Workplace Skills	Tutoring
Members	Visalia Adult School	✓	✓		✓	
	Porterville Adult School	✓	✓		✓	
Partners	Tulare County Library					✓
	ABLE Industries		✓	✓	✓	

Short-term CTE

Short Term CTE Programs In Kings & Tulare Counties

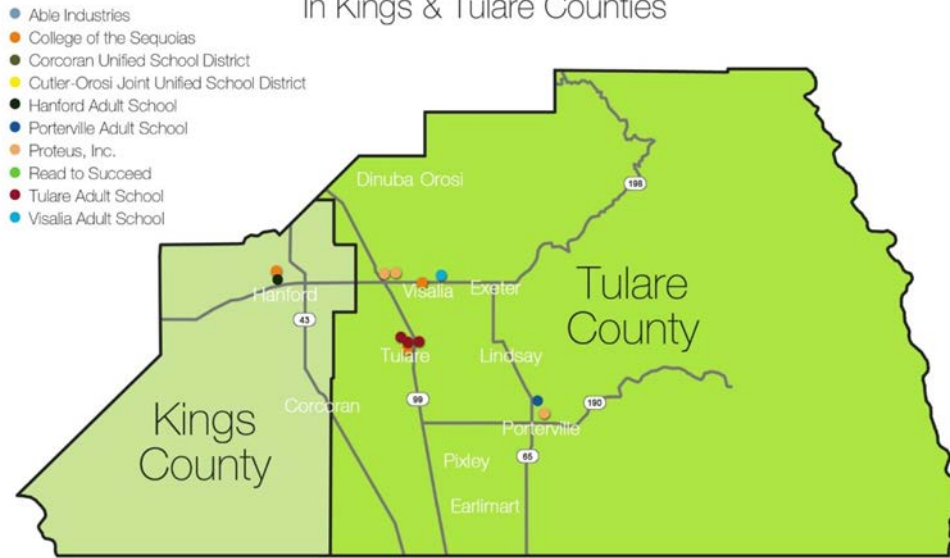


Table 15: Program Area 4 Overview

Short-term CTE		
	2012-13	2013-14
Total Unduplicated Enrollment	2,678	1,982
Total Operational Cost	\$3,580,893	\$3,708,311
Operational Cost per Student	\$1,337	\$1,871
ADA (Average)	226.55	
FTES	N/A	

CTE Program/Certificate	Members								Partners		
	Alpaugh USD	College of the Sequoias	Corcoran Adult School	Exeter USD	Farmersville USD	Hanford Adult School	Tulare Adult School	Visalia Adult School	Woodlake USD	Porterville Adult School	Proteus, Inc.
Business											
Accounting		✓									
Administrative Assistant/Receptionist		✓									
Business Financial Recordkeeping		✓									
Computerized Office Procedures/Computer Operator – Business Applications		✓								✓	
Computer and Information Systems		✓									
Law Office Clerk		✓									
Marketing Management		✓									
Paralegal		✓									

Word Processing	✓									
Legal Secretary	✓									
Office Automation	✓									
General Computer Education							✓			
Office Automation										✓
Health Care	✓					✓	✓			
CNA	✓				✓	✓	✓		✓	
RN	✓									
LVN						✓	✓			
Medical Assistant						✓	✓		✓	
EMT	✓									
Pharmacy Technician	✓									
Home Health Aide						✓				
Restorative Nursing Assistant						✓				
Phlebotomy						✓			✓	
Medical Billing and Coding						✓				
Nutrition						✓				
Medical Math						✓				
Medical Terminology						✓				
Industry and Technology										
Welding/Metal Fabrication	✓				✓	✓	✓		✓	
Automotive Certificates	✓									
COMP TIA A	✓									
CISCO	✓									
Construction Technology and Inspection	✓									
ECT Air Conditioning, Heating and Refrigeration Systems	✓									
Electrician Training	✓									
Programmable Logic Controllers	✓									
Industrial Maintenance	✓									
Water and Wastewater Treatment	✓									
Environmental Control	✓									
Photovoltaic Design & Installation										✓
Energy Efficiency & Renewable Energy										✓
Truck Driving										✓
Forklift Driving										✓
Consumer Family Studies										
Child Development Assistant, Associate Teacher, Special Education, and Teacher	✓									
Fashion Design and Merchandising	✓									
Food Services	✓									
Culinary Arts						✓				
Special Programs										
Basic Police Academy	✓									
Fire Technology	✓									

Programs for Apprentices

There are no Department of Apprenticeship Standards apprenticeship programs in the SAEC region. These programs are available in bordering regions with limited openings. The only pre-apprenticeship program offered in the SAEC region prepares students to take a screening assessment for the International Brotherhood of Electrical Workers apprenticeship program based in Fresno which is taught by Proteus, Inc., and is funded by the Tulare County Workforce Investment Board (WIB).

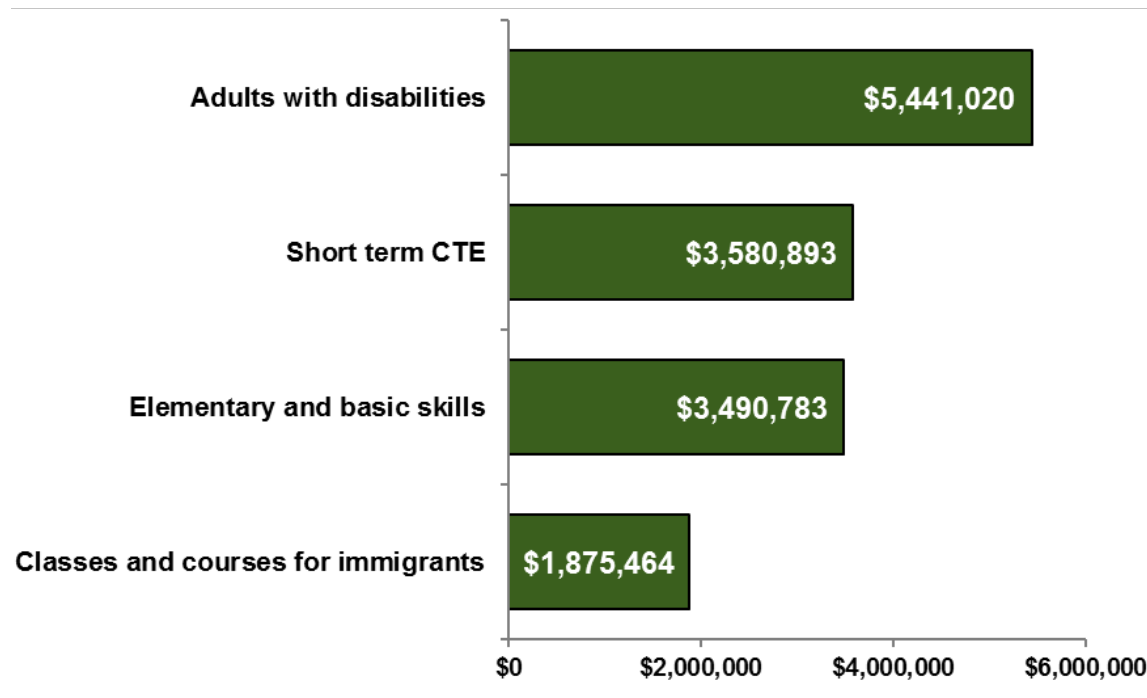
Table 16: Program Area 5 Overview

Programs for apprentices		
	2012-13	2013-14
Total Unduplicated Enrollment	N/A	20
Total Operational Cost	N/A	\$20,000
Operational Cost per Student	N/A	\$1,000
ADA (Average)	N/A	
FTES	N/A	

Total Operational Costs

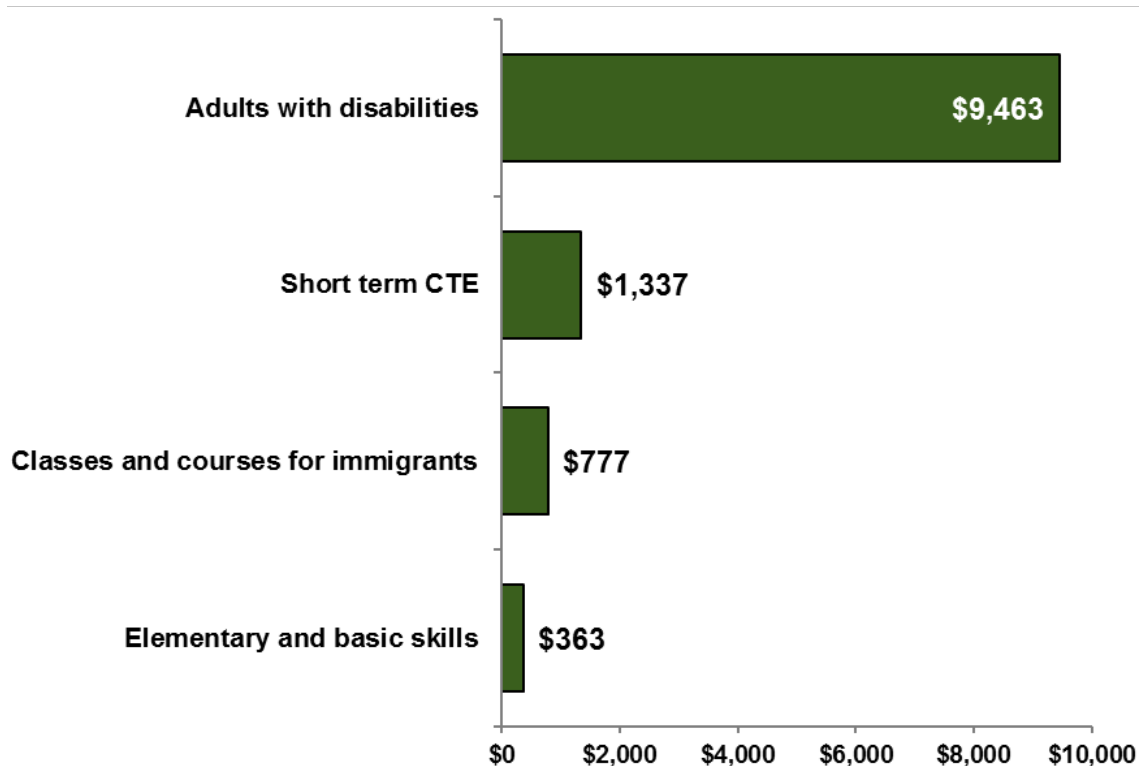
The total operational costs for both Members and Partners in the 2012-13 fiscal year ranks highest in the Adults with Disabilities Program Area, followed by Short-Term CTE, Elementary and Basic Skills, and finally Classes and Courses for Immigrants. There were no Programs for Apprentices offered for this fiscal year; thus there is no operational cost for this Program Area.

Figure 6: Total Operational Costs per Program Area for the Fiscal Year 2012-13



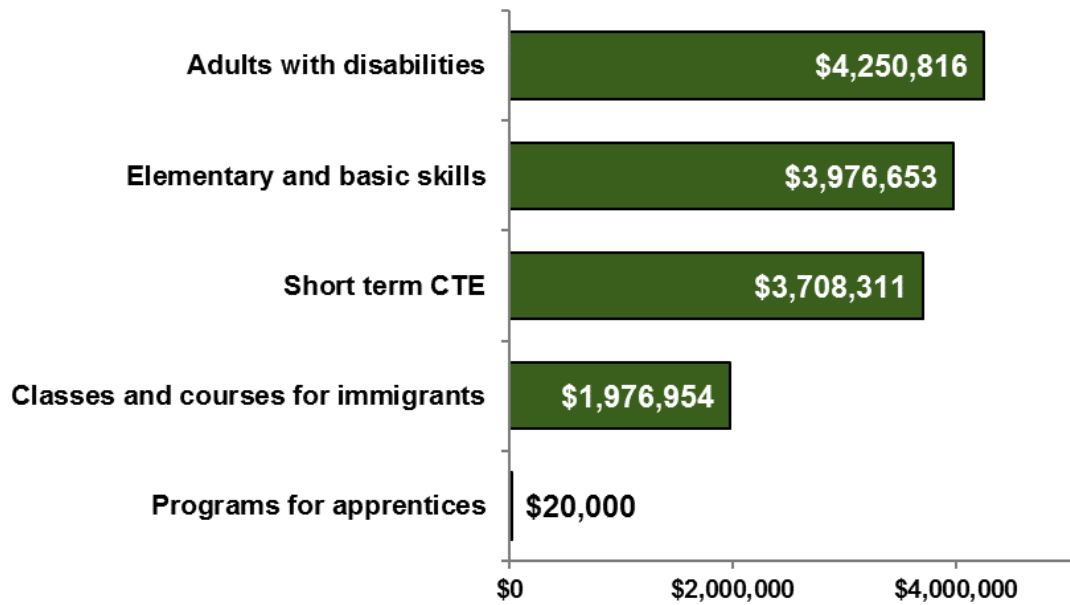
When total operational cost is broken down for the 2012-13 fiscal year, the highest operational cost per student was in the Program Area of Adults with Disabilities followed by Short-Term CTE, Classes and Courses for Immigrants, and Elementary and Basic Skills.

Figure 7: Program Area Operational Cost per Student for the Fiscal Year 2012-13



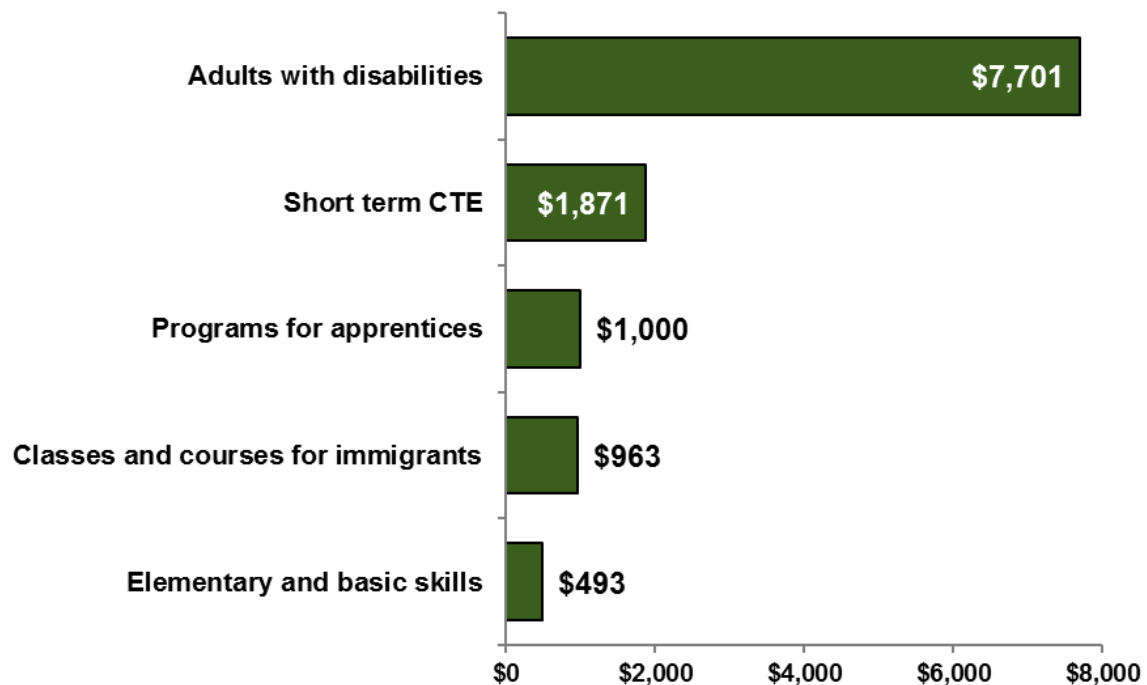
For the 2013-14 fiscal year, the Adults with Disabilities program has the highest operational cost, followed by Elementary and Basic Skills, Short-Term CTE, Classes and Courses for Immigrants, and Programs for Apprentices.

Figure 8: Total Operational Cost per Program Area for the 2013-14 Fiscal Year



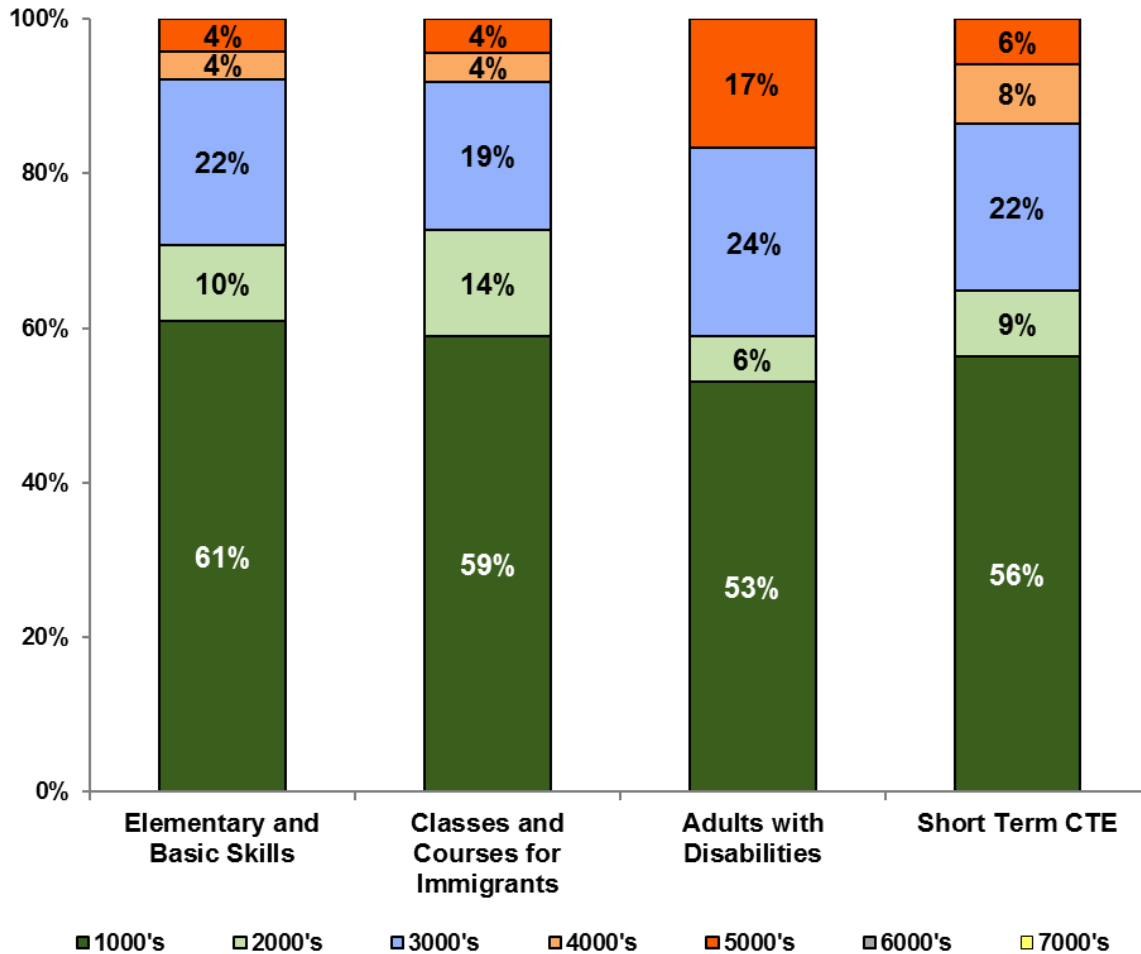
When total operational cost is broken down for the 2013-14 fiscal year, the highest cost per student is in the Adults with Disabilities area followed by Short-Term CTE, Programs for Apprentices, Classes and Courses for Immigrants, and Elementary and Basic Skills.

Figure 9: Program Area Operational Cost per Student for the 2013-14 Fiscal Year



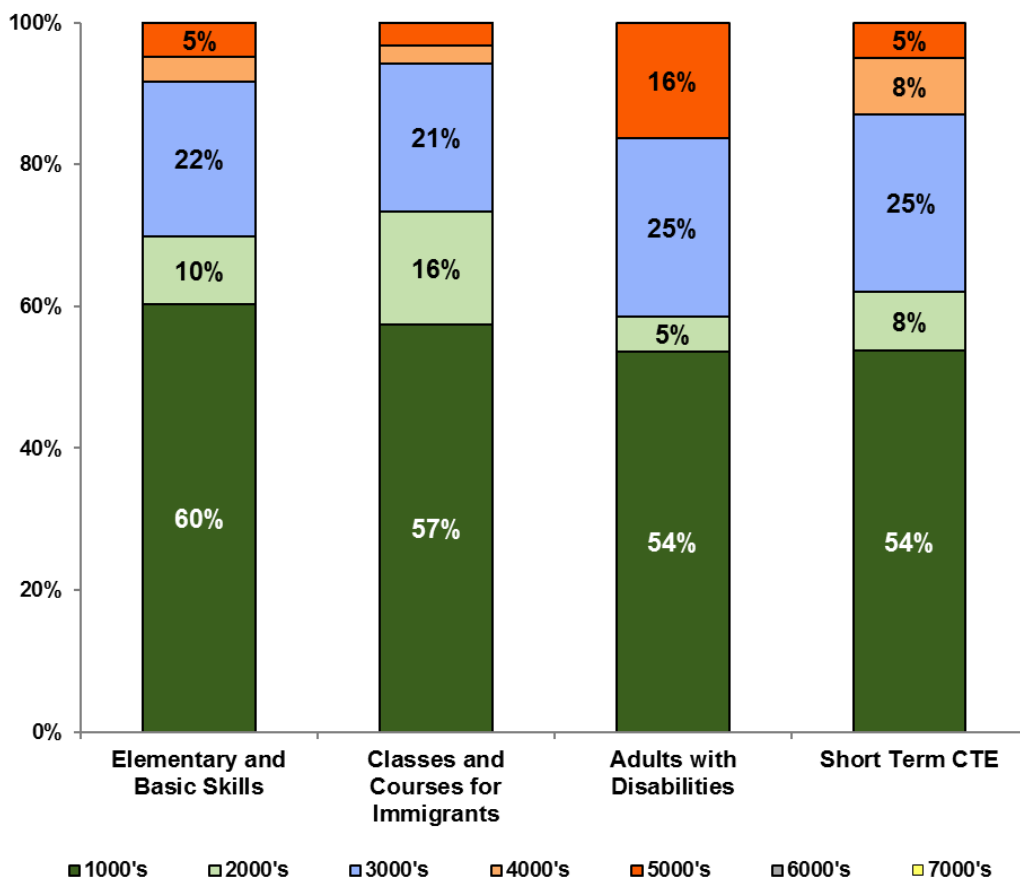
Members were asked to provide a breakdown of their operational cost by categories. When total operational cost per program is broken down by cost categories for the 2012-13 fiscal year, the top categories are instructional salaries (1000's) and employee benefits (3000's). Categories that are not as high in total cost are non-instructional salaries (2000's), supplies and materials (4000's), and other operating expenses and services (5000's). All of the Members indicated there is no cost in the capital outlay (6000's) or other outgo (7000's) categories.

Figure 10: Total Operational Cost Breakdown per Program Area for the 2012-13 Fiscal Year.



When total operational cost per program is broken down by cost categories for the 2013-14 fiscal year, there is not a significant change in either the top categories or in the percentage of the cost categories from the 2012-13 fiscal year.

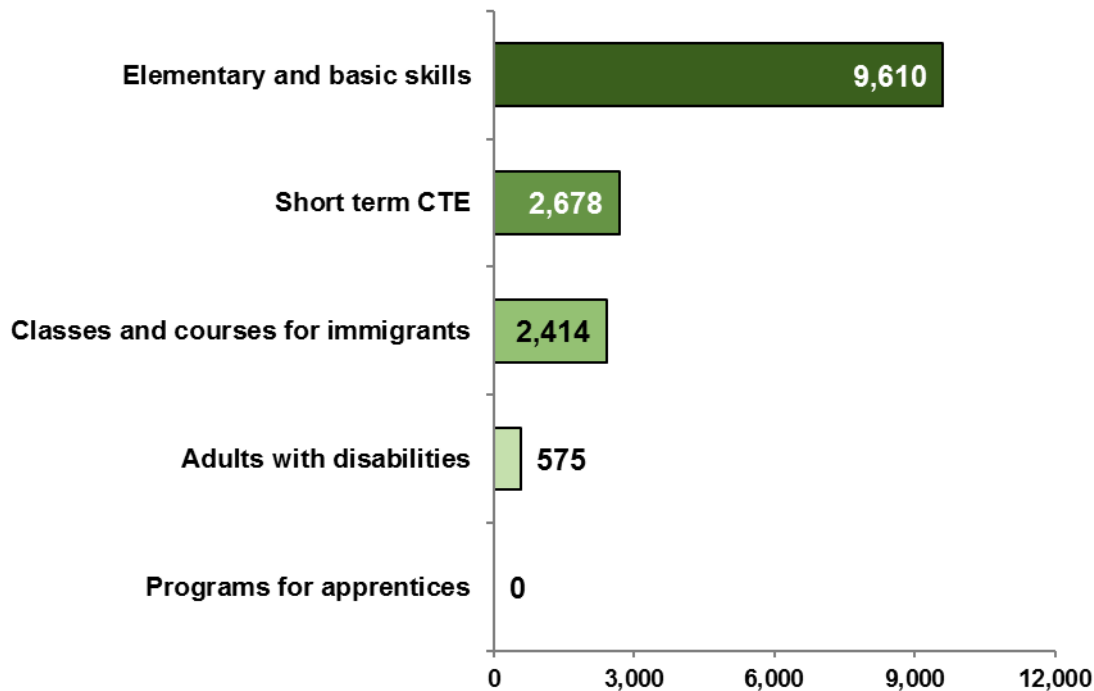
Figure 11: Total Operational Cost Breakdown per Program Area for the 2013-14 Fiscal Year.



Total Unduplicated Enrollment

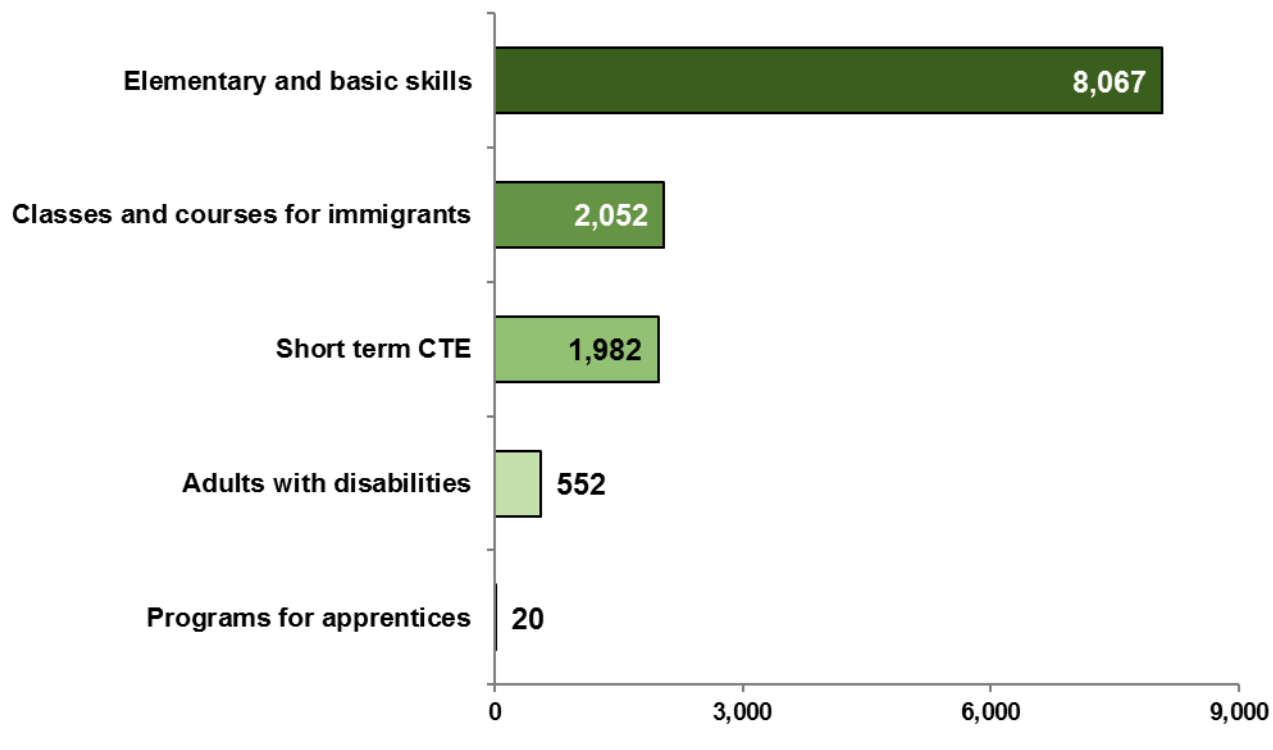
The total unduplicated enrollment for the 2012-2013 fiscal year for Members and Partners was 15,277. Enrollment numbers are displayed in the table below. The numbers below exclude one Partner as it reported overall enrollment to cover three of their Program Areas.

Figure 12: Unduplicated Enrollment for the 2012-13 Fiscal Year



Unduplicated enrollment dropped slightly for four of the Program Areas in the 2013-14 fiscal year, totaling 2,604 fewer students than enrolled for the 2012-13 fiscal year. In contrast, Programs for Apprentices was added for the fiscal year and had 20 students enrolled.

Figure 13: Unduplicated Enrollment for the 2013-14 Fiscal Year

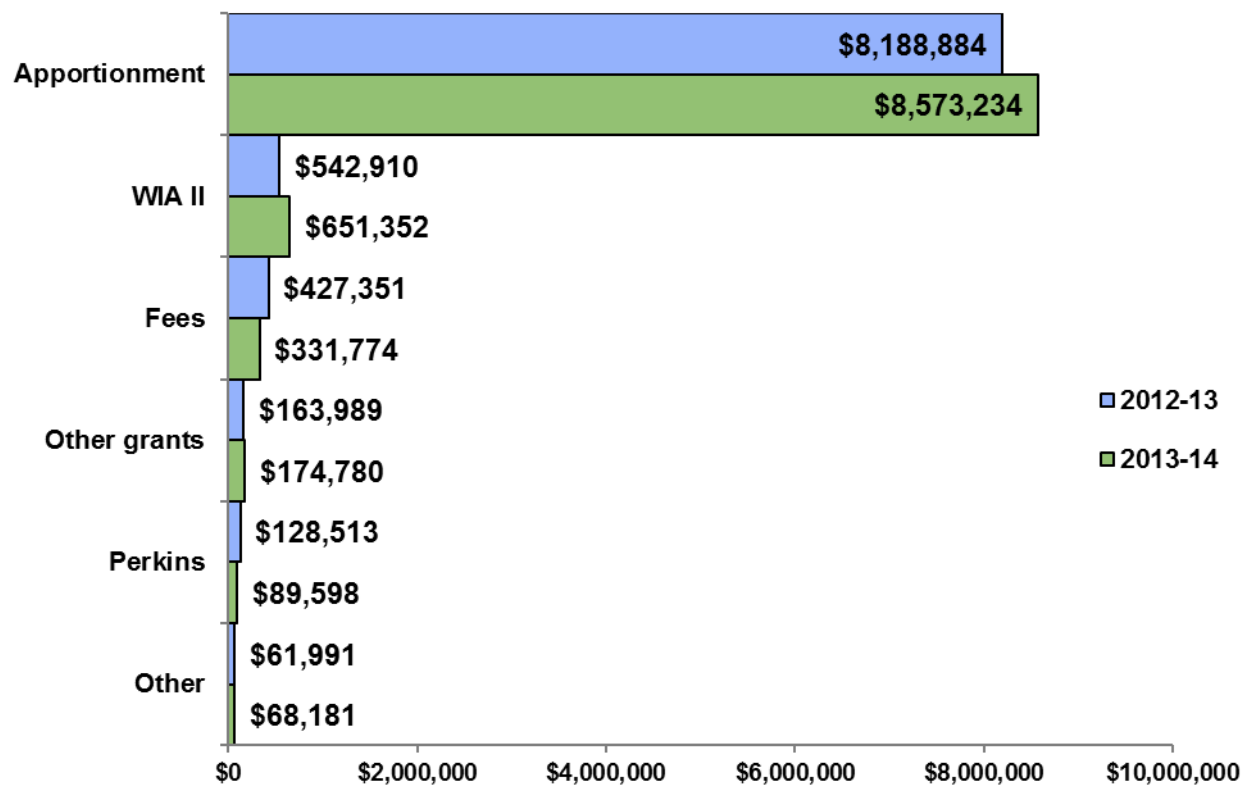


Sources of Funding

The summary of funding sources per area can be found below. Since members were asked the amount of funding for all of their programs, there is no way in which the funding can be broken down by Program Area.

Apportionment accounts for the largest proportion of funding, with more than eight million dollars total allocated for the Adult Education programs of the Members. Workforce Investment Act II (WIA II) and fees are the second and third sources of funding for these programs. None of the members indicated any sources of funding from Student Success and Success Program (SSSP), State Categorical Basic Skills Initiative, Vocational and Technical Education Act (VTEA), or Workforce Investment Act I (WIA I).

Figure 14: Source of Funding for Members



In contrast, Partners were asked their source of funding per Program Areas. A summary of the funding can be found below.

Table 17: Source of Funding for Partners¹³

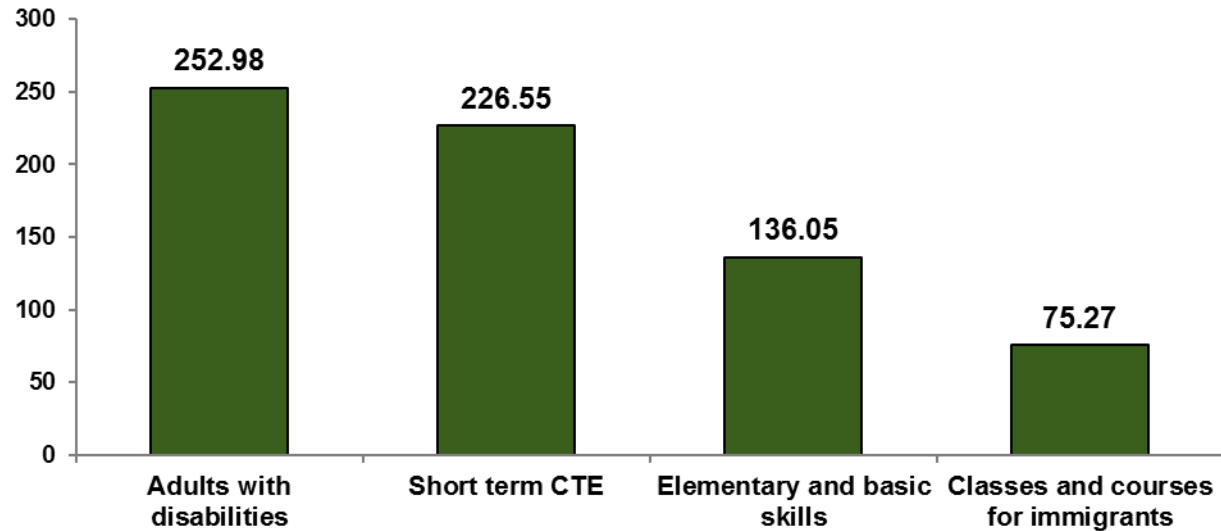
	Program Area	Source(s) of Funding
Read to Succeed	Elementary and Basic Skills	State Library
	Classes and Courses for Immigrants	Tulare County
	Adults with Disabilities	Tulare County Library Foundations
		Friends of the Library
		CalWorks
		Private Donations
ABLE Industries	Adults with Disabilities	State
		Federal
		Private Donations
Proteus, Inc.	Elementary and Basic Skills	State
	Classes and Courses for Immigrants	
	Short-term CTE	
	Programs for Apprentices	

¹³ Please note, that Porterville Adult School was unable to provide sources of funding per Program Area; hence their sources of funding were not included in this table.

Average Daily Attendance

The Average Daily Attendance (ADA) represents all of the Members (except for COS) and one partner (Porterville Adult School). It is the highest in the Adults with Disabilities Program Area, followed by Short-Term CTE, Elementary and Basic Skills, and Classes and Courses for Immigrants.

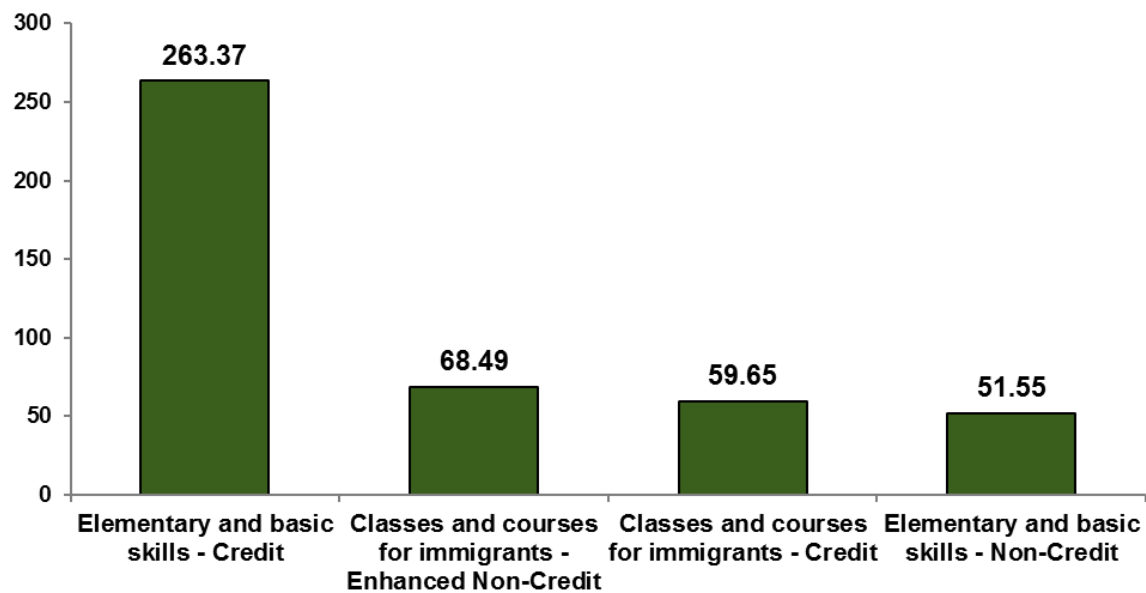
Figure 15: Average ADA per Program Area



Full Time Equivalent Students

The Full Time Equivalent Students (FTES) represent COS. The highest is in the for-credit Elementary and Basic Skills Program Area, followed by enhanced non-credit Classes and Courses for Immigrants, Credit Classes and Courses for Immigrants, and non-credit Elementary and Basic Skills.

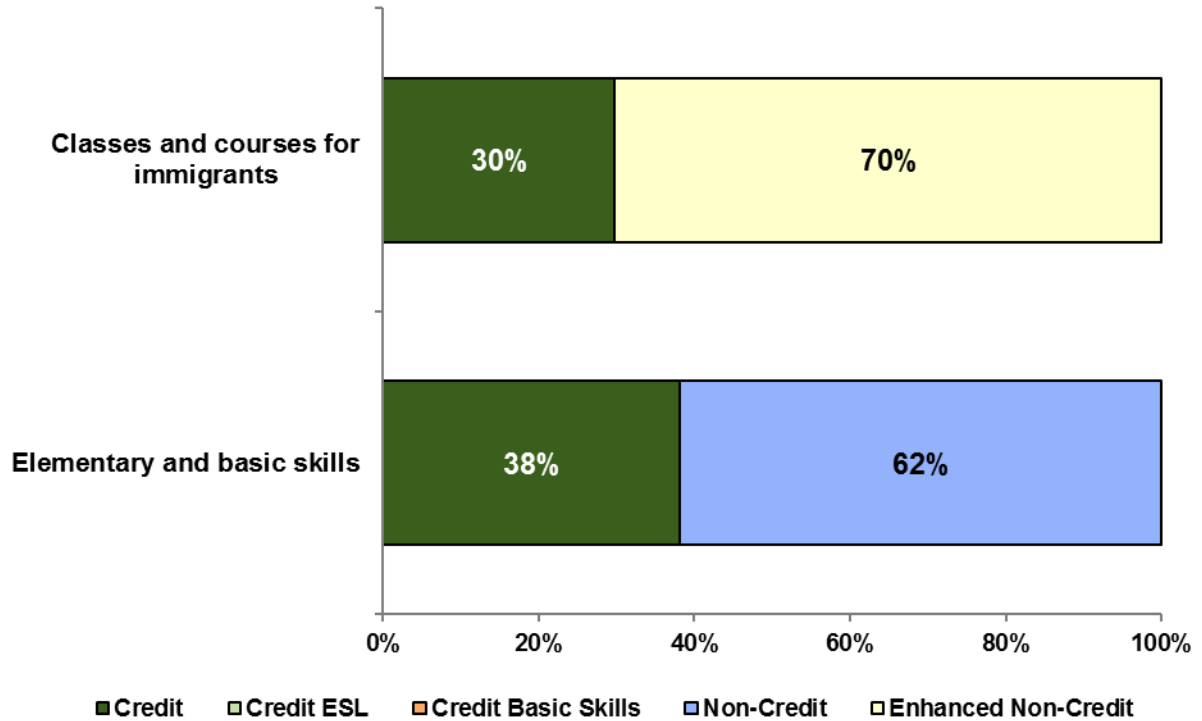
Figure 16: Average FTES per Program Area



Types of Educational Programs Offered by the Community College

COS, the community college in SAEC, offers one non-credit program, two credit programs, and one enhanced non-credit program in two Program Areas. Thirty percent of students were enrolled in a credit program, while 70 percent of students were enrolled in the enhanced non-credit program in the Program Area of Classes and Courses for Immigrants. A majority (62%) of students were enrolled in the non-credit Elementary and Basic Skills program, while 38 percent were enrolled in the credit program.

Figure 17: Type of Educational Programs Offered by the Community College in the Region



Evaluation of Adequacy and Quality

SAEC partnered with BW Research to conduct a survey of educators who offer Adult Education programs in the region. The primary research objective was to capture the needs and priorities of Adult Education programs in the region. SAEC worked with BW Research to determine which contacts in the region would need to complete the online survey. After taking the survey, educators were sent the appropriate tables, depending on their indication of the organization being a member or partner of SAEC.

Below are the organizations that completed the survey. If the organization does not offer Adult Education programs, the tables were not needed.

Table 18: Completion of Survey by Community Colleges and Other Public K-12

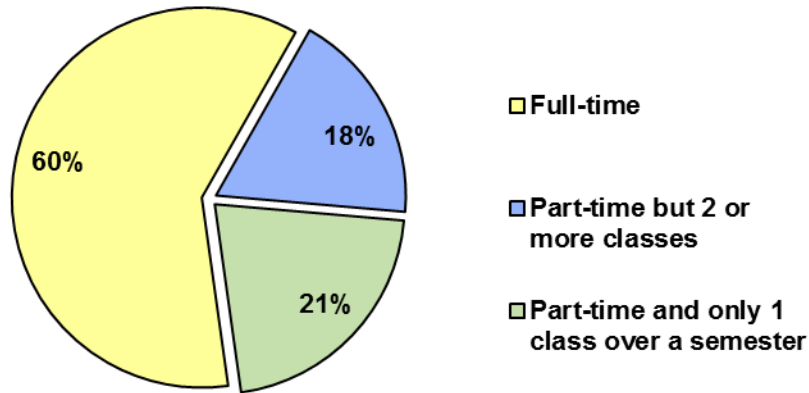
Organization-Community College & Other Public k-12	Completed the Survey	Completed the Tables
Corcoran Joint Unified School District	Yes	Yes
Cutler-Orosi Joint Unified School District	Yes	Yes
Hanford Joint Union School District	Yes	Yes
Visalia Unified School District	Yes	Yes
Tulare Joint Union School District	Yes	Yes
College of the Sequoias	Yes	Yes
Porterville Adult School	Yes	Yes
Exeter Unified School District	Yes	Not needed
Lindsay Unified School District	Yes	Not needed
Woodlake Unified School district	Yes	Not needed
Alpaugh Unified School District	Yes	Not needed

Table 19: Completion of Survey by Other Adult Education Providers

Organization-Other Adult Education Providers	Completed the Survey	Completed the Tables
Tulare County Library (Read to Succeed)	Yes	Yes
ABLE Industries	Yes	Yes
Proteus, Inc.	Yes	Yes
Job Training Office (Kings County WIB)	Yes	Not needed
Tulare County HHSA	Yes	Not needed
Kings County HHSA	Yes	Not needed
City of Visalia (Parks and Recreation)	Yes	Not needed
Tulare WIB	Yes	Not needed
San Joaquin Valley College-Visalia	Yes	Not needed
Tulare County Sheriff's Department	Yes	Not needed

Members and Partners of SAEC were asked the percentage of adult students enrolled in the 2012-13 school year. A majority of students (60%) had been enrolled full-time, 18 percent had been enrolled part-time but in two or more classes, and 21 percent of students had been enrolled part-time and had taken only one class over a semester.

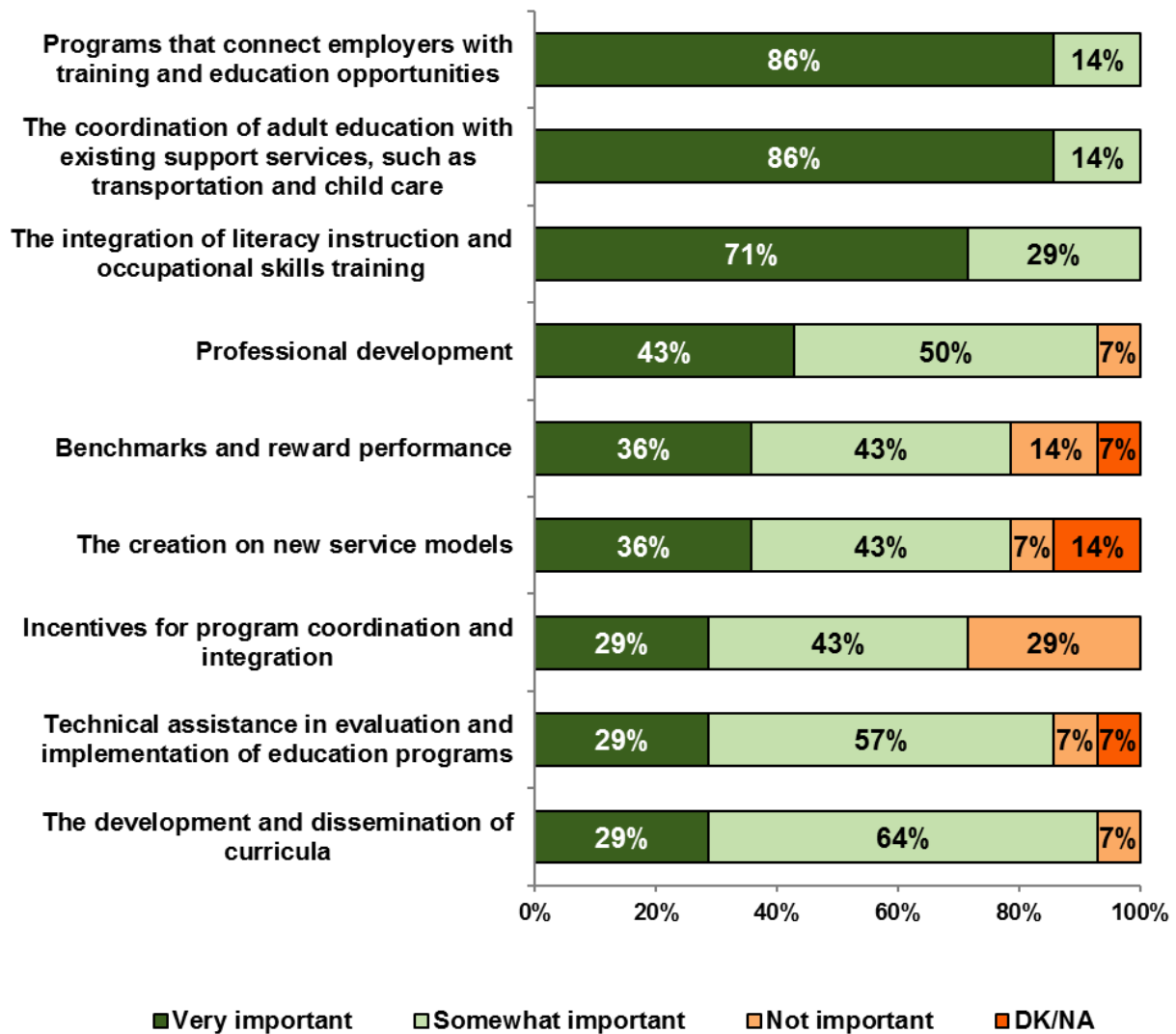
Figure 18: Percentage of Students Enrolled in the 2012-13 School Year¹⁴



¹⁴ Percentages are based off of adult educators who not only took the survey, but also sent us their tables.

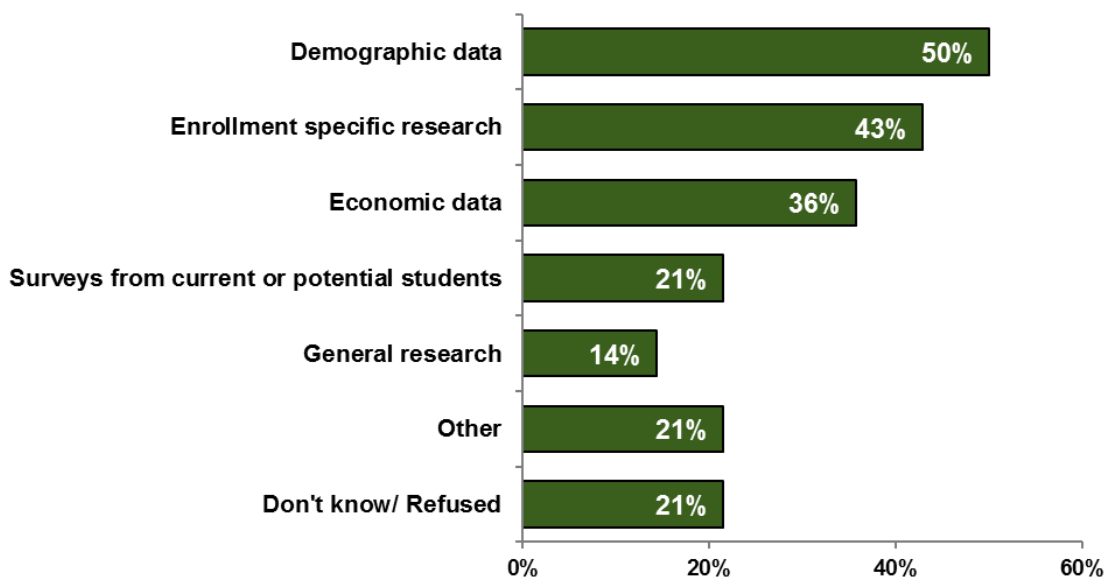
Educators were asked to rank by importance different priorities for funding Adult Education in the SAEC region. All of the educators indicated importance for the following three priorities: “Programs that connect employers with training and education opportunities” (86% “Very important and 14% “Somewhat important”), “The coordination of Adult Education with existing support services, such as transportation and child care” (86% “Very important and 14% “Somewhat important”), and “The integration of literacy instruction and occupational skills training” (71% “Very important and 29% “Somewhat important”).

Figure 19: Importance of Priorities for Funding Adult Education



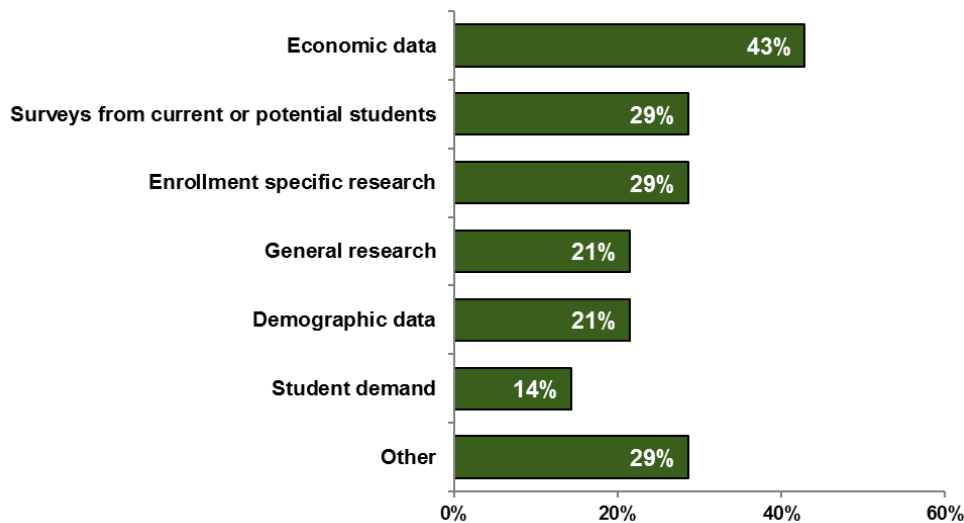
When asked what sources of information educators use to predict future enrollment numbers, half of them indicated using demographic data, while 43 percent indicated using enrollment specific research and 36 percent indicated using economic data.

Figure 20: Sources of Information Used to Predict Future Enrollment Numbers¹⁵



In determining which courses will be offered in the future, economic data is the most used with 43 percent of educators indicating it as a response.

Figure 21: Sources of Information Used to Determine Future Courses¹⁶



¹⁵ Multiple responses were permitted, Percentages sum to more than 100%

¹⁶ Multiple responses were permitted, Percentages sum to more than 100%

To conclude, educators were asked what programs, planning or improvements they would like to see within the region. Below are the responses that educators stated:

- Better aligned programs, easy pathways
- Can only address the issues pertinent to the Jail Adult Ed. Curriculum lacking for new GED testing. Spanish materials.
- Classes offered for adult population with developmental disability
- Coordinated efforts that reduce redundancy/duplications of services and include relevant data to support the future services/courses needed.
- ESL Programs, Accessibility to Programs
- Identify current offerings and gaps in services amongst all educational providers in order to strategize on how to address the needs of community residents and best utilize combined resources. Ensure that all groups have access to the programs and support services they need to advance their literacy skills, transition to higher education or training and become gainfully employed. Provide programs that include a variety of participants including English learners, low-income, veterans, at-risk youth, ex-offenders, those participating in DACA and potential immigration reform, etc.
- Integration with CTE.
- I would like to see more CTE/apprenticeship programs.
- I would like to see better streamlining (sharing of information and resources) between existing providers of Adult Education.
- More professional skills training for direct service providers teaching people with disabilities. More vocational training within the junior high and high schools with hands on opportunities/real work for people with developmental disabilities earlier in their education process.
- Offer the classes the community needs, i.e. ESL, ABE, ASE, HiSET, Vocational, basic technology.
- Planning and improvement-work with COS and other Adult Education providers to avoid duplication of services. Develop entry level career technical programs with basic language and math skills embedded to address the needs of under educated adults.
- Relevance in the curriculum directly towards filling job known opportunities
- We would like to see more offerings for HSD and ESL. We have an unmet need because we are the only provider in Kings County with a very limited budget. We would like to see a return of the computer literacy classes, literacy classes, LVN certification, and education for older adults.

In addition to the survey, educators were asked to identify the strengths and weaknesses of the Program Area that they serve. The following information gathered is from four of the educators that provide Adult Education in the region.

For the Program Area Elementary and Basic Skills, strengths that were indicated include the following:

- Having day and evening classes for students to earn their high school diploma or General Educational Development (GED) certificate
- Well-trained teachers

- An alignment to 9-12 content standards with a rigorous course of study
- Current and up-to-date curriculum materials
- Jail education program offered that is primarily GED
- Provision of targeted staff development and training opportunities

Weaknesses in the Program Area Elementary and Basic Skills include the following:

- The lack of funding to have a lowered teacher-student ratio, which is needed for students with special education needs.
- Many more Adult Basic Education students than faculty can handle
- The flexibility in class offerings
- A need for more Independent Study for the High School Diploma program and a need for online class offerings and common core implementation
- The lack of technology use in instruction and student use of technology

For the Program Area Classes and Courses for Immigrants, strengths that were indicated were the following:

- The high rate of persistence from students, indicating that the program is meeting the needs of students
- Well-trained teachers and current and up-to-date curriculum materials

Weaknesses in the Program Area Classes and Courses for Immigrants were the following:

- Full classes without space to add new students
- The low rates of transition from English as a Second Language (ESL) to English
- Classes that do not meet all students' needs

For the Program Area Adults with Disabilities, strengths include the following:

- Two strong community partnerships
- The Creative Center visual arts teachers who work with the students are well-trained.

A weakness that was shared for the Program Area Adults with Disabilities was the Life Skills curriculum, which indicated a need to work with partners.

For the Program Area Short-Term Career Technical Education, strengths included the following:

- Well-trained teachers,
- Current and up-to-date curriculum materials
- CTE courses that have been updated to the most current of industry standards.
- The strength of community partnerships for Certified Nursing Assistant (CNA) and Licensed Vocational Nursing (LVN).

Weaknesses in the Program Area Short-Term Career Technical Education included the following:

- The deficiency of resources to get the correct students into the appropriate classes,
- A need for more community partners and qualified nursing instructors,
- A lack of resources for career technical education curriculum,
- Teacher use of technology in instruction.

There are no Members who offer Programs in the Area Programs for Apprentices. One educator indicated the need to explore the offering of apprenticeship programs in the schools.

Objective 2:

An evaluation of current needs for adult education programs within the consortium's region.

Summary

In addition to asking educators what their strengths and weaknesses are in the respective Program Areas that they teach in, educators were asked what changes they would make in the Adult Education programs to better meet the needs in their service area. In addition, a survey was conducted to better understand the needs within the region.

Educator Needs for Each Program Area

Educators offering programs in Elementary and Basic skills indicated the need to offer classes at varying times and locations, to provide more teachers to increase the number of students that are served, and to move lower level classes to Adult Education. Additionally, needs included the increase in the number of class offerings, including GED Spanish, and an increase in the number of High School Diploma elective courses with a vocational focus such as welding.

Educators offering Classes and Courses for Immigrants indicated a need to offer more classes at varying times and locations, to offer more classes and get rid of waiting lists, to move the lower level classes to Adult Education for a more academic focus, and to increase the number of offsite class offerings in the community.

Educators offering classes in the Adults with Disabilities area indicated the need to work with their partners to determine training needs and improvements in the curriculum.

Educators offering Short-Term Career Technical Education programs indicated a need to offer more sections at varied times and locations and to provide specific training programs at businesses, increasing externships. Furthermore, offering Career Technical Education or Vocational English as a Second Language (VESL) programs in targeted industries such as Certified Nursing Assistant (CNA) was mentioned as a change to better meet needs of the service area.

In relation to programs for apprentices, one Partner currently has a program with 20 students enrolled. No Members in SAEC have any programs in this area. This indicates a need for programs in this area as businesses in the region indicated that experience in the industry was important.

Adult Education Needs within the Region

SAEC commissioned BW Research Partnership, Inc., (BW Research) to develop a profile of regional businesses to better understand Adult Education needs within the region. As part of the research, 200 businesses with at least one location in Tulare, Kings, Fresno or Kern Counties completed a survey.

Overall Indicators for the Business Community

Hiring Expectations over the Next year

Thirty percent of businesses surveyed expected to add employees over the next 12 months, resulting in an anticipated growth rate of 4.3 percent, which is markedly lower than the 8.3 percent reported by employers over the last year. Nearly 64 percent of firms indicated that employment levels would not change over the next year. A very small proportion of employers (2%) expect to have lower total employment by 2015.

Figure 22: Hiring Expectations for the Next 12 months

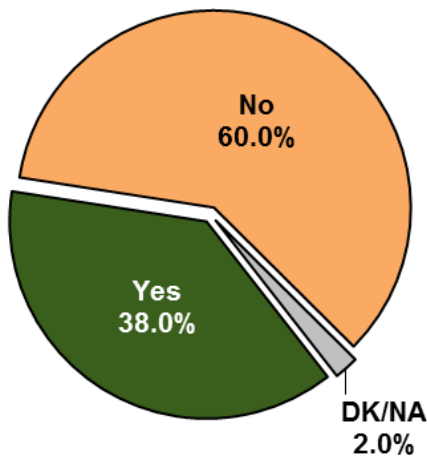
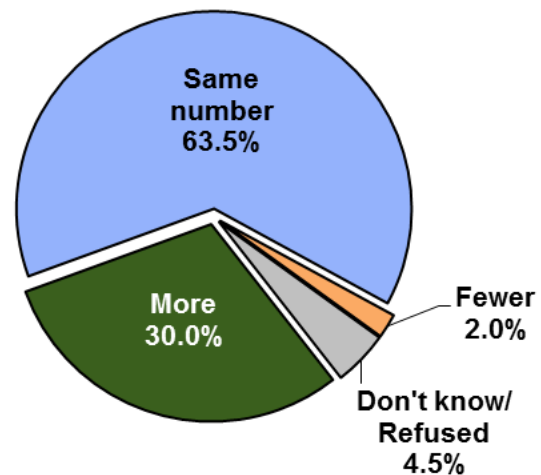


Figure 23: Current Openings for Workers to be Filled Over the Next 3 Months



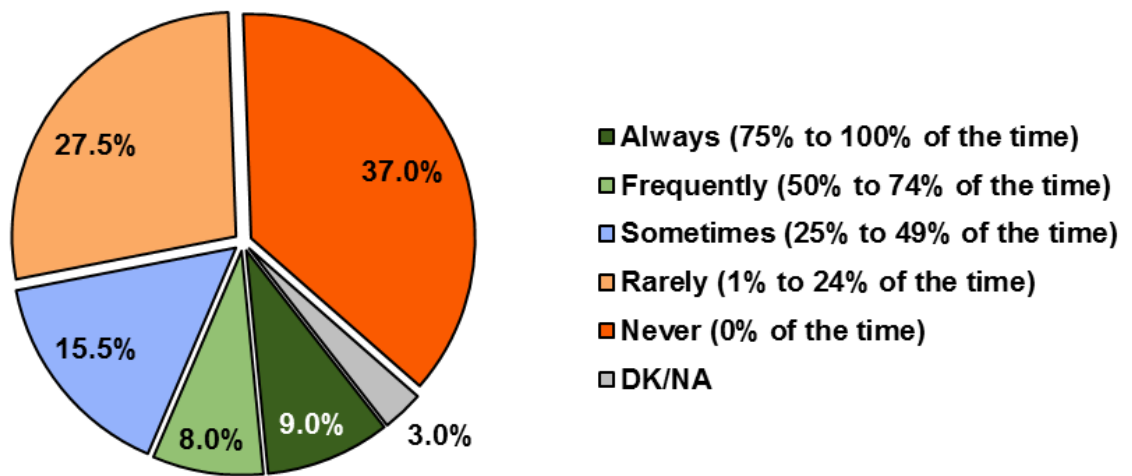
- A higher percentage of employers (35%) in Fresno and Kern Counties expect to add employees when compared to firms in Tulare and Kings Counties (25%).
- Medium-sized firms (10 to 24 employees) are less optimistic for growth over the next year (21% expect to add employees) than the average firm.
- Logistics firms are more optimistic for growth than the average firm in Tulare, Kings, Fresno, and Kern Counties (48% vs. 30%).

When asked to think more immediately about employment needs, nearly two-fifths of employers said that they have current openings for temporary or permanent workers that they expect to fill over the next three months (Figure 24).

Overall Hiring Challenges and Assessment

Nearly two-thirds of employers in Tulare, Kings, Fresno, and Kern Counties either “Rarely” (28%) or “Never” (37%) hire workers from outside the four-county area. Sixteen percent of businesses surveyed said that they “Sometimes” hire workers outside the region, while 17 percent do so either “Frequently” (8%) or “Always” (9%).

Figure 24: Frequency of Hiring Workers from Outside Tulare, Kings, Fresno, & Kern Counties

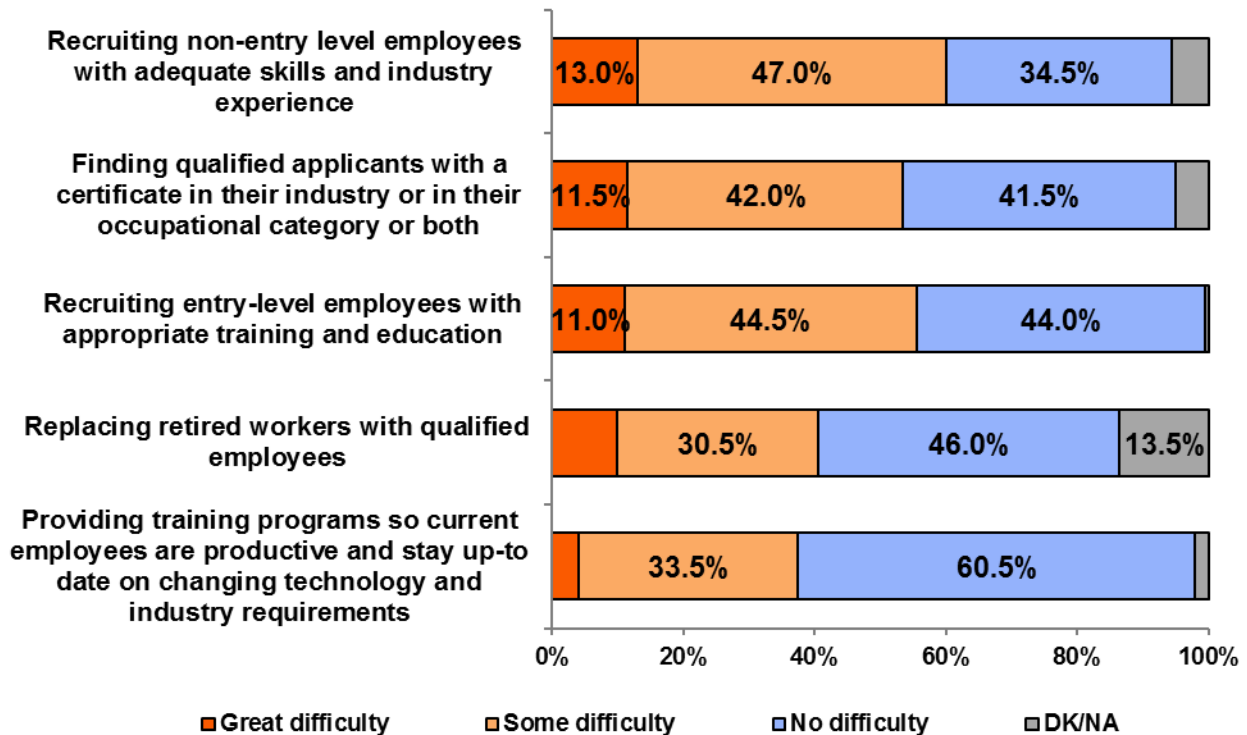


- Small (1 to 9 employees – 45% said “Never”) and medium-sized (10 to 24 employees – 48% said “Never”) firms were less likely to have hired workers from outside of Tulare, Kings, Fresno, and Kern Counties than large firms (25 or more employees – 24% said “Never”).

Employers were then asked to rate anticipated difficulty related to workforce needs over the next few years. More than half of businesses surveyed said that they were likely to experience difficulty (“Great” and “Some difficulty”) with “Recruiting non-entry-level employees with adequate skills and industry experience” (60%), “Recruiting entry-level employees with appropriate training and education” (56%), and “Finding qualified applicants with a certificate in their industry or in their occupational category or both” (54%).

The lowest amount of anticipated difficulty was reported for “Providing training programs so current employees are productive and stay up to date on changing technology and industry requirements,” with 61 percent of employers foreseeing “No difficulty” in the next few years.

Figure 25: Difficulty Facing Workforce Needs

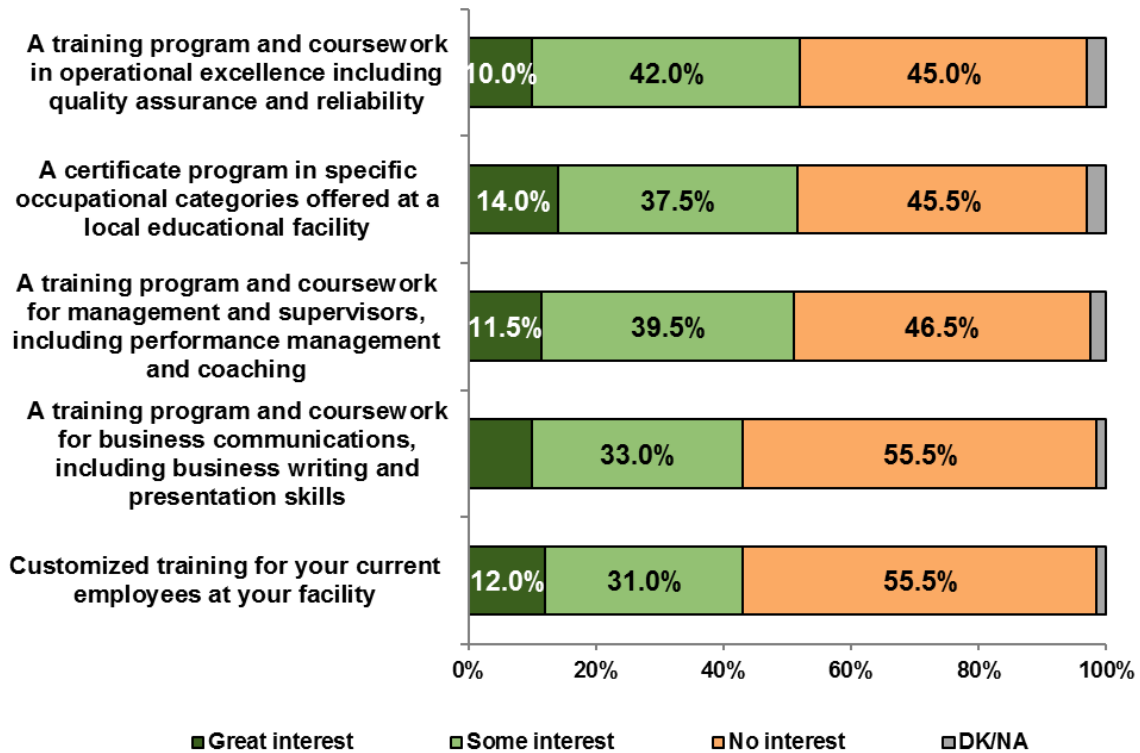


- Small firms (1 to 9 employees) reported higher than average overall difficulty (48%) for “Providing training programs so current employees are productive and stay up to date on changing technology and industry requirements.”
- Health and Wellness employers experienced more overall difficulty with “Recruiting entry-level employees with appropriate training and education” when compared to the average firm (67% vs. 56%).

Surveyed firms were presented with potential training and educational programs that could be offered in Tulare, Kings, Fresno, and Kern Counties. Over half of all businesses expressed at least “Some interest” in at least three of the options presented in Figure 5 below. The highest proportion of firms that expressed “Great interest” did so for “A certificate program in specific occupational categories offered at a local educational facility” (14%).

The majority of firms expressed “No interest” for “A training program and coursework for business communications, including business writing and presentation skills” (56%) and “Customized training for your current employees at your facility” (56%).

Figure 26: Interest in Potential Training and Educational Programs



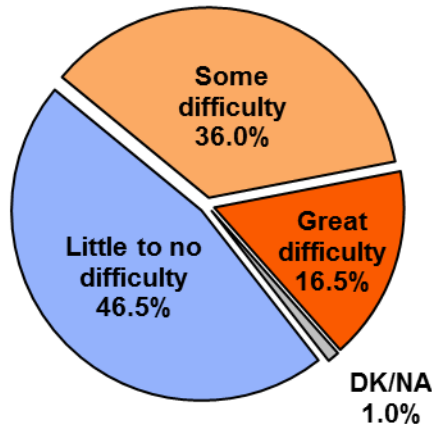
- Locations that were categorized within the Health and Wellness industry expressed higher overall interest in “A training program and coursework in operational excellence including quality assurance and reliability (17% “Great interest” and 44% “Some interest”), and although only nine firms were contacted that self-identified with Manufacturing, each one of them expressed interest with the potential training program.
- Health and Wellness employers reported higher interest (“Great” and “Some interest”) with “Customized training for your current employees at your facility” (51%) and “A certificate program in specific occupational categories offered at a local educational facility” (68%) than the average surveyed firm.

- Small businesses indicated greater overall interest (52%) for “Customized training for your current employers at your facility” than on average.
- The largest firms (25 employees or more) expressed higher overall interest in “A training program and coursework for management and supervisors, including performance management and coaching” (57%) when compared to small (48%) and medium-sized (46%) locations.
- Firms with between one and nine employees were more interested in “A training program and coursework for business communications, including business writing and presentation skills” than the average surveyed business (55% vs. 43% overall interest).

Entry-Level Hiring Challenges and Assessment

Businesses were then asked specifically about entry-level positions. The majority of firms in the four-county area said that they experienced difficulty (53%: “Some” and “Great difficulty”) finding qualified candidates to fill entry-level positions at their business location. Forty-seven percent of survey respondents indicated that they encountered “Little to no difficulty” locating qualified applicants for the same positions.

Figure 27: Difficulty Finding Qualified Entry-Level Applicants



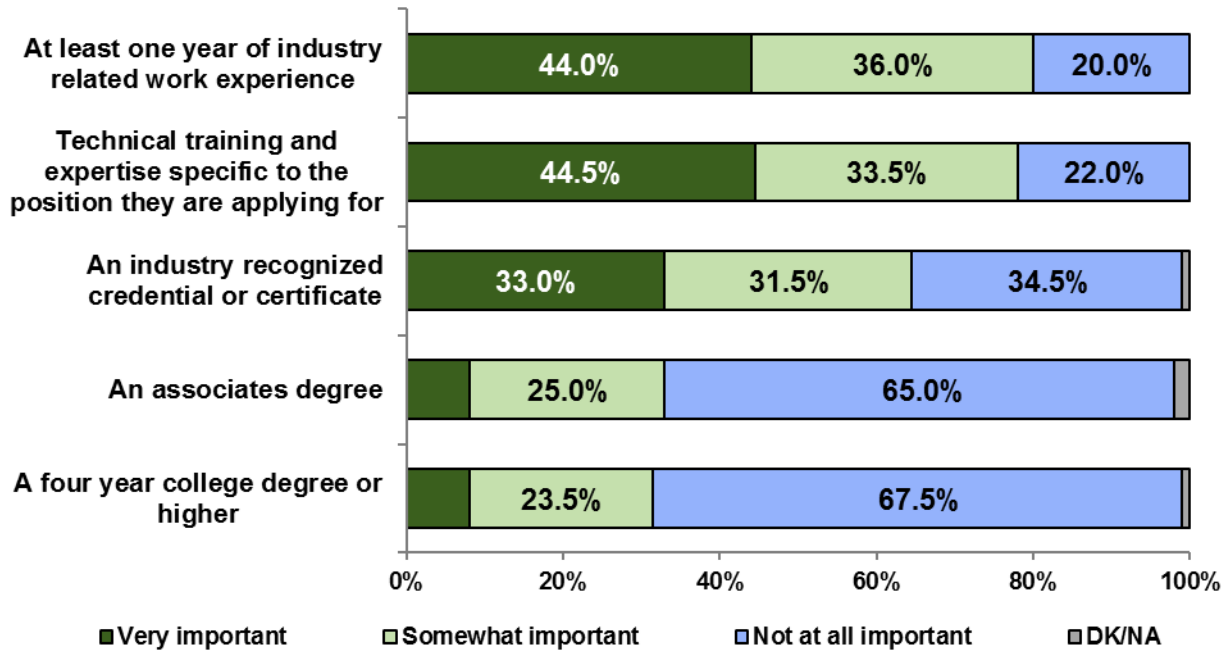
- Logistics employers reported a higher than average level of overall difficulty finding quality entry-level applicants (66% vs. 53%).
- A larger proportion of small firms (27%) said that they experience “Great difficulty” than the average location, while medium-sized firms reported the highest level of overall difficulty (61%) when split out by employee size.

Importance of Education, Training, Skills and Experience for Entry-Level Employees

The majority of employers surveyed in the region indicated that “At least one year of industry related work experience” (80%), “Technical training and expertise specific to the position they are applying for” (78%), and “An industry recognized credential or

certificate” (65%) were either “Somewhat” or “Very important” when considering a candidate for an entry-level position. An educational degree of two years or more was assigned the least importance among employers (“An associate’s degree”: 33% overall importance; “A four year college degree or higher”: 32% overall importance).

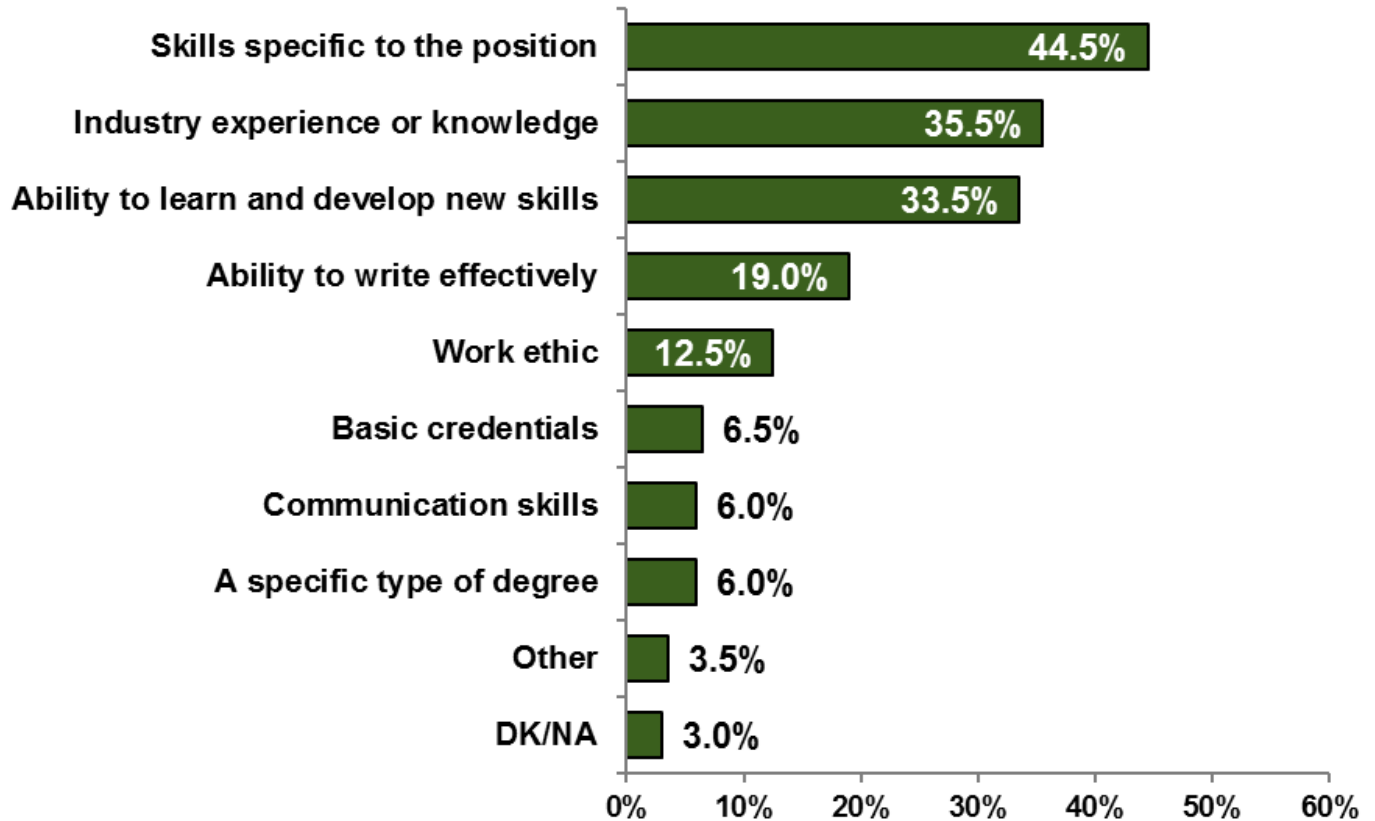
Figure 28: Importance of Qualifications for Entry-Level Positions



- An industry recognized credential or certificate was more important for firms involved in Building Design Services (92% overall importance), Health and Wellness (88% overall importance), and Business Support Services (73%) than on average.
- At least one year of industry work experience was deemed important by every Manufacturing firm surveyed.
- Business Support Services locations reported higher overall importance (46%; 12% “Very important”; 35% “Somewhat important”) than the average surveyed firm (32%).
- Technical training and expertise specific to the position they are applying for was more important to firms in Tulare and Kings Counties (84%) than surveyed locations in Fresno and Kern Counties (72%).

The largest proportion of employers in the four-county region reported that skills specific to the position were the most sought after when looking to secure a qualified entry-level candidate (45%). Over one-third of all respondents said that industry experience or knowledge (36%) and the ability to learn and develop new skills (34%) were the most attractive when deciding on an entry-level hire.

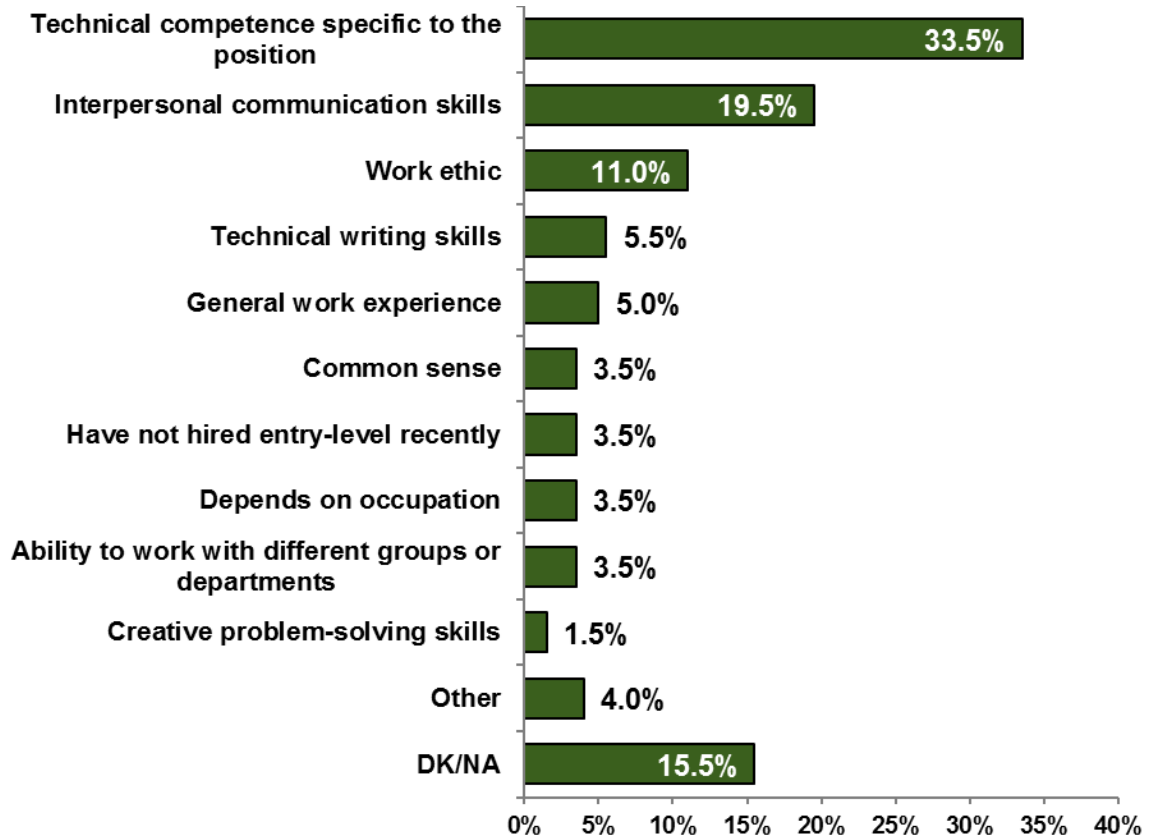
Figure 29: Desirable Skills and Characteristics for Entry-Level Employees



Deficiencies among Recent Entry-Level New Hires

More than one-third of firms in Tulare and Kings Counties said that technical competence specific to the position was the most deficient among new hires. Both interpersonal communication skills (20%) and work ethic (11%) were identified as deficient among recent entry-level hires by at least one in ten employers.

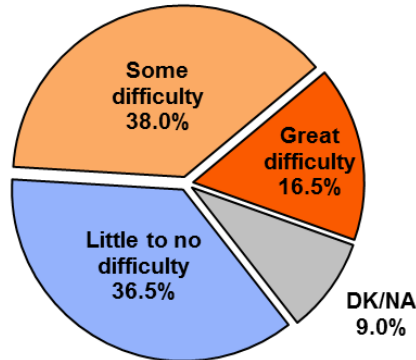
Figure 30: Reported Deficiencies among Recent Entry-level Hires



Non-Entry-Level Hiring Challenges and Assessment

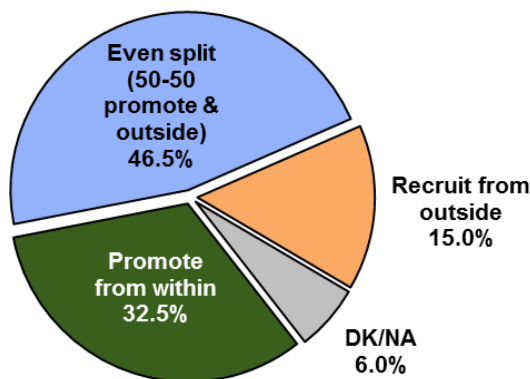
After providing information about entry-level workers, businesses in the four-county area were asked to answer questions related to non-entry-level (or experienced) workers. As illustrated by Figure 7 below, more than half (55%) of firms indicated at least some level of difficulty (“Some difficulty”: 38%; and “Great difficulty”: 17%) finding qualified non-entry-level applicants for their business. Nearly 37 percent of employers said that they experience “Little to no difficulty” locating qualified workers for non-entry-level positions.

Figure 31: Difficulty Finding Qualified Non-Entry-Level Applicants



Nearly a third of employers promote from within to fill the more experienced positions at their firms, while 15 percent recruit for those positions from outside the company. The highest proportion of survey respondents (48%) said that they do not primarily hire from outside or promote from within when filling non-entry-level positions.

Figure 32: Source for Non-Entry-Level Hires

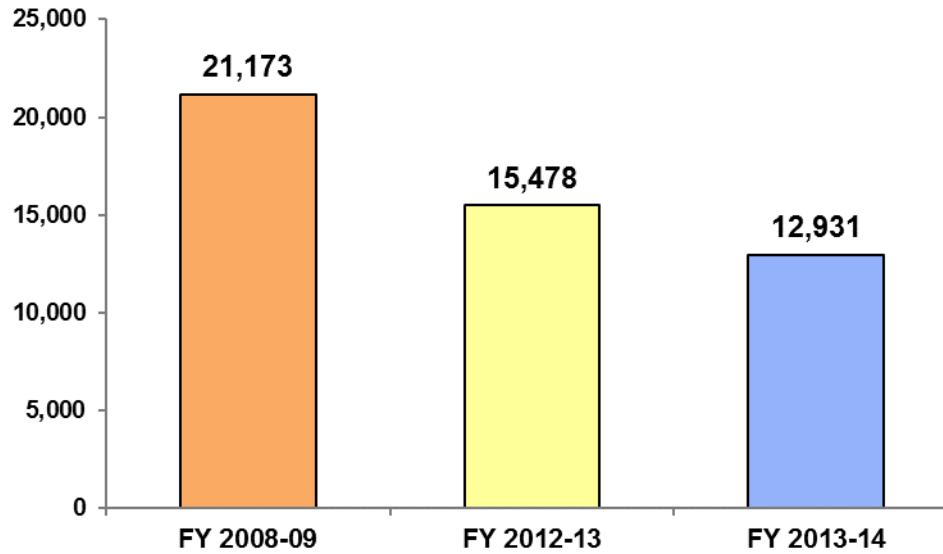


- A higher proportion of employers located in Fresno and Kern Counties reported that they recruit non-entry-level hires from outside the company (19%) when compared to firms in Tulare and Kings Counties (12%).

Table 2 Notes

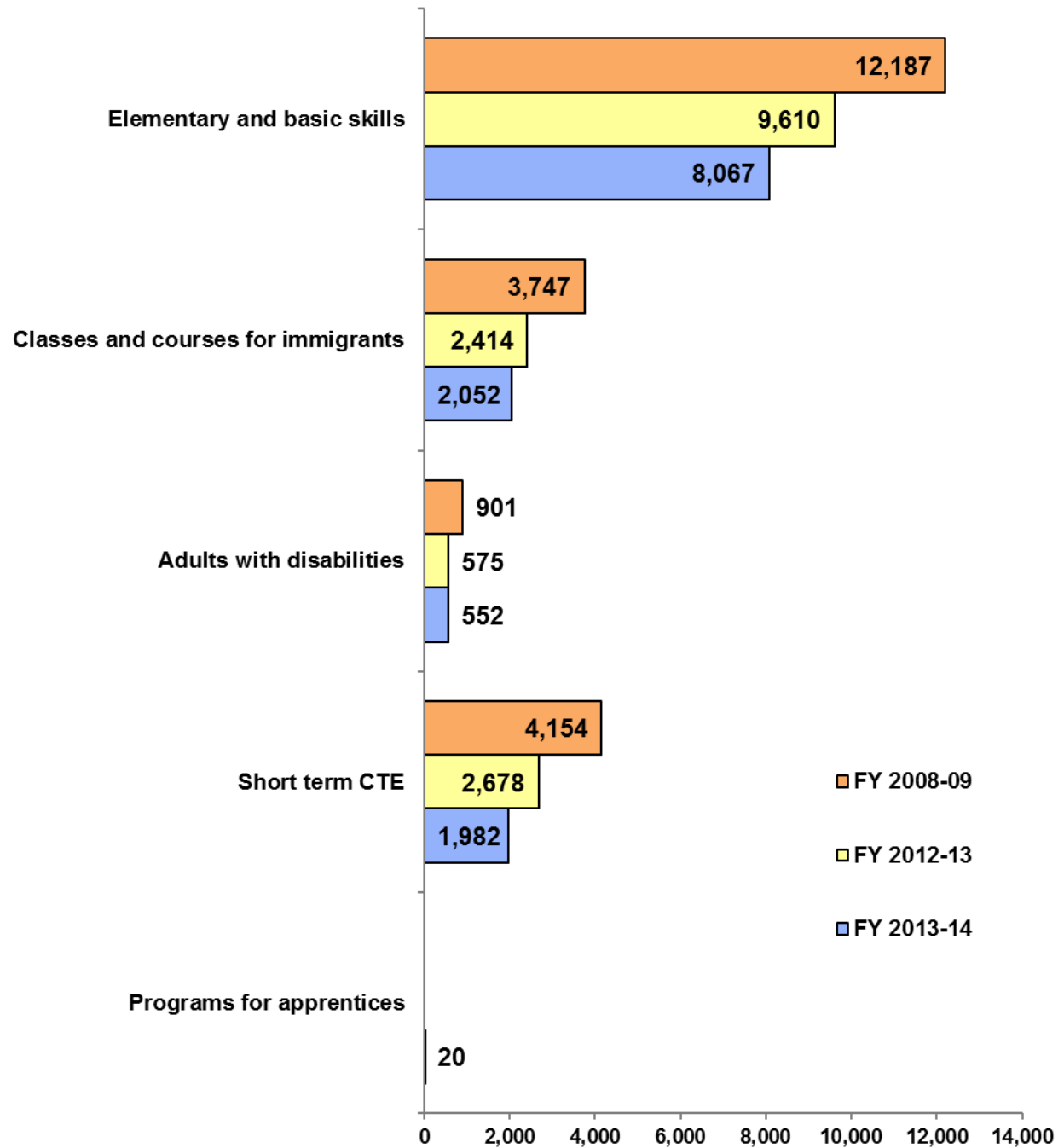
The figure below outlines the unduplicated enrollment in the 2008-09, 2012-13, and 2013-14 fiscal years. Unduplicated enrollment dropped by 5,695 from 2008-09 to 2012-13 and dropped 2,547 from 2013-14.

Figure 33: Overall Unduplicated Enrollment throughout Fiscal Years



When unduplicated enrollment is broken down by Program Area, we see that unduplicated enrollment had a drop in all Program Areas from the 2008-09 to the 2012-13 fiscal year. From the 2012-13 fiscal year to the 2013-14 fiscal year, unduplicated enrollment slightly decreased in four Program Areas. On a positive note, programs for apprentices were offered in the fiscal year 2013-14 and had 20 students enroll.

Figure 34: Unduplicated Enrollment throughout Fiscal Years



Objective 1 and 2 Data Sources

Demographic Data

In order to capture a complete picture of the region, demographic data was gathered from the following resources: the Economic Modeling Specialists, Inc. (EMSI) and the American Community Survey (ACS).

Consortium Data

Data was retrieved from those members and partners who sent their tables: COS, Visalia Adult School, Tulare Adult School, Hanford Adult School, Cutler-Orosi Joint Unified School District, Corcoran Unified School District, Proteus, Inc., Read to Succeed, ABLE Industries, and Porterville Adult School.

For the educator survey, those who took the survey include COS, Visalia Adult School, Tulare Adult School, Hanford Adult School, Cutler-Orosi Joint Unified School District, Proteus, Inc., Read to Succeed, ABLE Industries, Exeter Unified School District, Lindsay Unified School District, Woodlake Unified School District, Alpaugh Unified School District, Kings County Workforce Investment Board, Tulare County Health and Human Services Agency, Kings County Health and Human Services Agency, City of Visalia Parks and Recreation, Tulare Workforce Investment Board, San Joaquin Valley College-Visalia, Tulare County Sheriff's Department, Corcoran Unified School District, and Porterville Adult School. If the organizations did not offer education programs, they were screened out of the survey. A total of 14 educators that completed the survey were members or partners and were sent the appropriate tables to be completed.

Employer Survey Data

A profile of regional businesses was created to better understand Adult Education needs within the region. Data gathered from the employer survey is from 200 businesses in Tulare, Kings, Fresno, and Kern Counties with at least one location.

Gaps between Objectives 1 and 2

Centered upon services and programs currently offered, the educator survey, and the employer survey, initial gaps identified in the region are

- Training Programs: Short-term CTE and Apprenticeship Programs,
- Deficiency of Technical or Computer Skills,
- Sharing of Information and Resources,
- Students' Access to Programs,
- The Lack of Classes at Varying Times and Locations.

Training Programs: Short-term CTE and Apprenticeship Programs

One of the gaps between the services and programs currently offered and the evaluation of current needs is the need for training programs. The importance of these programs was indicated by both educators and employers.

- All of the educators placed importance on programs that connect employers with training and education opportunities (84% "Very important" & 14% "Somewhat important")
- All of the educators specified the integration of literacy instruction and occupational skills training was important (71% "Very important" & 29% "Somewhat important")
- In addition, educators were also asked what programs, planning, or improvements they would like to see in the region.
 - "I would like to see more CTE/apprenticeship programs."
 - "More professional skills training for direct service providers teaching people with disabilities. More vocational training within the junior high and high schools with hands on opportunities/real work for people with developmental disabilities earlier in their education process."
 - "Develop entry level career technical programs with basic language and math skills embedded to address the needs of under educated adults."
- When asked to identify the weaknesses of short-term CTE programs, educators indicated:
 - "Having the resources to get the correct students into the appropriate classes."
 - "Need for more community partners."
 - "Finding qualified nursing instructors."
 - "Resources for CTE curriculum."
 - "Teacher use of technology in instruction."

- In the employer survey more than half of employers
 - Indicated they were likely to experience difficulty recruiting non-entry level employees with adequate skills and industry experience (60% “Great” or “Some” difficulty).
 - Reported having difficulty with recruiting entry-level employees with appropriate training and education (56% “Great” or “Some” difficulty).
 - Indicated that at least one year of industry related work experience is important (80% “Very” or “Somewhat” important).
 - Stated that technical training and expertise specific to the position they are applying for was important (78% “Very” or “Somewhat” important).

Deficiency of Technical and Computer Skills

Another gap between the services and programs currently offered and the evaluation of current needs is technical or computer skills.

- When educators were asked to identify weaknesses in the Program Areas in which they deliver instruction, they stated
 - “Increase the use of technology in instruction and student use of technology.”
 - “Teacher use of technology in instruction.”
- In the employer survey, more than a third of businesses
 - Indicated having “Some” or “Great” difficulty in addressing the workforce need of providing training programs so current employees are productive and stay up-to-date on changing technology and industry requirements (38%).
 - Said that technical competence specific to the position was the most deficient among new hires (34%).

Sharing of Information and Resources

An additional gap between services and programs offered and the evaluation of current needs is improving the sharing of information and resources between adult educators in the region.

- When educators were asked what programs, planning or improvements they would like to see in the region, educators stated
 - “I would like to see better streamlining (sharing of information and resources) between existing providers and Adult Education.”
 - “Coordinated efforts that reduce redundancy/duplications of services and include relevant data to support the future services/courses needed.”
 - “Planning and improvement-work with COS and other Adult Education providers to avoid duplication of services.”
- Likewise, one educator offering classes in the Adults with Disabilities Program Area indicated the need to work with their partners to determine training needs and improvements in the curriculum.

Students' Access to Programs

One of the issues in the educational gap is a lack of Adult Education opportunities in rural areas. Ensuring students have access to these educational programs is essential.

- All of the educators specified the coordination of Adult Education with existing support services such as transportation or child care was important (86% “Very important” & 14% “Somewhat important”).
- When educators were asked what programs, planning or improvements they would like to see in the region, educators stated
 - “Ensure that all groups have access to the programs and support services they need to advance their literacy skills, transition to higher education or training and become gainfully employed.”
 - “Accessibility to Programs.”

The Lack of Classes at Varying Times and Locations

Lastly, another gap to address between programs and services currently offered and the evaluation of current needs is being able to offer more classes at different times and locations.

There are several SAEC members that either at one time offered Adult Education courses and had to discontinue them or have never offered Adult Education. Right now these districts represent a geographic gap in our region. These include the following districts: Lindsay USD, Farmersville USD, Woodlake USD, Exeter USD, and Alpaugh USD.

In addition, districts that currently offer Adult Education have had to make cuts to their programs in recent years. This represents gaps in meeting the demand for courses. These districts include Visalia USD, Tulare JUHSD, Corcoran USD, Cutler-Orosi USD, and Hanford USD.

- When educators were asked what programs, planning or improvements they would like to see in the region, one educator stated
 - “We would like to see more offerings for HSD and ESL. We have an unmet need because we are the only provider in Kings County with a very limited budget. We would like to see a return of the computer literacy classes, literacy classes, LVN certification, and education for older adults.”
- When educators were asked what changes they would make in the program(s) that they serve, “Offering classes at varying times and locations” was indicated for three Program Areas: Elementary and Basic Skills, Classes and Courses for Immigrants, and Short-Term CTE.
 - Similar responses included the following:
 - “Provide more teachers to increase the number of students served.”
 - “Increase the number of class offerings for ABE and GED prep on campus.”
 - “Increase number of locations off site for GED offerings.”

- “Increase evening schedule from 3 nights to 4 nights.”
- “Increase number of class offerings in GED Spanish.”
- “Increase number of High School Diploma elective courses focused on vocational (i.e. Welding).”
- “Offer more classes to get rid of waiting list.”
- “Increase the number of off-site class offerings in the community.”

Objective 3

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Challenges for Student Transitions

Adult students face many challenges when it comes to transitioning into Adult Education programs, community college programs, or into the workforce. Often students have low literacy and numeracy skills which may threaten their ability to successfully transition into programs to meet their career and academic goals. Additionally, they are unfamiliar with the resources and programs available that can help them meet their goals. Many adult students work and support a family which adds challenges such as childcare. In this rural region, transportation is often an issue, preventing students from accessing certain programs. Many adult students are unsure of their end goals for their careers and what educational pathway options exist for them. Students are unsure of how to navigate a community college campus or where to go to get started at a community college or adult school. They are also unaware of how to apply for and access financial aid. Additionally, adult students need to improve their study and organizational skills to ensure success. Counseling and other student support services such as career centers have been cut from regional Adult Education programs. In-person assistance is lacking for students that would benefit from meeting with a counselor. A challenge to transitioning into a career is the high unemployment in the local labor market. It may be that a student achieves his or her academic goals and successfully completes a certificate or degree programs but can't find a job in his or her field in the region.

Strategies:

In order to address these challenges, SAEC established an Objective 3 Sub-Group made up of faculty, teachers, and administrators from Member School Districts, COS, and Partner organizations. This Sub-Group has identified strategies to help to relieve some of the challenges students face when transitioning into an educational program or into a career. Additionally, Program Area Sub-Groups focused on the five Program Areas developed additional strategies.

Pathway Mapping

As part of the planning process SAEC will be developing a mapping tool that lays out career pathways in the five Program Areas and across Program Areas. The tool will be electronic and will help the SAEC to visualize the existing pathways and to identify new opportunities to fill gaps within the pathways. It will be at the center of the Regional Integrated Service Delivery System or RISDS (see below). Additionally, the pathway tool will continue to be used during the implementation stage following the planning period as a tool that can be used by potential students, current students, and staff. The career pathway mapping tool will be a central means used to communicate the opportunities available for adult learners. Additionally, it will serve as a repository of knowledge about courses and services available that can be updated by Members and Partners.



Figure 35: Homepage of Sequoias Mapping Tool

In order to build this tool, a team of subject matter experts (SME) made up of teacher, faculty and administrators familiar with the health and ESL offerings in the region met to map out the various pathways available. From the pathways that the SME group developed, a pilot of the pathway mapping tool has been developed. Due to time constraints, the initial version of the tool focuses on the career technical education pathway of health care. This tool will continue to be developed for the five Program Areas including several industry based career pathways as part of the

implementation of the SAEC Regional Plan. The pathway tool can be previewed at

<http://sequoiasadulted.com/pathways/>. See

Appendix D: Sequoias Pathways for Mapping Tool for the pathways developed by the SME as part of the planning process.

Regional Integrated Service Delivery System:

In the Objective 3 Sub-Group, made up of faculty and administrators from COS as well as adult schools and partner organizations, the initial discussions surrounding student transitions included a lot of questions between the two types of organizations. It became very clear that currently, practitioners in the two systems have little communication. This is not because of a lacking desire to communicate, but is due to the two systems operating separately. As the systems stand now, there is no formal referral structure and no sharing of information between the two systems. Additionally, there is no one in the two systems whose role it is to be familiar with both systems. Also, collaboration and coordination with Partner organizations, while robust, is on a one-by-one basis and is dependent on a District's relationship with that Partner organization. Regional partnerships are needed to better leverage Partner and Member resources. Based on these types of conversations and from research into best practices, SAEC has developed two closely linked strategies, a coordinated referral system and regional Adult Education centers that together create a regional integrated service delivery system.

This system will be established through agreements between the Member organizations in SAEC. Through these agreements, SAEC will be formalized and overseen by full time staff. A director will be hired as well as these staff that will help to coordinate and implement the regional strategies identified throughout this plan. The organization of the regional centers and staffing would be modeled after the Doing What Matters Initiative's Sector Navigator and Deputy Sector navigator concept. Ideally, SAEC would have an "Adult Education Navigator" (aka, administer/director) who would manage "Deputy Adult Education Navigators" (full-time staff) each with a specialty Program Area. The Navigators would be well-trained and have a strong understanding of the Adult Education programs at both the SAEC Adult Schools and COS as well as the resources available at Partner organizations. These Navigators would be charged with staffing the regional center locations and remote locations (they might each be assigned

to multiple locations) and would be tasked with managing Program Area collaboration in all five Program Areas as well as act as liaisons between all agencies. These would be new positions. As planning continues, the number of Navigators needed will be determined. It will be the plan to seek additional funds for SAEC as well as to leverage resources from the Member and Partner organizations to fund these positions.

During the implementation period, SAEC will embark on an organizational development process to establish, in detail, exactly what this regional structure will look like and how it will operate. SAEC will go through a process that includes the following actions:

- Establish buy-in/develop operational Memorandum of Understanding (MOU);
- Identify goals/objectives/scorecard and metrics based on the five Program Areas;
- Facilitate the five Program Areas in identifying the current state using process mapping for serving customers;
- Facilitate the five Program Areas in leaning out the current state and designing an ideal state;
- Create a staffing planning for SAEC based on the ideal state for serving customers;
- Develop a public facing brand that resonates with the customers for the five Program Areas;
- Move planning documents to an Intranet for the SAEC's use, and expand the current website into a public facing outreach tool with key messaging for the customer market segments;
- Complete the Career Pathways Tool for the public facing website;
- Create a communications and outreach plan for each market segment;
- Identify professional development planning and training for faculty and staff of member and partner organizations to create cultural and organizational responsiveness based on the ideal state;
- Train faculty and staff of member and partner organizations in technology tools.

SAEC is planning for a 3 year implementation process for establishing the Regional Integrated Service Delivery System (see Appendix B: Implementation Tasks and Timeline)

Coordinated Referral System

One aspect of the RISDS is a coordinated referral system that would allow seamless transitions between adult school and community college training programs. The system would help students navigate between the two systems and develop a clear educational pathway that would help them to achieve their educational and career goals.

Additionally, the system will not only connect the Community College and Adult Schools, but it will incorporate partner organizations including the Workforce Investment Boards, partner CBOs, and local government agencies.

Students could encounter the referral system at several different points. For example, students must take a placement assessment when entering COS for math and English skills. Trained counselors or student services staff would interpret scores for students and determine their best and quickest option for English and math courses to steer

students toward the right pathway. Students may be referred to Adult School programs or COS English and math classes. For this referral system to work, a set of if-then scenarios would be developed. Students would have an academic plan with a clear mapping of where to go next. Another example of how a student might encounter the referral system would be when a person is laid off. This person might go to a WIB One Stop office and be interested in a new career pathway. The WIB could link them with options at the College or adult schools.

A key aspect of the referral system will be an electronic component that both adult schools and COS can access to track students (potentially other partners such as the WIB might be able to access such a system). There will also be a trained point person (or people) at each organization that can assist the students to get them registered for the correct class and develop a plan. Another important aspect of the coordinated referral system would be to ensure that students understand that the system is a coordinated effort. Students may take some coursework through an adult school and other coursework at COS.

Regional Centers

The regional student support centers will be located at existing sites including adult schools, COS, WIB One Stop offices and/or libraries as well as other sites that will be determined during more advanced planning. These centers will have trained counselors and/or staff to help students navigate through the two systems. The center will have computers, books and printed materials available to students to help them develop educational plans. They will maintain a database of all available educational programs for adults in our region and career pathways as well as provide job search, work experience and other assistance in the center. The idea behind the regional centers is that they would be an expanded version of the WIB's One Stop centers. Centers would provide one place where students could take assessments, including learning disability assessments, and receive guidance on their educational and career goals. Centers will also have an electronic portal that will allow students to access some services virtually.

An important part of ensuring these regional centers provide the best services will be a cross trained team that receives timely, recursive training. The Objective 6 Sub-Group (professional development) is creating a strategy focused on training for these centers.

Since brick and mortar locations are costly, SAEC plans to build upon existing services and structures rather than have separate locations. For example, a room at COS and a space at the Adult Schools would be set aside to be used for these regional centers.

Additionally, in order to provide reach into the rural communities who have a need for these services, the SAEC school district Members would make use of existing school sites in the community such as elementary, middle or high schools and their resources. Regional center staff would travel to these community sites once a week or perhaps once a month (dependent on need) to bring the services out into the community by making use of an elementary school's computer lab or computer cart and wireless internet. This would be done after school hours and perhaps during the time children are at an after school program. Leveraging of these types of resources to help alleviate

challenges such as childcare, transportation, or lack of internet access will make the regional centers more effective and more cost efficient. In addition, a regional partner, Proteus, Inc., has a mobile career center. SAEC would leverage this resource in order to bring regional resources too hard to reach areas of the region.

Communication and Outreach

An integral part of the RISDS will be communication and outreach both between SAEC Members and Partner and with the public. As part of the implementation process, a branding strategy for the system will be developed. Additionally, an outreach plan based market segments will be established. The internal communication process will be very important as well. A regional system will require careful coordination amongst members and partners so a clear communications process with detailed roles and responsibilities for each party involved will be established.

Professional Development

An important part of the RISDS will be professional development. Faculty, teachers, counselors, and other administrative staff from both members and partners all play a key role in ensuring students are accessing the resources they need. Key staff, faculty, and teachers will be trained to create a collaborative culture that will be so important for a successful implementation. In addition, coordinating cooperative professional development skills training will be a responsibility of the new SAEC staff. See Objective 6 for more details on professional development.

Translation of Assessments

Currently the Adult Schools and Community College use different assessment tools to determine a student's skills and appropriate class placement. Ideally, the State should align the assessment tools used by the two systems so that there is a single set of assessments that both systems could use.

In absence of this policy change at the state level, there is a need to establish a clear understanding of the assessments by both systems. Staff and faculty need to understand what a score means so that students can be placed in the correct classes or referred to the correct program offering. As part of the translation process, the assessments would be grouped into skill areas (for example: quadratic equations and fractions for a math test) so that a student's score can be better interpreted. The translation process would provide a map of the assessments so that a student's score can be used to determine the best path for him or her for English, math, and ESL courses.

An important aspect of the translation of assessments will be the collaboration between the adult school and college staff. All parties need to have a clear understanding of the skills tested on the assessment and the skill levels necessary to test out of the introductory math, English or ESL courses. With the understanding of the assessment, complementary basic skills courses can be developed by the adult schools to better prepare students to enter courses at the college level. A team of faculty and staff from both systems will work together to create the translations of the assessments.

CTE Contextualized Basic Skills

One challenge to successful student transitions into CTE programs is that they are often lacking in basic skills. SAEC developed two strategies to help students improve their basic skills in order to be successful in CTE programs. These strategies are similar, but incentivize the student differently.

Supplemental Instruction in Basic Skills

The first is what SAEC is referring to as the Supplemental Instruction in Basic Skills model. This would be similar to IBEST programs in Washington State in that there would be a CTE instructor and a Basic Skills instructor that would team up for this model. The Basic Skills instructor would be from an adult school. The Basic Skills instructor would attend the class. Through class attendance and by working with the CTE instructor, the basic skills necessary to be successful in the class would be identified. These basic skills would be taught in a session outside the CTE class time. Students would be offered extra credit or other incentives to attend these Basic Skills sessions. This process would require preparations and planning by the CTE and Basic Skills instructor. Initially, both instructors would be present in each class period so that the Basic Skills instructor develops an understanding of how the basic skills need to be contextualized.

Non-Credit Basic Skills CTE Certificate

The other strategy is using the Non-credit Certificate option for students. This would be an additional course that students would register for that would be a short (perhaps 8 week) complementary contextualized Basic Skills course. The incentive for the student would be the extra certificate earned if the course is taken. It would be taught by an Adult School Basic Skills instructor who would work with the CTE instructor of the complementary CTE certificate program to develop the curriculum and coursework. It might be offered on the COS campus or alternately offered at an Adult School campus and articulate so that students earn the COS non-credit certificate. The purpose of the course would help students in two ways. First, it would improve their basic skills so that they are more successful in the CTE program. Second, it could serve as a signal to employers that the student's basic skills are now up to their requirements and perhaps lead to employment.

SAEC plans to pilot both of these approaches for better preparing students for CTE programs. At COS there is currently a grant-funded program using a model similar to a Supplemental Instruction model and, so far, the model has been successful. The difference is that an Adult Education instructor has not been providing the supplemental instruction and the region believes that doing so would improve outcomes. The other model is a new option due to recent changes in requirements for non-credit certificates. SAEC would like to pilot both and see which is the most effective for ensuring students' successful completions and transitions into the workplace.

College Non-Credit Courses for Basic Skills

Another strategy for meeting adult students' basic skills needs is to offer 400 level non-credit short-term Basic Skills courses to better prepare students for transfer level classes or CTE course. The College has already developed a short-term, 20 hour course for preparation for their placement assessment. This type of course could be offered at several locations for students transitioning into college. It will not only prepares students for the placement assessment so that they are placing into the highest level English and Math courses that best matches their skillset, but it includes instruction on how to be successful in college. Other courses, such as a short-term series of courses specific to CTE programs may also be developed to create Career Development College Preparation Certificates. An example of the type of Career Development College Preparation Certificate course would be an independent Math course that uses a flipped classroom concept employing the ALEKS math software which the College has already purchased. ALEKS is an adaptive software program that allows students to work through math coursework at their own pace. The instructors would work in the classroom to guide the learning process and to assist students with learning new concepts. While the ALEKS program can be used in a lab setting as well, using it as a short-term non-credit course will help students (especially those who test low on their placement assessment) be more prepared for the transition into college.

Expanded Counseling Services

Adult School Counseling Services

An important support offered to adult students is counseling services. These services are available at the larger adult schools in the region and are proven to be an important part of student success. Counselors provide students with guidance on educational pathways and course selection based on career and educational goals. Some of the small schools don't currently have counseling services available. SAEC plans to expand counseling services available to adult students by hiring additional counselors. Currently, the plan is to hire at least one additional full-time-equivalent counselor to the region.

College Counseling Services

The college counselors most often see students when they are first beginning coursework. This includes administering the initial placement assessments and working with students to choose the correct set of courses for their educational goals. These counselors, however, are not specialized to work with ESL students. The college currently has one ESL specific counselor, but because of the large English language learner population in the region, the Program Area 2 Sub-group identified this as an area of need. The region plans to provide one additional ESL specialized counselor. These counselors identify English Language Learners and ensure they are taking the correct placement assessment. They also work with English Language Learners to develop the correct educational pathway that includes, if necessary, ESL course that will help them to be successful in college work.

Expanded COS Campus Tours for ESL and ABE/ASE Students

Currently, one adult school offers COS campus tours for their Adult Education students. Both the Program Area 1 and 2 Sub-Groups thought that these tours are important for

familiarizing students with COS so that they are more likely to transition to further their education.

The campus tours will be combined with an initial workshop at the adult school site. Representative from COS will visit the adult school campus to hold an informational workshop on the college. The workshop provides details about what the college offers, the difference between degree and certificate programs, and overview of the course/program/degree offerings, and information on how to apply. Immediately after the orientation, interested students will go to a computer lab with the COS team and the team will lead them through the application process.

The current tour is for students who have applied to COS. Currently, the students take a field trip to the campus and take the placement test as well as get a short campus tour. However, the Program Area Sub-Groups recommended taking students on the field trip that may not be ready to enter college and perhaps didn't apply yet. The tour will be designed to familiarize students with the campus and the intent is to utilize current students (preferably those that began their pathway at an adult school) to provide the tours. The tours would be offered twice a year, once in the fall and once in the spring from several adult school locations. A regional Adult Education Navigator will facilitate the arrangement of these programs.

Outreach to Employers to Educate Them on Hiring Adults with Disabilities

Adults with Disabilities can be overlooked by employers. ABLE Industries, a SAEC partner, trains adults with intellectual and physical disabilities for specific skills. One of the largest challenges is finding employers who are willing to work with ABLE industries to develop an on-the-job training plan for these adults. Employers are not aware of the vast array of skills that can be taught through specialized on-the-job training. SAEC, by way of the Adult Education Navigators, will coordinate with the local WIBs to conduct outreach to employers for these specialized programs.

Occupational Work Skills Curriculum Updates

One of the programs offered in the region for Adult Education is the Occupational Work Skills course offered by Visalia Adult. This program prepares Adults with Disabilities for the workplace and prepares them to transition into programs at ABLE Industries which places these individuals in on-the-job training. The region plans to update the curriculum for this training to better facilitate seamless transitions for Adults with Disabilities into on-the-job training programs. Due to changes in requirements for Department of Rehabilitation training programs, organizations such as ABLE Industries are now being tasked with transitioning individuals with intellectual disabilities into jobs within a two year time frame. This new deadline reduces the amount of time that can be spent in career exploration and on teaching professional skills while in on-the-job training programs. The curriculum updates will include the addition of professional skills and appropriate workplace behavior as well as career exploration so that these students are better prepared to enter the workplace in the on-the-job training programs.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among SAEC Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Transition into Adult Education and to the Workforce	Pathway Mapping	<ul style="list-style-type: none"> • Funding to continue the web tool build out • Time with the standing program committees (see Objective 6) to map out remaining pathways • Regular communications with partner organizations 	\$45,425	Member School Districts, COS, web development contractor	<ul style="list-style-type: none"> • Website usage • Referrals to programs using website • Satisfaction survey 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into Adult Education and the Workforce	Regional Integrated Service Delivery System: Regional Center and Referral System (All Program Areas)	<ul style="list-style-type: none"> • Implementation Planning Time and assistance: <ul style="list-style-type: none"> • ID Goals/Objectives/Scorecard & Metrics with all involved organizations • Process Mapping & Lean • Staffing Planning • Development of Communications Systems and required Technology • SAEC Staff: 4 to 5 full time staff including Adult Ed Navigator (manager/administrator) and 3 to 4 Deputy Adult Ed Navigator as well as a classified staff person for additional support. • Space (we plan to use existing brick and mortar space provided by members and partners) • Supplies and equipment for staff (computers, etc.) • Professional Development funds • Transportation costs for travel to various regional sites • Resources for Outreach <ul style="list-style-type: none"> • Website development 	\$1,895,214	Member School Districts, COS, WIBs	<ul style="list-style-type: none"> • Usage numbers • Enrollment in services and programs • Entered Employment rates • Transfers to Adult Education or CC programs • Program enrollments • Completions 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline

		<ul style="list-style-type: none"> •Outreach materials •PSA, print/media outreach • Software system to track students • Software or programming for assessments to recommend pathways for students 				
Transition from Adult Education into the CC or in the CC	Translation of Assessments (Program Area 1, 2, and 3)	<ul style="list-style-type: none"> • Staff time to analyze the assessments • In order to provide the assessment at various locations: <ul style="list-style-type: none"> • Staff to administer assessments • Licenses or fees if applicable •Funding for professional development •System to track and share the data between programs, this might include updated hardware. 	\$6,708	Member adult schools, COS	<ul style="list-style-type: none"> • Completion of courses • Grades in Courses • Successful transitions into CC • Re-assessment scores • Assessment of faculty/staff knowledge 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into CTE Program	CTE Basic Skills Preparation (Program Area 4)	<ul style="list-style-type: none"> • Funding for piloting two basic skills CTE prep strategies • Staff time for planning and curriculum development • Materials for lessons • As programs grow, staffing to oversee the contextualized basic skill integration programs 	\$20,726	Member Adult Schools, COS, WIB	<ul style="list-style-type: none"> • Completion rates • Job placement rates 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition to Community College from Adult Schools	Expanded COS Campus Tours for Adult Basic/ Secondary Ed and ESL Students at Adult School (Program Areas 1 and 2)	<ul style="list-style-type: none"> • Staff time at Adult School to coordinate orientations and to accompany students on tours. • Staff time at COS to provide tours 	\$3,000	Member Adult Schools, COS	<ul style="list-style-type: none"> • Enrollment rates for students transitioning from Adult Schools 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into College	400 Level Non-Credit Assessment Prep Course and Non-Credit Career Development Preparation Certificates	Cost of Instructor to teach course	\$10,000	COS	<ul style="list-style-type: none"> • Assessment scores for students who took the class. • Placement rates into transfer level courses. 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline

	(Program Areas 1, 2, 3, 4)					
Transition into an Educational Program and into the Workplace or to College	Adult Education Counselor at Adult Schools Currently Without Counselors (All Program Areas)	Cost of part time counselor at Hanford Adult School	\$62,522	Member adult schools in need of counselor	<ul style="list-style-type: none"> • Student persistence • Student completion rates • Transfer rates into college 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into College	Additional Counselor for ESL Students (Program Area 2)	Cost of full time counselor at COS	\$100,000	COS	<ul style="list-style-type: none"> • Student completion rates • Number of students taking CELSA • Student persistence rates from ESL into English courses 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into College	Multi-Lingual Learner Sections of English 360 and 251 (Program Area 2)	No additional Cost	\$0	COS	<ul style="list-style-type: none"> • Student pass rates • Student persistence rates 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into a Career	Outreach to Employers for Adults with Disabilities (Program Area 3)	No additional Cost, this will be a part of a regional Adult Education Navigator's job.	\$0	SAEC Staff, Partner Organizations	<ul style="list-style-type: none"> • Number of additional OJT placements for Adults with Disabilities 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline
Transition into a Career	Occupational Skills Curriculum Update (Program Area 3)	Teacher time to redevelop curriculum	\$3,000	Member Adult Schools, Partner Organizations	<ul style="list-style-type: none"> • Number of individuals successfully placed into jobs from this program 	3 Year Implementation See Appendix B: Implementation Tasks and Timeline

Objective 4

Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Gaps identified through Objective 1 & 2

- Training Programs: Short-Term CTE and Apprenticeship Programs
- Deficiency of Technical or Computer Skills
- Sharing of Information and Resources
- Students' Access to Programs
- Lack of Classes and Need for Varying Times and Locations

Lack of Classes and Need for Varying Times and Locations and Student Access to Programs

One of the gaps identified is the need to serve more students with Adult Basic Education/GED and High School Diploma coursework (Program Area 1) as well English as a Second Language coursework (Program Area 2). In a recent study of the education level of the 150 largest metro areas in the United States, Visalia, the largest city in the Sequoias region, ranked 148 out of 150 for percentage of individuals over 25 with a high school diploma, 148th for percentage of college experienced adults or associate's degree holders, and 150th for percentage of Bachelor's degree holders. (Wallethub.com, Educational Completions Data provided by the US Census Bureau, 2014)

There are over 130,000 adults in the region without a high school diploma or equivalent and as a region basic education, GED, and high school diploma training is provided to just over 8,000 adult students in Member School Districts and at COS. Similarly, there are approximately 127,000 adults in the region that indicate they speak English less than very well. Currently, in the Member School Districts and at COS just over 2,000 adult students are served in ESL courses. While not all individuals without a high school diploma or who rate themselves as speaking English less than very well have the desire for training, it is clear that there is a large population who could benefit from these courses. The adult schools offering high school equivalency, ABE courses, and ESL currently have waiting lists for their programs so there is excess demand in the community. Additionally, the basic skills English and math courses at COS consistently have long wait lists each semester. Considering 88% of first time students test into below transfer level math and 64% of first time students test into below transfer level English at COS, there is a large unmet need.

As part of the plan to address gaps, the SAEC Members that currently offer courses in Program Areas 1 and 2 will be offering additional courses. In addition, the Community College has expressed interest in greatly reducing their basic skills programs, but would ensure that these students would be served at the adult school. This would free up faculty to focus on higher level and transfer level courses. Additionally, Adult School teachers are trained as teachers and educators. They hold a certificate for teaching adults and have more experience working with adults who are in need of improving their

basic math and English skills. Many times, students come to COS with less than a HSD or no GED and are learning these basic skills for the first time. The Adult Schools are better equipped to work with these types of students. The college is better equipped to work with students with a basic understanding of math and English who are able to work more independently. As a result, the Adult Schools would take on many more students, some that would have normally attended COS, as well as expanding their existing GED and HSD programs. This idea has yet to be worked out and developed completely. Key to this strategy would need to be a well-planned referral system so that students who go to COS looking to embark on college courses and are in need of basic skills preparation, can be referred to the Adult School Basic Education programs and then seamlessly transitioned into COS. Before this path is taken, the region would carefully ensure capacity is expanding and not decreasing and that students are being fully served.

Additionally, there are several small districts that at one time offered Adult Education programs, but due to decreases in funding, were eliminated. This leaves geographic gaps in the offerings of Adult Education. One of the strategies developed through the planning process for school districts that do not currently offer adult programs is to provide adult programs by contracting with existing adult schools to provide courses at school sites such as elementary, middle, and high schools for the adults in their community. Several school districts have expressed interest in offering courses in their communities and to the parents of the students in their districts. This strategy will leverage existing resources such as the administrative capacity of existing Adult Education programs and trained teachers from existing programs. Also, resources that these districts have to offer would be leveraged such as classroom space (for courses offered after K-12 schools are out of class), computers, internet access, parent education funds, and other services such as after school programs that could provide childcare.

The Member Districts know their local area need well so the SAEC had members complete a survey to determine the number of additional students they would ideally like to serve and the cost to do so. The survey also asked what resources the members have available to leverage and the locations of the courses. Below is the summary of the survey results. For complete results, by District see Appendix C.

A New Course for Immigrants

The region would like to add a new class to better serve the large immigrant population in the region. This new course is a driver's license training course for immigrants who, due to a new law in California, are now eligible to get a driver's license. The course would teach basics such as reading road signs in English as well as teach the process for how to get a license. This course not only would better serve the region's immigrant population, it would also be a way to reach out to an expanded number of students and perhaps link them to ESL and other courses.

Table 20: Summary Survey Results for Program Area 1 and 2 Additional Courses

Question	Category	Totals
Additional Programs To Be Offered	Adult Basic Skills (Math and English)	9 Districts
	High School Diploma Courses	8 Districts
	GED/High School Equivalency Test Prep classes	6 Districts
	English as a Second Language	9 Districts
	Classes and Courses for Immigrants	6 Districts
	Other	1 District
Number of Additional Students to be served in each of These Courses	Adult Basic Skills (Math and English)	442
	High School Diploma Courses	452
	GED/High School Equivalency Test Prep classes	302
	English as a Second Language	582
	Classes and Courses for Immigrants	237
	Jail Ed (HSD/HSE/Basic Skills)	170
How much additional funding would you need in order to expand these programs?	Adult Basic Skills (Math and English)	\$ 363,250.00
	High School Diploma Courses	\$ 443,080.00
	GED/High School Equivalency Test Prep classes	\$ 251,800.00
	English as a Second Language	\$ 527,900.00
	Classes and Courses for Immigrants	\$ 221,800.00
	Other (Jail)	\$ 207,992.00
	Total	\$ 2,015,822.00

Deficiency of Technical and Computer Skills

According to the employer survey conducted for Objectives 1 and 2, one of the biggest deficiencies in the local workforce is the lack of technical and computer skills. The strategy that will be used to address this gap will be to embed computer skills into the coursework for all Program Areas. As it stands, in several of the Basic Skills courses as well as the CTE and ESL courses, computers aren't always integrated into the curriculum. It will be important to integrate these skills into the coursework, rather than simply offering standalone computer skills courses since many of the adult students will eventually find themselves in a job that requires them to contextually apply computer skills.

In order to address this gap of low digital literacy, the SAEC plans to establish The International Society for Technology in Education (ISTE) standards. ISTE developed the ISTE Standards for Students (formerly the NETS) which are standards for evaluating the skills and knowledge students need to be productive members of a digital global economy. These standards develop students' ability to analyze, learn and explore their ever expanding digital communities. There are six ISTE Standards for Students: 1. Creativity and innovation, 2. Communication and collaboration, 3. Research and information fluency, 4. Critical thinking, problem solving, and decision making, 5. Digital citizenship, and 6. Technology operations and concepts. The implementation of the standards as an integral part of all curriculum areas to support

students is more than simple use of technology. They engage students in active learning participation in a digital world through technology. Simply put, technology usage is not the end goal, but rather a means to high levels of learning and participation. SAEC will offer professional development for instructors in all five Program Areas as well as funding for curriculum development time to incorporate these standards in coursework in the five Program Areas.

Another dimension of the deficiency of technical and computer skills is the familiarity with and access to the technology required to develop the skills. There are areas in the SAEC region that do not have high speed internet access available and many individuals who cannot afford to have high speed internet in their homes. However, the schools in the SAEC region do have access to high speed internet and many offer wireless internet. Not only do they have internet access, they have computer carts and computer labs that aren't in use in the evenings. Rural Member school districts have indicated the willingness to develop strategies (whether using the regional center model – see Objectives 3 and 5 – or another solution) to provide access to this technology.

The third dimension of deficiency of technical and computer skills lies in the CTE programs in the SAEC region. In order to ensure that students are completing the certificate programs with the correct skills, a link to the employers in SAEC region is necessary. SAEC plans to confer with local industry groups including the WIB's industry sector committees, to determine the specific technical skills needs for various industries.

Sharing of Information and Resources

This gap was identified through the survey administered to education providers. Prior to the start of the planning process there was little sharing of information regarding the two Adult Education systems and almost no collaboration and sharing of resources. The establishment of SAEC and the planning process has already begun to diminish this gap. Throughout this Regional Plan, there are strategies that address this gap. These strategies include the regional centers, a referral system, shared professional development, and the Regional Integrated Service Delivery System help to fill this gap. Additionally, integral to these strategies are the sharing of resources to ensure the best services are available to adult learners in our region.

Training Programs: Short-term CTE and Apprenticeships

One of the largest gaps in the SAEC region is the clear lack of apprenticeship programs. There are no trade union apprenticeship programs offered in the region. The closest trade union apprenticeships are located in Fresno and Bakersfield over an hour drive and up to a two hour drive from parts of the SAEC region. Apprenticeship programs are historically difficult to begin and the local Workforce Investment Board has been working to establish these programs locally with little success. That being said, there are opportunities to incorporate characteristics of apprenticeships and to prepare students who are interested in travelling to the apprenticeship trainings outside of our region. Local apprenticeship programs such as the International Brotherhood of Electrical Workers apprenticeship program, has indicated that many of their would-be apprentices have difficulty meeting their standards for math and English proficiency and

lose out on the opportunity to enter the program. There is an opportunity to provide apprenticeship preparation courses that offer basic skills preparation. In the region, the high speed rail is a large infrastructure project that will require technically proficient tradespeople to do the work to build and maintain the system, which provides a great opportunity for individuals in the SAEC region provided they have adequate skills. Offering a pre-apprenticeship training that provides contextualized basic skills for potential apprentices will enable individuals to become better prepared to enter one of these programs.

Another opportunity that will address this gap is to offer work-based learning as part of the CTE programs. Many of the employers surveyed indicated that the number one thing they are looking for in a prospective employee is experience in the field in which they are hiring. For someone who just completed a CTE program, the requirement of previous work experience in the field is often the largest obstacle to getting a job in the field. A way to address this challenge is to provide work-based learning opportunities as part of the CTE coursework. Local high schools recently received a large Career Pathways Trust Grant and work-based learning is an important part of their program. Locally there is the know-how for developing work-based learning and integrating it into curriculum. SAEC plans to build on this community knowledge to begin to integrate work-based learning into CTE programs. Additionally, the WIB has WIOA work experience funds that can be used to place CTE graduates in paid work experience. SAEC will be leveraging that resource to provide on the job learning to CTE students.

The last gap is regarding a need for additional CTE programs. Based on data collected, there would seem to be a gap in our local region since only non-credit CTE was requested for Objective 1. However, when considering the for-credit CTE courses available at the College, it is unclear whether there is a gap for local training programs. SAEC will be working with the local Workforce Investment Boards to determine if there is a need for additional CTE programs in the area.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Lack of Classes and Need for Varying Times and Locations and Student Access to Programs	<ul style="list-style-type: none"> • Offer additional Program Area 1 and 2 courses at existing adult schools and COS • Offer Program Area 1 and 2 courses at Schools Districts without Adult Education • Serve an additional 2,185 Students (see Appendix C: Survey Results for Objective 4 – Additional Program Area 1 and 2 Courses for detail) 	<ul style="list-style-type: none"> • Teachers • Classroom Supplies 	\$2,015,822	Member School Districts and COS	<ul style="list-style-type: none"> • Student enrollment • Student attendance • Completion rates 	3 year implementation, see Appendix B: Implementation Tasks and Timeline
Training for Immigrants for How to Obtain a Driver's License	<ul style="list-style-type: none"> • Offer an Driver's License short-term course for immigrants 	<ul style="list-style-type: none"> • Curriculum developed • Instructors for Courses 	\$8,000	Member Adult Schools	<ul style="list-style-type: none"> • Student attendance and completion 	3 year implementation, see Appendix B: Implementation Tasks and Timeline
Deficiency of Technical and Computer Skills	<ul style="list-style-type: none"> • Embed computer skills into all Program Area courses • Offer access to computers and internet at regional centers and Member School Districts locations • Employer input to incorporate appropriate technical skills into CTE curriculum 	<ul style="list-style-type: none"> • 30 hours per course for alignment and instructional planning to adhere to ITSE Standards • In-kind use of facilities around region • Leverage existing Linked Learning Resources in region 	\$35,000	Member School Districts and COS	<ul style="list-style-type: none"> • Student digital literacy assessment 	3 year implementation, see Appendix B: Implementation Tasks and Timeline

<p>Training Programs: Short-term CTE and Apprenticeships</p>	<ul style="list-style-type: none"> •Pre-apprenticeship training •Work-based learning incorporated into CTE courses •Add more CTE certificate programs based on regional employer needs 	<p>Partner with WIB to fund group sized pre-apprenticeship training. Additionally, partner with WIB to explore apprenticeship options to bring an apprenticeship program to our region. Work with WIB to offer WIOA paid work-experiences for CTE courses. Additionally, work with WIB to ID new CTE courses that might be needed in region.</p>	<p>\$0 (Leverage WIB Resources)</p>	<p>Member School Districts, COS, partner organizations</p>	<ul style="list-style-type: none"> • Pre-apprenticeship group-sized training enrollment • Pre-apprenticeship completion • Apprenticeship placements • Work experience placements and job hires 	<p>3 year implementation, see Appendix B: Implementati on Tasks and Timeline</p>
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Objective 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Acceleration Challenges

Many factors coalesce to impact a student's ability to accelerate through an Adult Education program. These influences range from academic preparation to motivation and confidence to difficulties in managing personal logistics while trying to go to school including childcare needs, access to transportation, and financial needs. Another challenge is the need to "catch up." That is, take several basic skills courses in order to bring their skill level up to the point of passing the high school equivalency or to be able to be successful in a transfer level English or math course. In an interview with EvoLLLution, Barbara Endel, the Program Director for Breaking Through with Jobs for the Future, reiterates the concept that non-academic challenges may trump the pure educational issues in Adult Education (2010). For sure, if a student does not know they have access for financial aid, or subsidized childcare, he/she may choose to opt out of school rather than *hang in there*.

According to Katie Hern, Instructor, Chabot College, and Co-Director, Faculty Inquiry Network, "the more semesters of remedial courses a student is required to take, the more remote that students' chances of passing college-level math and English and being eligible to transfer or earn a degree" (Hern, 2010). Indeed, at COS, only 35.8 percent of students who are unprepared for college (meaning the student's lowest course attempted in math and/or English was remedial level) complete a degree, certificate, or transfer related outcome, compared with 66.2% of students who are college prepared. Acceleration is a way to improve student outcomes from developmental sequences. There are several colleges that have instituted acceleration models with great success. From the data gathered to date, the challenges to students in an accelerated model are minimal and have more to do with college placement test practices than with individual students completing the sequence.

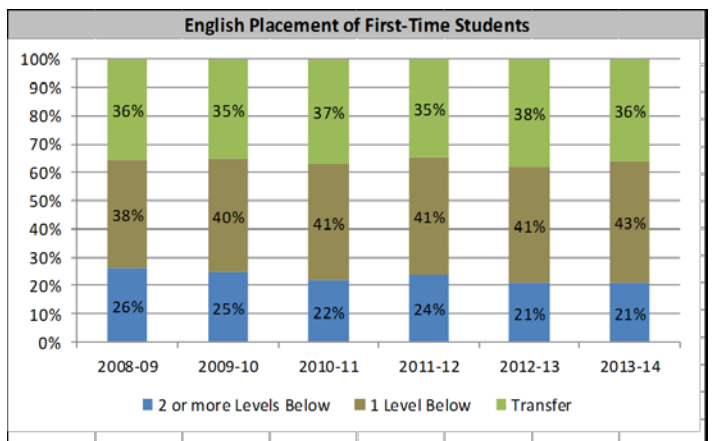
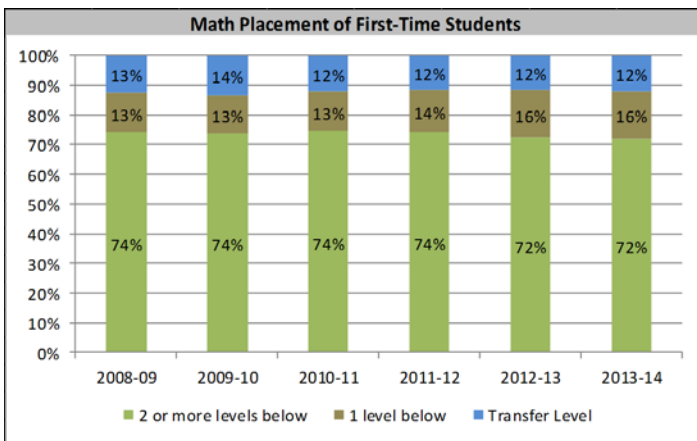
Many experts agree that addressing the complexity of personal circumstances in our adult population is perhaps just as important as curriculum choices and program strategies. Elaine DeLott Baker of Community College of Denver reports that restructuring of GED training and addition of a student "navigator" is key to their success, and that their greatest challenge was the difficulty in student commitment because of their very busy lives. (Elaine DeLott Baker, 2011) A 2011 report in Peer Review by Jovita M. Ross-Gordon emphasizes the impact of additional roles of current adults, who are often older than their traditional educational counterparts. While care giving and employment demands may bring maturity and perspective, they often interfere with participation. These reentry adults may preferentially seek degree and

certification programs that are flexible. Ross-Gordon reiterates an earlier study suggesting that our older students are also challenged by diminished self-confidence as they return to school...and that clear expectations are key to their success. (Ross-Gordon, 2011, Vol. 13, No. 1) This lack of confidence is very debilitating; programs in our region use a mentoring model of education that speaks to this issue in particular.

Educational providers also face challenges to acceleration. One challenge for providers to get past when considering accelerated pathways is that acceleration goes against their whole way of understanding developmental education. There have to be conceptual shifts from educators that accelerated sequences might work. The problem with current practices for remedial or developmental education is with the length of the sequence. Data has shown lengthy developmental sequences are actually harmful for students in completing transfer level courses. Another challenge has been with placement tests. There is no way to determine which students should take the slower sequence or which should take the accelerated course. Katie Hern, Instructor Chabot College and Co-Director, Faculty Inquiry Network states, "We need to become much more skeptical of the idea that placement scores = number of semesters of remediation needed" (Hern, 2010). The quality and depth of assessment is important for providers to know where to place a student; however, determining a student's true needs based on one test may not be adequate. An option that allows students to change paths and that offers a menu of options for a student to choose from with guidance would provide a way for students who can benefit from an accelerated course of study to be placed on that path.

Acceleration Strategies

At the COS, if a student tests into the lowest level basic skills course in English or math (English 360 and Math 361), they are required to complete a specific sequence of basic skills courses before being allowed to take English 1 (lowest transfer level English class, requirement for AA degree, and pre-requisite for many other courses) or a transfer level math course (AA degree and prerequisite requirements vary by pathway). The required sequence is in place to ensure students are adequately prepared to enter college level English and math courses, but results in extending the time and money required for students to reach their academic and career goals. This is a big problem since in the 2013-2014 school year, 64% of first time students and 88% of first time students tested into one or more level below college level courses in English and math respectively.



As stated earlier, students who test into one or more level below transfer courses are much less likely to continue on to a certificate, degree, or transfer goal completion. In order to combat this, the SAEC will provide a menu of options to students as well as supportive services. Details such as which options are best for which students still need to be vetted, but by offering these alternatives to students testing below transfer level, SAEC can help to students more quickly meet their academic and career goals. While not all adult students intend to complete a college level course, elevating their skill levels in basic math and English is important for success in career technical programs as well as in the workplace. The menu of options will benefit students who do not intend to transfer to community college as well as those who do.

Compressed Basic Skills Courses

The first strategy is to offer intense 6 to 8 week courses for math and English basic skills classes. The adult schools would offer compressed 6 to 8 week courses for basic skills English classes that would prepare students to enter English 251 or English 1 at COS. The Math compressed course would prepare students to enter Math 200, Math 230 or a transfer level Math class at the college. These programs would be two 6 to 8 week courses offered back-to-back for students prior to the start of a semester (in the summer and fall). This could potentially save the students 2 or 3 semesters of time they would otherwise have spent on remedial courses. Incorporated into the curriculum will be skills needed for a student to prepare for taking college level courses (i.e. independent study skills, information on how to navigate the college programs). Students would take the COS placement assessment prior to being referred to this class. Through the planning process, it will be determined which students will be best suited for and referred to the program. Upon completion of the compressed course, students would have the opportunity to retake the COS placement assessment.

Steps for Implementation:

- A referral system will be established for students.
- A committee of English faculty and a committee of math faculty will be established. These committees will be tasked with identifying assessment scores or other criteria that would ideally qualify a student for this program and developing the curriculum.
- A writing diagnostic test would be developed for the English program to better assess student skills. The written diagnostic tool would be graded using a rubric developed by the English committee.
- Professional development would be provided for individuals tasked with referrals, as well as teachers and faculty.
- The committees will identify the skills needed for the various level English and math courses so the correct skills are taught in the course and students have an appropriate skills level to move into the next course.
- Curriculum for the condensed courses would be developed by the faculty committees. The curriculum will be developed to prepare students college level courses. Reading skills would be incorporated into the English curriculum (currently reading skills are not included in the basic skills COS

- English courses). Specific math skills required to consider a student college ready will be incorporated into the math curriculum.
- The classes will be scheduled and students can begin to register.

Open Entry Skills Primer

This will be a short-term, one to two week skills primer for students who need to brush up on skills prior to taking the placement assessment. This will assist students who have been out of school for a while who just need a quick refresher. These skills brush ups will be a chance for students to better prepare to take or retake an assessment and test into the appropriate level English or math class. This can potentially shorten a student's required English or math course requirements by up to 2 semesters depending on initial and follow-up assessment scores. The Objective 3 section refers to developing a scoring system for the assessment that would identify skill weaknesses that a student could get assistance with in these short-term, open entry courses. Through the planning process, it will be determined which students will be best suited for and referred to the program. It is anticipated that students who have been out of school for a long time and have learned basic skills in the past but are out of practice may benefit the most. Also to be determined during the planning process is the opportunity to have an electronic skills refresher options for students instead of attending a course in-person. This would be open to either students who are preparing to take the placement assessment or for students who took a placement test and need further preparation in certain skills.

Supportive Services available at Regional Centers

Regional centers will be created where any student (COS or Adult Schools) can access supports including as part of the Regional Integrated Service Delivery System:

- Tutoring for writing, reading, and math skills assistance as well as specialized tutoring for individuals with learning disabilities,
- Peer Mentoring,
- Job information,
- Learning disability assessments,
- Short-term pre-assessment skills prep,
- Study groups,
- Workshops on a variety of topics including industry sector educational pathways,
- English speaking and writing support groups for ESL student to stay up-to-date on their skills.

These centers will be co-located at existing schools, libraries, and WIB One Stops. Also, electronic access to virtual support services such as assessment preparation and career exploration tools would be provided. Services and assistance would be made available in English and Spanish as well as other languages as needed. Plans would be put into place to ensure students are aware of and utilize these centers. Partner and member resources will be used creatively to offer these services. For example, the college will offer work-study credit for student tutors. Additionally, support

services offered by the SAEC Partners (see Objective 7 for details) will be incorporated into these centers.

Learning Communities

Professional Learning Communities (PLCs) in the educational setting are collaborative teams aimed at improving student learning. PLCs utilize a “recurring cycle of inquiry and action research to achieve better results for the students they serve.” (Solution Tree, 12.15.14) In a PLC, instructional teams focus on student performance through the direct examination of student work while considering the impact of teaching practices, institutional policies, procedures, and programs and their impact on student performance. PLCs are driven by four essential questions: 1) What do we want students to learn? 2) How will we know when they have learned it? 3) How will we respond when some students do not learn? and 4) How will we respond when some students already know it? (Dufour et al., 2008). A PLC is a collaborative group of educators working together to improve student learning and is a collective effort well beyond a low-level team meeting or conversation. Teachers across disciplines can coordinate instruction to the benefit of students across disciplines.

Professional learning communities benefit student acceleration to ensure curriculum is developed to best prepare students for the next level course. Additionally, the PLCs allow instructors to have conversations about accurate student placement. Baseline assessments students are given when entering college or an adult school are supplemented when they enter the classroom. For example, in ESL classes, students aren't tested for writing and speaking skills, just grammar or reading analysis. An ESL instructor may get a student who tested high on the assessment, but they realize that this student is really in need of the lower level ESL course due to their lack of writing and speaking skills. The instructor can speak with their colleague teaching the lower level class to be sure that student would be better off in that class and can assist the student with switching their class registration.

In order to facilitate PLCs in the region, the SAEC plan to offer professional development as well paid time for teachers to spend in these formal instructional teams.

VESL Classes

Another strategy that SAEC will use is VESL classes. Vocational ESL classes help to accelerate students by combining English language learning with career technical skills. SAEC is exploring two methods of offering VESL classes. The first option is to combine a VESL vocabulary course with a CTE certificate, such as a CNA or child care/teaching assistant certificate. The second option is to pair with private industry, specifically targeting the Agricultural industry, to provide VESL courses for an industry sector. Often, Agricultural workers need to know English in order to be promoted into supervisory and management roles. SAEC will explore the option of working with private industry organizations such as the local dairy cooperative to offer ESL classes to workers who are interested in improving their English skills in order to meet their career goals.

Articulation Agreements for Adult Basic Education Courses

The Program Area 1 Sub-Group would like to expand articulation agreements between the adult schools and college for Math and English basic skills courses. The courses that the group would like to articulate are Math and English 360 as well as English 251. This will allow students working toward their high school diploma to earn college credit and enter college at a higher level than they otherwise might have. By earning college credit while in a comfortable environment, students are not only accelerating their learning, they are also building confidence through academic success that they will need to transition to college.

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member - Specific School District(s) or Community College(s)	Methods of Assessment	Timeline
Compressed Basic Skills Courses	<ul style="list-style-type: none"> • Establish Curriculum Committee to develop compressed basic skills course and establish partnership between college and adult schools for transitioning students upon completion • Add compressed course to schedule 	<ul style="list-style-type: none"> • Staff time for planning and curriculum development • Materials for lessons • Staffing to teach course (3 sections each of Math and English) 	<p>\$16,552 for Planning</p> <p>\$155,493 per year for teaching (one FTE instructor each for Math and English)</p>	Member School Districts and COS	<ul style="list-style-type: none"> • Student assessment scores upon completion • Student transfer rates into English 251/1 and/or Math 230 or transfer level Math • Continuation in Basic Course • Grades in English/math class • Completion/transfer rates • Number of student registrations 	Planning will begin in year 1 and by year 2, the courses will be offered. For details see Appendix B: Implementation Tasks and Timeline
Open Entry Skills Primer	<ul style="list-style-type: none"> • Establish Curriculum Committee to develop compressed basic skills course and establish partnership between college and adult schools for transitioning students upon completion • Add open entry skills primer course to schedule 	<ul style="list-style-type: none"> • Staff time for planning and curriculum development • Materials for lessons • Staffing to teach course (3 sections each of Math and English) 	<p>\$16,552 for Planning</p> <p>\$155,493 per year for teaching (one FTE instructor each for Math and English)</p>	Adult Schools and COS	<ul style="list-style-type: none"> • Student assessment scores upon completion • Student transfer rates into English 251/1 and/or Math 230/Transfer level Math • Continuation in Basic Course • Grades in English/Math class • Completion/transfer rates • Number of student registrations 	Planning will begin in year 1 and by year 2, the courses will be offered. For details see Appendix B: Implementation Tasks and Timeline

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member - Specific School District(s) or Community College(s)	Methods of Assessment	Timeline
Supportive Services available at Regional Centers	<ul style="list-style-type: none"> As part of regional integrated service delivery system implementation planning, identify partners and services that can be offered. Identify locations for childcare Negotiate special bus pass rate for Adult Ed students with local transportation authority Community outreach to advertise services Offer support services 	<ul style="list-style-type: none"> Funding for childcare – we are estimating adding one class per site worth of capacity initially. Leveraged resources at Districts that don’t currently offer Adult Education, but will be adding course Leverage support service resources from partners Funding for a set amount of bus passes for students most in need 	<p>\$42,000 for childcare</p> <p>Funding required for bus passes is TBD based on local negotiations with regional transportation authority</p>	Member School Districts, COS, Partner Organizations	<ul style="list-style-type: none"> Number of students accessing services Transfers to programs Dropout rates Grades/completions ID other related programs and measure usage 	A three year implementation plan: preparation such as MOUs with partners and negotiations with regional transportation authority will take place during year 1 with rollout occurring during years 2 and 3. For detail see Appendix B: Implementation Tasks and Timeline
VESL Classes	<ul style="list-style-type: none"> The Program Area 2 committee will identify courses Develop curriculum for VESL courses 	<ul style="list-style-type: none"> Teacher/faculty time for curriculum development 	\$8,276	Adult Schools, COS	TBD	TBD

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member - Specific School District(s) or Community College(s)	Methods of Assessment	Timeline
<p>Learning Communities: Link core courses (English, Math, etc.) with CTE classes.</p>	<ul style="list-style-type: none"> Establish professional learning communities for teacher training and planning at participating members Professional development for teachers/faculty for how to integrate programs 	<ul style="list-style-type: none"> Funds for teacher/faculty time for planning and training Funds for Professional Learning Community Trainers 	<p>\$60,872 (PLC teacher hours at 6 member sites)</p> <p>\$60,400 for region wide training</p>	<p>Tulare Adult School, Visalia Adult School, Cutler-Orosi Adult School, Hanford Adult School, Corcoran Adult School, COS</p>	<ul style="list-style-type: none"> Student completion rates Student grades Student transitions Student job placements 	<ul style="list-style-type: none"> Professional learning communities will be established in year 2 of the 3 year implementation plan. See Appendix B: Implementation Tasks and Timeline
<p>Articulation Agreements for Math 360 and English 360 & 251</p>	<ul style="list-style-type: none"> Identify courses for articulation at adult schools Review course requirements and update curriculum as needed. Negotiate articulation agreement 	<ul style="list-style-type: none"> Time to complete articulation agreement form 	<p>\$0 additional cost</p>	<p>Tulare Adult School, Visalia Adult School, Cutler-Orosi Adult School, Hanford Adult School, Corcoran Adult School (if participating), COS</p>	<ul style="list-style-type: none"> Student completion rates Student transitions into COS courses Student success in subsequent COS courses 	<ul style="list-style-type: none">

Objective 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

The approach by SAEC to the professional development opportunities for faculty and other staff has been to review the other objective strategies to identify the new professional development needs based on these strategies. The focus of this plan will be solely on regional professional development needs geared toward implementation of the plan's strategies. Core principles for SAEC's professional development plan include the following:

- Success is visible in student outcomes;
- Results are measured with data;
- Collaboration is fundamental to the process;
- Actions are founded on current research and best practices;
- Professional development is recursive and ongoing;
- Professional development is dynamic because our students and our disciplines are dynamic;
- Professional development will be timely and relevant to our jobs.

The Objective 6 Sub-Group developed professional development models to support each strategy developed by the Objective 3 and 5 Sub-Groups. As the plan's strategies are prioritized, so will the professional development methods. The plan will be administered using a tiered approach. Through the implementation process for the Objective Strategies, the professional development process will be further developed. Additionally, through this process the details of who needs what level of training will be identified.

Objective Strategy	Professional Development Needs
Compressed Basic Skills Courses	<ul style="list-style-type: none"> • Awareness campaign for educators and students on placement test, importance, potential outcomes and pathways, and conceptual fluency between various education entities, very explicit articulation (visual pathway aids). • Test preparation PD for educators to support students (computer skills and technology around screen fluency, test taking strategies and effective formalized test preparation, practice tests, common vocabulary/definitions). • Training for educators to pathway the student, awareness campaign to students on placement retake opportunities and exit plans from intervention. • Instructional staff trained to understand college placement/entrance exams and test results interpretation. What is the "target," the learning objective? • Counselor training - programs, pathways/pipelines, student goal setting support. • College to adult school fluency for all staff. • Staff trained to monitor and communicate student outcomes.
Regional Integrated Service Delivery Program	<ul style="list-style-type: none"> • Holistic student support strategies, multi-providers/services philosophies, value added/non-punitive frame of thinking, and intentional environmental branding and design training for staff. • Case management training for staff. • Resource awareness (e.g. DRC, RSP) and pathways training for counselor and support staff.

	<ul style="list-style-type: none"> • Virtual access tech. training. • Client awareness and empathy training. • Interpersonal communication skills training for staff. • Best practices training. • Processing disorder training for site staff. • Standing Program Area Committees that are part of the SAEC structure.
Objective 3: CTE Refresher	<ul style="list-style-type: none"> • Best practices teacher training for intensive courses. To include student support strategies. • Comprehensive curriculum training (co-plan/co-teach). • Assessment awareness and student transitions training for teachers and counselors. • At-risk population awareness training for related staff. • Professional Learning Communities training.
Objective 5 Strategy: VESL	<ul style="list-style-type: none"> • ESL instruction training, particularly with high success instructional strategies (e.g. cooperative learning and engagement structure training). • Industry sector awareness training. • Specific training on maintaining productive relationships with private industry (i.e. liaison training). • Virtual/Distance learning strategies training.
Other Professional Developments Needs and Ideas	<ul style="list-style-type: none"> • CTE refresher training for staff <ul style="list-style-type: none"> ○ Industry specific training on current technology, innovations, and industry advancements. ○ Places teachers at the heart of where their industry is going. ○ Current access to literature and trade journals. ○ Industry standards training. • Cross systems training: Training on the CC, Adult Schools, and Partner organizations for all involved parties. • Administrative level training on SAEC building and implementation. • A consortium staff person or person dedicated to regional professional development to assist in design, implementation, and monitoring professional development plans within the region. • ITSE Standards for Digital Education. • Instruction on how to identify and make accommodations for adults with learning disabilities and information on locally available resources and how adults students can access these resources.

Table 6.1 Current Professional Development

SAEC focused its planning efforts on identifying professional development needed.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement SAEC Plan
Professional Learning Communities	This is an existing strategy currently in use at Visalia Adult School that will be replicated at the other Adult Schools that will be establishing a linked learning community for a designated CTE program and Adult Basic Education.	Program Area 1 and 4	\$60,872

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement SAEC Plan
Regional Integrated Service Delivery System	This strategy is to provide training for regional faculty and staff on the new RISDS system. This will include training on the two systems, assessments, services provided, and career pathways. Often teachers and faculty play the role of counselor for a student and proper training for teachers and faculty on regional resources is essential to ensuring our students have access to the system. Ten hours of training annually for faculty and staff will be provided. Included will be training about system partners and services.	Program Areas 1, 2, 3, 4, and 5	\$41,800 per year
Annual Summit for Faculty and Staff	In addition to the RISDS training, there will be an annual SAEC summit for faculty and staff. The summit will serve as professional development for faculty and teachers to share promising practices and success stories. The summit might also be used to offer training sessions.	Program Areas 1, 2, 3, 4, and 5	\$15,000 per year
Assessment Training	Training webinar for staff on translation of assessments. The training will be a half day webinar for ESL and Basic Skills staff and will be developed and offered by the regional assessment coordinator.	Program Areas 1 and 2	\$12,500
ISTE Standards	Training for how to incorporate ISTE standards for digital education into Program Areas 1, 2, and 3 courses (Program Area 4 courses already integrate technology).	Program Areas 1, 2, and 3	\$35,000 (this is duplicated from Obj. 4 strategy cost – the training cost is combined with implementation costs)
Professional Learning Communities	Training for faculty and staff to learn about how to establish professional learning communities within their programs. The adult basic/secondary education, ESL, Adults with Disabilities and CTE course could all be integrated. A trainer who is an expert in the field will be brought in to provide training for faculty and teachers.	Program Areas 1, 2, 3, 4	\$60,400

Standing Program Area Committees	As part of the SAEC organizational structure, there will be standing Program Area committees, similar to those used during the planning process, made up of faculty, teachers, administrators, and partners. These committees will have specific goals identified based on Program Areas that will relate to implementation of this Regional Plan. An example is that the Program Area 1 and 2 committees will each be tasked with the “translation of assessments” strategy addressed in Objective 3. Additionally, these committees will help to coordinate and make decisions relating to professional development specific to their Program Areas.	Program Areas 1, 2, 3, 4 and 5	\$9,000
Teacher and Faculty Training on How to Recognize and Make Accommodations for Adults with Disabilities	Training for 40 faculty and teachers for how to recognize potential learning disabilities in their classrooms and make appropriate accommodations for these students. Additionally, the training will include instruction on resources available in the Sequoias region for Adults with Disabilities and information on how adult students can access these resources.	Program Area 3	\$15,608

Objective 7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Throughout the planning process, SAEC has included partner organizations and they are integral to many of the planned strategies. The partners include the Workforce Investment Boards, local CBOs, and local governmental agencies. Partner organizations have participated on the Objective Sub-Groups as well as in the regional summit. While SAEC has 9 official Partner Organizations, the below listed organizations have participated most actively in the planning process. Outreach to the remaining Partner Organizations will continue and a goal of the first year of implementation will be to increase engagement.

Partner Organizations and Services

There are a great number of resources in our region available to those in need of assistance. Below is a listing of some of our partner organizations and a description of their mission and the types of services they offer.

Workforce Investment Board of Tulare County

The WIB has two customers: job seekers and businesses. Often a job seeker is also a potential Adult School or COS student. The WIB assists individuals to determine their career pathway and identifies assistance they may need to reach their career goals. Examples of services a WIB customer needs include assistance with filing for unemployment benefits or other support services. The WIB contracts with local CBOs (CSET and Proteus) to operate their one stop offices. A part of their service contract requires a match from these CBOs to provide supportive services. For example, CSET, one of the One Stop service providers, offers support services such as utility assistance through grant funds to WIB clients that qualify.

The WIB works with a lot of individuals who go back to school at the community college, adult schools, and private schools. WIA funds can be used for adults who are unemployed or meet low income requirements to help to pay for training. Additionally, the WIB can utilize funds for WIOA group sized training based on business needs. Group sized training is when the WIB purchases a class to either expand capacity or introduce a new CTE program. For example, they recently funded a Physical Therapy Aid program to meet local employer demand which previously had not been offered in the region. The WIB also offers On the Job Training (OJT) to help students gain experience. An OJT is when an employer hires someone who is in need of additional experience in order to be fully qualified for a position. The employer is reimbursed for 50% of the new employee's wage for the first 6 to 12 weeks to account for training costs associated with hiring this person. This is a great resource that can be leveraged by adult schools and community colleges to help students find jobs. Another way that the WIB helps individuals gain experience is through paid Work Experience. Work Experience is similar to an internship in that it is temporary and is meant as a learning experience. This is another opportunity for COS and the adult schools to leverage community resources to help students transition into careers.

Tulare County Library Literacy Program

The Tulare County Library's Literacy Program offers one-on-one tutoring for adults 18 and older. They offer literacy training for a diverse group of people and many of these students are also students at adult schools or COS. Their students range from individuals with profound learning disabilities to first time English language and basic skills learners to very educated people who need help learning English. There is an immense need in the region, and they always have a long waiting list for their services. The Library is very interested in looking at seamless transitions from their program to the other programs (Adult schools and COS).

Community Services Employment Training

Community Services Employment Training (CSET) is a community action agency for mostly Tulare County but also has some programs in Kings County. They are a private, non-profit organization. Their mission is to alleviate the causes of poverty by strengthening youth, adults, family, and communities. A large number of their strategies to alleviate poverty include education and employment training. They operate programs through the WIB, the County Health and Human Services Agency, and the County Board of Supervisors for youth and adult programs and are the recipients of other grants from a variety of sources. For example, right now they have a grant to help people 55 and older to get work experience for new careers and a certified community conservation core that includes a charter school. The certified Community Conservation Core is for adults 18-24. Students get training and certifications in construction trades. The training alternates classroom with paid Work Experience in a variety of areas such as public works, weatherization, and urban forestry. They are able to apply their academics to their career choice. CSET also has a lot of other services that they can leverage to support students including utility payment, foreclosure counseling, help buying house, and others.

Proteus

Proteus' mission is to serve farm workers and other disadvantaged individuals to reach self-sufficiency. Proteus offers, at any given time, 50 or more grants or programs. They offer programs for youth, adults, farmworkers, and foster families. They get funding from a variety of sources including Department of Labor Farm Worker programs, state-funded programs, youth centers, and foster family agencies. They also have a for-profit energy arm that operates programs under the utility commission to improve energy efficiency in homes for people in need. Additionally, they operate a non-profit private, post-secondary school. They offer high school equivalency (in English and Spanish), ESL, Citizenship, and CTE courses. Their CTE courses include truck driving, office automation, weatherization, solar technician, and energy efficiency technician. They offer a variety of other support services such as utility assistance, rental or mortgage assistance, or other supports such as a tire change, reading glasses, or a bus pass depending on an individual's need. Program eligibility is dependent on a number of factors. For some funding resources and services, a student has to be a farmworker or a family member of a farmworker and have a migrant certificate. They also offer other classes such as high school equivalency preparation that are available for students who aren't eligible for the farmworker classes. Their classes are available at a variety of times to accommodate student schedules. Additionally, they have a pre-apprenticeship program. The course is through the IBEW. In order to enter this program, students have to take the renewable energy tech course

first. Then if a student is eligible (based on an assessment required by the union) a student gets 2 more weeks of training specific to the union. They are then eligible for direct entry for the apprenticeship programs.

In addition to these educational services, Proteus offers career counseling and other services as a WIB contractor. They have a mobile computer lab that the region plans to leverage through an MOU to use to expand the reach of the regional centers.

Kings County Health and Human Services Agency

Kings County Human Services Agency offers a variety of programs including the County's Welfare to Work program. The agency's mission statement is to eliminate poverty. They provide public assistance including cash assistance, food stamps, and medical care. For the Welfare to Work program, their goal is to assist individuals to become self-sufficient. They work with program participants to develop an employment plan, identify barriers, and identify services available to assist the individuals to eliminate barriers. They currently maintain an MOU with local Adult Education programs to provide specific programs for their clients. Kings HHSA does not provide training, but funds training. They have access to various types of funding and can create contracts so that specific agencies can provide those services. For example, they currently need to find an organization to do disability testing for their clients who are going back to school. They have funds to pay for this but don't have an organization to do the testing. These types of opportunities for partnership often arise. They also have many clients who overlap in the adult schools and community college.

ABLE Industries

ABLE Industries is a non-profit that provides job training, adult basic education, and community integration skills for Adults with Disabilities. They offer life skills training, which includes social skills, health and safety, science and technology, vocational skills, self-advocacy, and community integration. Additionally, they provide employment skills and paid on-the-job training at their own production facility where they provide business services and products to community businesses. ABLE Industries works with adults who have disabilities to develop individual plans based on their needs and abilities. Their funding comes from a combination of State, Federal, and private sources including Department of Rehabilitation funding and Adult Education funds from Visalia Adult School. Their trainings have a low teacher-to-student ratio with much of their on-the-job training requiring one-on-one services. Their operations are an integral part of the Sequoias region's ability to meet the needs of Adults with Disabilities.

How Can SAEC Leverage Resources

The following strategies were identified in order to leverage existing regional structures:

- Regional Integrated Service Delivery System (see Objectives 3 and 5 for more information)
- Defined communication strategy that includes the following:
 - Regular updates on new programs or funding opportunities
 - Regular meetings

- Training for regional partner organizations on the Adult Education system and how it works with regular updates
- A website that is regularly updated with resources and pathways in the region. This would include information from all partners and members.
- A regional listserv that can be used by partner organizations to get the word out about new services or programs
- A regional approach to transportation issues (i.e. approaching local transportation authority as a regional consortium – including partners – to negotiate a bus pass option or improvements to routes)
- Utilize the WIB to offer job readiness skills training to every CTE student when they are getting ready to complete the program. This may mean inviting WIB staff to present or having the WIB conduct “train the trainer” courses for CTE instructors.
- Establish community priorities to target funding opportunities that the different partner organizations may be able to access.
- Leverage space such as One Stop Offices or other existing space used by our partners to offer RISDS services.

There is a clear need is to develop a regional communication structure. Currently in this region there is a fair amount of leveraging of resources. For example, many adult school students are referred by the WIB. The WIB uses their resources to pay for supplies and provide career counseling and job search assistance. The missing piece is the communication between organizations to know what is available for adult school students and how they can access those resources. As part of the Regional Integrated Service Deliver System (see Objective 3), a regional communication system will be established that will include members and partner organization.

The regional integrated service delivery system staff will coordinate partner services and coordinate regular partner meetings. Please see also Objective 3 for a description of the regional integrated service delivery system.

In addition to leveraging regional partner organizations as discussed in Objectives 3 and 4, existing school district resources will be leveraged to expand service offerings to Districts not currently offering Adult Education classes. Resources that will be leveraged include classroom space, computers, internet access, funds for parent education, and administrative resources.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting SAEC	Program Area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Tulare County WIB	1-5	<ul style="list-style-type: none"> Collaborate as part of the RISDS (including using One Stops as a regional center) Offer WIOA services to Adult Education students Work with Adult Ed programs and partners to offer pre-apprenticeship training Work with Adult Education programs to offer WIOA paid work experience for CTE students Offer workshops for Adult Ed students on job search tools Provide space at One Stop offices to provide RISDS services 	All Members	Not Quantified	Three year implementation. See Appendix B: Implementation Tasks and Timeline for details
Tulare County Library	1-5	<ul style="list-style-type: none"> Tutoring services for Adult Ed students available at regional centers and libraries. Computer labs 	All Members	Not Quantified	Three year implementation. See Appendix B: Implementation Tasks and Timeline for details
Proteus	1-5	<ul style="list-style-type: none"> A variety of supportive services that will be made available to qualified Adult Ed students through regional center Will rent out mobile computer lab for use by SAEC to prevent the need of purchasing a unit. 	All Members	Not Quantified	Three year implementation. See Appendix B: Implementation Tasks and Timeline for details
CSET	1-5	<ul style="list-style-type: none"> A variety of supportive services that will be made available to qualified Adult Education students through regional center 	All Members	Not Quantified	Three year implementation. See Appendix B: Implementation Tasks and Timeline for details
ABLE Industries	3 and 4	<ul style="list-style-type: none"> ABLE Industries provides community skills and job training for Adults with Disabilities. They leverage their funds received through the Department of Rehab to provide services to Adults with Disabilities 	All Members	\$4,725,283	Currently leverage resources and will continue to do so
Kings County Health and Human Services Agency	1-5	<ul style="list-style-type: none"> Kings HHSA will participate as part of the RISDS. They will be able to offer support services to qualifying Adult Education students. 	All Members	Not Quantified	Three year implementation. See Appendix B: Implementation Tasks and Timeline for details

Appendix A: Program Locations in Tulare and Kings Counties

Organization	Classes	Program Area	Street	City	State	Zip Code
College of the Sequoias	English 360, 400, 405 Math 360, 400	1	915 S Mooney Blvd	Visalia	CA	93277
	ESL 320, 321, 322, 330, 331, 332, 340, 341, 342, 350, 351, 352, 420, 421, 422, 430, 431, 432, 440, 441, 442, 450, 451, 452	2	915 S Mooney Blvd	Visalia	CA	93277
	ESL 402, 403, 404, 410, 411, 412	2	312 NW 3rd Avenue	Visalia	CA	93291
	ESL 402, 403, 404, 410, 411, 412	2	290 N. Harvard	Lindsay	CA	93247
	ESL 402, 403, 404, 410, 411, 412	2	200 N. Stevens Avenue	Farmersville	CA	93223
	ESL 402, 403, 404, 410, 411, 412	2	800 Diary Avenue	Corcoran	CA	93212
	ESL 402, 403, 404, 410, 411, 412	2	400 W Tulare St	Dinuba	CA	93618
	ESL 402, 403, 404, 410, 411, 412	2	216 W 7th St	Hanford	CA	93230
	Business: Accounting, Administrative Assistant, Business Financial Recordkeeping, Business-General, Computer & Information Systems, Computer Applications, Computerized Office Procedures, Law Office Clerk/Receptionist, Legal Secretary, Marketing Management, Paralegal, Word Processing Consumer Family Studies: Child Development Assistant, Child Development- Associate Teacher, Child Development- Special Education, Child Development-	4	915 S Mooney Blvd	Visalia	CA	93277

	<p>Teacher, Fashion Design, Fashion Merchandising, Food Services-Advanced Skills, Food Services-Basic Skills, Food Services-Intermediate Skills</p> <p>Industry and Technology: Air Condition Control System, Automotive Air Conditioning Technology, Automotive Brake Systems, Automotive Chassis Technology, Automotive Electrical Technology, Automotive Emissions Technology, Automotive Engine Technology, Automotive Power Train Systems Technology, Automotive Technology (Basic), CISCO: CCNA Academy, COMP TIA A, Construction Inspection, Construction Technology, ECT Air Cond. Heating and Refrigeration Systems, Electrician Training, Environmental Control Technology, Industrial Maintenance Technology, Programmable Logic Controllers, Water & Wastewater Treatment</p> <p>Nursing: Emergency Medical Technician B, Nursing Assistant, Pharmacy Technician</p> <p>Social Sciences: Human Services (Social Work)</p>					
	English 360, Math 360	1	925 13th Avenue	Hanford	CA	93230

	Special Programs: Basic Police Academy (P.O.S.T Certified), Fire Technology	4	925 13th Avenue	Hanford	CA	93230
	Math 360	1	499 East Bardsley Avenue	Tulare	CA	93274
	Agriculture: Agriculture Business Management, Agriculture Pest Management, Agriculture Power Equipment Technician, Agriculture Science, Agriculture Technology, Agriculture Transportation, Animal Science, Dairy Science, Equine Science, Floral Technology, Landscape Design, Landscape Management, Ornamental Horticulture, Ornamental Horticulture: Retail Nursery, Plant Science Industry and Technology: Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Architectural Design, Architectural Drafting, Architectural History, Architectural Visual Communication, Architecture, Autodesk AutoCAD for Architecture, Autodesk AutoCAD for Drafting, Autodesk Maya, Building Information Models (BIM), Dassault Systems Solidworks, Graphic Design, Mechanical Drafting, Tactile Mechanical Drafting, Welding Technology	4	499 East Bardsley Avenue	Tulare	CA	93274
Hanford Adult School	High School Diploma and GED Prep	1	905 N. Campus	Hanford	CA	93230

			Drive			
	ESL - Beginning and ESL -Advanced	2	905 N. Campus Drive	Hanford	CA	93230
	Welding, Certified Nursing Assistant	4	905 N. Campus Drive	Hanford	CA	93230
Corcoran Unified School District	High School Diploma	1	1128 S Dairy Avenue	Corcoran	CA	93212
	English as a Second Language	2	1128 S Dairy Avenue	Corcoran	CA	93212
Proteus, Inc.	ABE-Adult Basic Education & GED- General Educational Development	1	54 N Main St Ste 10	Porterville	CA	93257
	ESL/Cit English As A Second Language Citizenship	2	54 N Main St Ste 10	Porterville	CA	93257
	Office Automation	4	54 N Main St Ste 10	Porterville	CA	93257
	ABE-Adult Basic Education & GED- General Educational Development	1	400 W Tulare St	Dinuba	CA	93618
	ESL/Cit English As A Second Language Citizenship	2	400 W Tulare St	Dinuba	CA	93618
	ABE-Adult Basic Education & GED- General Educational Development	1	216 W 7th St	Hanford	CA	93230
	ESL/Cit English As A Second Language Citizenship	2	216 W 7th St	Hanford	CA	93230
	Truck Driving, Photovoltaic Design & Installation, Energy Efficiency & Renewable Energy, Forklift	4	1100 N Miller Park Ct	Visalia	CA	93291
	ABE-Adult Basic Education & GED- General Educational Development	1	224 NW 3rd St	Visalia	CA	93291
	ABE-Adult Basic Education & GED- General Educational Development	1	519 E Honolulu	Lindsay	CA	93247
	Weatherization	4	7940 Doe Ave	Visalia	CA	93291

Read to Succeed	One-on-one tutoring	1	417 North Locust	Visalia	CA	93291
	One-on-one tutoring	2	417 North Locust	Visalia	CA	93291
	One-on-one tutoring	3	417 North Locust	Visalia	CA	93291
	One-on-one tutoring	1	220 West Tulare Ave.	Tulare	CA	93274
	One-on-one tutoring	2	220 West Tulare Ave.	Tulare	CA	93274
	One-on-one tutoring	3	220 West Tulare Ave.	Tulare	CA	93274
	One-on-one tutoring	1	200 West Oak St.	Visalia	CA	93291
	One-on-one tutoring	2	200 West Oak St.	Visalia	CA	93291
	One-on-one tutoring	3	200 West Oak St.	Visalia	CA	93291
	One-on-one tutoring	1	230 E. Chestnut	Exeter	CA	93221
	One-on-one tutoring	2	230 E. Chestnut	Exeter	CA	93221
	One-on-one tutoring	3	230 E. Chestnut	Exeter	CA	93221
	One-on-one tutoring	1	475 North M St.	Tulare	CA	93274
	One-on-one tutoring	2	475 North M St.	Tulare	CA	93274
	One-on-one tutoring	3	475 North M St.	Tulare	CA	93274
Porterville Adult School	Adult Basic Education, HiSet/Diploma	1	900 West Pioneer Avenue	Porterville	CA	93257
	ESL	2	900 West Pioneer Avenue	Porterville	CA	93257
	ABE, Living skills, workability	3	187 West Olive Avenue	Porterville	CA	93257
	ABE, Living skills, workability	3	900 West Pioneer Avenue	Porterville	CA	93257
	Accounting Clerk, Clerk-Typist Receptionist, Computer Operator: Business Applications, Medical Assistant (Front & Back Office), Medical Secretary (Front Office & Billing), Nurse Assistant (NA Prep), Phlebotomy Technician I, Bus Driver, Fire Fighter	4	900 West Pioneer Avenue	Porterville	CA	93257

ABLE Industries	Work Training Services	3	8929 W Goshen Ave	Visalia	CA	93291
	Living skills and community integration skills	3	2544 E. Valley Oaks Drive	Visalia	CA	93292
Visalia Adult School	High School Diploma, GED Prep, ABE Language Arts/Math	1	3110 E Houston Ave	Visalia	CA	93292
	ESL	2	3110 E Houston Ave	Visalia	CA	93292
	Medical Office Assistant, Certified Nursing Assistant, Licensed Vocational Nurse, Metal Fabrication/Welding, Computer Education	4	3110 E Houston Ave	Visalia	CA	93292
	High School Diploma, GED Prep, ABE Language Arts/Math	1	224 N.W. 3rd Avenue	Visalia	CA	93291
	ESL	2	315 W Pearl	Visalia	CA	93291
	ESL	2	1200 N. Giddings	Visalia	CA	93292
	ESL	2	6505 Avenue 308	Goshen	CA	93292
	ESL	2	16030 Avenue 332	Ivanhoe	CA	93235
	Workplace Skills and Functional Academics	3	8127 Avenue 304	Visalia	CA	93291
	Life Skills and Functional Academics	3	606 N Bridge	Visalia	CA	93291
	Life Skills and Functional Academics	3	2544 E Valley Oaks Dr.	Visalia	CA	93292
	Employability and Life Skills	1	36712 Road 112	Visalia	CA	93291
	GED Prep, Digital Literacy	1	36168 Road 112	Visalia	CA	93291
	Employability and Life Skills	1	36000 Road 112	Visalia	CA	93291
Tulare Adult School	Office Occupations	1	575 W Maple Ave	Tulare	CA	93274
	High School Diploma, GED Prep, ABE	2	575 W Maple Ave	Tulare	CA	93274
	ESL	4	575 W Maple Ave	Tulare	CA	93274
	Nursing	1	333 North K Street	Tulare	CA	93274
	Medical Assistant, Phlebotomy, Medical Billing and Coding,	4	333 North K Street	Tulare	CA	93274

	Nursing pre-Reqs					
	Combination Welding	4	1450 East Sunset Ave.	Tulare	CA	93274
	ESL	1	1650 East Court	Pixley	CA	93256
	High School Diploma, GED Prep, ABE	2	1650 East Court	Pixley	CA	93256
	ESL	2	785 East Center Ave.	Earlimart	CA	93219
Cutler-Orosi Joint Unified		1	12623 Ave 416	Orosi	CA	93647
		2	40802 Road 128	Orosi	CA	93647

Appendix B: Implementation Tasks and Timeline

The below Gant chart shows the implementation timeline for the strategies and associated tasks for Objectives 3, 4, and 5. Note that Objective 6, professional development and Objective 7, leveraging partner resources, are integrated as part of the strategies for Objectives 3, 4, and 5.

Objective 3 Transition Strategies		Year 1				Year 2				Year 3			
Strategy To Be Employed	Tasks	Quarter 1 (Jul-Sep 2015)	Quarter 2 (Oct - Dec 2015)	Quarter 3 (Jan -Mar 2016)	Quarter 4 (Apr-Jun 2016)	Quarter 1 (Jul-Sep 2016)	Quarter 2 (Oct - Dec 2016)	Quarter 3 (Jan - Mar 2017)	Quarter 4 (Apr- Jun 2017)	Quarter 1 (Jul-Sep 2017)	Quarter 2 (Oct - Dec 2017)	Quarter 3 (Jan - Mar 2018)	Quarter 4 (Apr- Jun 2018)
Pathway Mapping Tool	Work with SME group to map remaining Program Area and industry pathways	[Shaded]											
	Build out of the remaining pathways on the website		[Shaded]										
	Continued maintenance of site with updated pathways as programs change and are added.					[Shaded]				[Shaded]			
Regional Integrated Service Delivery System	Implementation Planning (ID goals/objectives/scorecard and metrics, process mapping, staff planning, development of communications systems and required technology)	[Shaded]											
	Staffing (Hire staff)			[Shaded]									
	Professional Development (new staff, administrators, faculty)			[Shaded]		[Shaded]				[Shaded]			
	Rollout and implementation Community Outreach to publicize initiative				[Shaded]	[Shaded]				[Shaded]			

<p>Translation of Assessments</p>	<p>Establish ABE and ESL assessment committee Committee meetings to conduct assessment translations Professional Development (administrators, faculty, teachers) Revisit and make updates based on assessment changes</p>			
<p>CTE Contextualized Basic Skills</p>	<p>Establish CTE/Basic skills committee to identify CTE programs for pilot and conduct curriculum planning Professional Development Pilot the Non-Credit certificate strategy Pilot the Supplemental Instruction strategy</p>			
<p>Expanded COS Campus Tours for Adult Basic/ Secondary Ed and ESL Students at Adult School</p>	<p>Identify adult schools that would like to participate Offer additional tours</p>			
<p>400 Level Non-Credit Assessment Prep Course and Career Development Preparation Certificates</p>	<p>Add this course to COS Schedule</p>			
<p>Adult Education Counselor at Adult Schools Currently Without Counselors</p>	<p>Identify locations for counselors Recruit and hire counselor</p>			
<p>Additional Counselor for ESL Students</p>	<p>Recruit and hire counselor Offer ESL counseling services</p>			

Multi-Lingual Learner Sections of English 360 and 251	Work with English and ESL department to identify instructors and establish course Add this course to COS Schedule												
Outreach to Employers to Educate Them on Hiring Adults with Disabilities	Adult Education Navigator will identify a working group and develop an outreach strategy with partner organizations including WIBs. Implement outreach strategy												
Occupational Work Skills Curriculum Updates	Develop updated curriculum for Occupational Work Skills Course Rollout updated curriculum												
Objective 4: Implementation Strategies to Address Identified Gaps		Year 1				Year 2				Year 3			
Strategies to Address the Gap	Tasks	Quarter 1 (Jul-Sep 2015)	Quarter 2 (Oct - Dec 2015)	Quarter 3 (Jan - Mar 2016)	Quarter 4 (Apr-Jun 2016)	Quarter 1 (Jul-Sep 2016)	Quarter 2 (Oct - Dec 2016)	Quarter 3 (Jan - Mar 2017)	Quarter 4 (Apr-Jun 2017)	Quarter 1 (Jul-Sep 2017)	Quarter 2 (Oct - Dec 2017)	Quarter 3 (Jan - Mar 2018)	Quarter 4 (Apr-Jun 2018)
Offer Additional Adult Basic Skills, HSD, GED/HSE, ESL and Classes and Courses for Immigrants Classes	Staffing and Planning/Contracting for adding courses Offer Additional Adult Basic Skills (Math and English) - Serve 265 additional Students Offer High School Diploma Courses - Serve 260 additional Students Offer GED/High School Equivalency Test Prep classes - Serve 150 additional students Offer additional English as a Second Language Serve 350 Additional Students												

	Offer additional Classes and Courses for Immigrants (including citizenship classes) - Serve 215 additional students				
Offer course for How to Obtain a Driver's License for Immigrants	Identify locations for courses Offer courses at 8 locations in the region				
Embed computer skills into all Program Area courses	Training for faculty and staff on how to embed computer skills into curriculum				
Offer access to computers and internet at regional centers and Member School District locations	Establish MOUs as part of regional integrated svc delivery system to identify locations and times at outlying school districts to offer computer lab access. Publicize computer access to local communities as part of regional communication and outreach strategy				
Employer input to incorporate appropriate technical skills into CTE curriculum	Regional Navigators will work with CTE programs to host skill panels to ID technical skills in various industry sectors				
Pre-apprenticeship training	Work with WIB to identify and offer pre-apprenticeship courses				
Work-based learning incorporated into CTE courses	Identify CTE programs that would benefit from WBL. Regional Navigator would be tasked with connecting with local industry groups. Establish agreements with local employers to offer WBL for selected CTE program				

Add more CTE certificate programs based on regional employer needs	Work with WIBs to identify additional certificate programs to be offered and develop these programs in our region												
Objective 5: Acceleration Strategies		Year 1				Year 2				Year 3			
Description of Acceleration Strategy	Tasks	Quarter 1 (Jul-Sep 2015)	Quarter 2 (Oct - Dec 2015)	Quarter 3 (Jan - Mar 2016)	Quarter 4 (Apr-Jun 2016)	Quarter 1 (Jul-Sep 2016)	Quarter 2 (Oct - Dec 2016)	Quarter 3 (Jan - Mar 2017)	Quarter 4 (Apr-Jun 2017)	Quarter 1 (Jul-Sep 2017)	Quarter 2 (Oct - Dec 2017)	Quarter 3 (Jan - Mar 2018)	Quarter 4 (Apr-Jun 2018)
Strategy 1: Compressed Basic Skills Courses	Establish Curriculum Committee to develop compressed basic skills course and establish partnership between college and adult schools for transitioning students upon completion Offer compressed courses												
Strategy 2: Open Entry Skills Primer	Establish Curriculum Committee to develop curriculum to be offered (likely same committee as above strategy) Identify criteria for student referrals to this program Offer open entry skills primer												
Strategy 3: Supportive Services available at Regional Centers	As part of regional integrated service delivery system implementation planning, identify partners and services that can be offered. Publicize services available as part of communication strategy Offer support services at regional centers												

Strategy 4: VESL Classes	Establish Curriculum Committee to identify and develop VESL courses that align with career pathway Offer VESL Course(s)												
Strategy 5: Learning Communities: Link core courses (English, math, etc.) with CTE classes.	Establish Professional Learning Communities at 5 adult schools and COS Professional Development Implement first learning community cohorts												
Strategy 6: Articulation Agreements for Math 360 and English 360 & 251	Identify courses for articulation at adult schools Review course requirements and update curriculum as needed. Negotiate articulation agreement Offer Articulated course												
Objective 6: Additional Professional Development Strategies (not listed above)		Year 1				Year 2				Year 3			
Description of Acceleration Strategy Teacher and Faculty Training on How to Identify and Make Accommodations for Students with Disabilities	Tasks Identify instructor and offer training to 40 faculty and teachers. Training will be coordinated by an Adult Education Navigator.	Quarter 1 (Jul-Sep 2015)	Quarter 2 (Oct - Dec 2015)	Quarter 3 (Jan - Mar 2016)	Quarter 4 (Apr-Jun 2016)	Quarter 1 (Jul-Sep 2016)	Quarter 2 (Oct - Dec 2016)	Quarter 3 (Jan - Mar 2017)	Quarter 4 (Apr-Jun 2017)	Quarter 1 (Jul-Sep 2017)	Quarter 2 (Oct - Dec 2017)	Quarter 3 (Jan - Mar 2018)	Quarter 4 (Apr-Jun 2018)

Appendix C: Survey Results for Objective 4 – Additional Program Area 1 and 2 Courses

Additional Programs To Be Offered							
Organization	Adult Basic Skills (Math and English)	High School Diploma Courses	GED/High School Equivalency Test Prep classes	English as a Second Language	Classes and Courses for Immigrants	Jail Education (HSE/ESL)	CTE
Alpaugh Unified	x	x	x	x	x		
Cutler-Orosi Joint Unified School District	x	x		x			
Corcoran Unified School District	x	x	x	x	x		
Tulare Adult School	x	x	x	x	x		
Woodlake	x	x		x	x		
Lindsay Unified	x		x	x	x		
Hanford Joint Union High School District	x	x		x			
Exeter Unified	x	x	x	x			
Visalia Adult School	x	x	x	x	x	x	x
Totals	9	8	6	9	6	1	1

Number of Additional Students to be served in each of These Courses							
Organization	Adult Basic Skills (Math and English)	High School Diploma Courses	GED/High School Equivalency Test Prep classes	English as a Second Language	Classes and Courses for Immigrants	Jail Ed (HSE/ESL)	CTE
Alpaugh Unified	22	22	22	22	22		
Cutler-Orosi Joint Unified School District	10	30		90			
Corcoran Unified School District	50	100	50	50	50		
Tulare Adult School	100	50	50	100	50		
Woodlake	50	30		50	55		
Lindsay Unified	40	40	40	40	40		
Hanford Joint Union High School District	15	50	20	50			
Exeter Unified	30	20	20	30			
Visalia Adult School	125	110	100	150	50	100	40
Totals	442	452	302	582	267	100	

Organization	LCAP	Existing Classroom Space	Computer Labs/Laptops	Internet Connection	Supportive Services (for example, childcare through existing after school programs)	Other (please specify)
Alpaugh Unified		x	x	x		
Cutler-Orosi Joint Unified School District	x	x		x	x	
Corcoran Unified School District		x	x	x	x	
Tulare Adult School	x	x	x	x		
Woodlake	x	x	x	x	x	
Lindsay Unified	x	x	x	x	x	
Hanford Joint Union High School District		x	x	x		
Exeter Unified		x	x	x		
Visalia Adult School	x	x	x	x	x	WIA Title II Grant Student Data Management System Professional Development Curriculum Development

Where would you like to offer these classes? (please indicate specific school sites if you have sites in mind)							
Organization	Adult Basic Skills (Math and English)	High School Diploma Courses	GED/High School Equivalency Test Prep classes	English as a Second Language	Classes and Courses for Immigrants	Jail Ed (HSE/ESL)	CTE
Alpaugh Unified	Alpaugh USD	Alpaugh USD	Alpaugh USD	Alpaugh USD	Alpaugh USD		
Cutler-Orosi Joint Unified School District	Cutler Orosi Joint Unified School District - FEC	Cutler Orosi Joint Unified School District - FEC		Cutler Orosi Joint Unified School District - FEC			
Corcoran Unified School District	Kings Lake Ed Center	Technology Learning Center/Kings Lake	Kings Lake	Kings Lake/Bret Harte/John C Fremont/Mark Twain	Kings Lake/John Muir		
Tulare Adult School	Maple Campus (evenings); Rural Elementary School	Maple Campus (evening); Independent Study	Maple Campus - English & Spanish (evening); On-line	Maple Campus (evening); Pixley Campus (evening); Rural Elementary Schools	Rural Elementary Schools		

Woodlake	Woodlake High School or Bravo Lake High School	Woodlake High School or Bravo Lake High School		Woodlake High School or Bravo Lake High School	Woodlake High School or Bravo Lake High School	Woodlake High School or Bravo Lake High School	
Lindsay Unified	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	JJ Cairns, Lindsay High School, or Healthy Start Family Resource Center	
Hanford Joint Union High School District	Hanford Adult School	Hanford Adult School	Hanford Adult School	Hanford Adult School			
Exeter Unified	Exeter High School	Exeter High School	Exeter High School	Exeter High School			
Visalia Adult School	Main Campus, Goshen, Ivanhoe, Other VUSD school sites	Main Campus, Goshen, Ivanhoe, Other VUSD school sites	Main Campus, Goshen, Ivanhoe, Other VUSD school sites	Main Campus, Goshen, Ivanhoe, Other VUSD school sites	Main Campus	Tulare County Jails	Main Campus

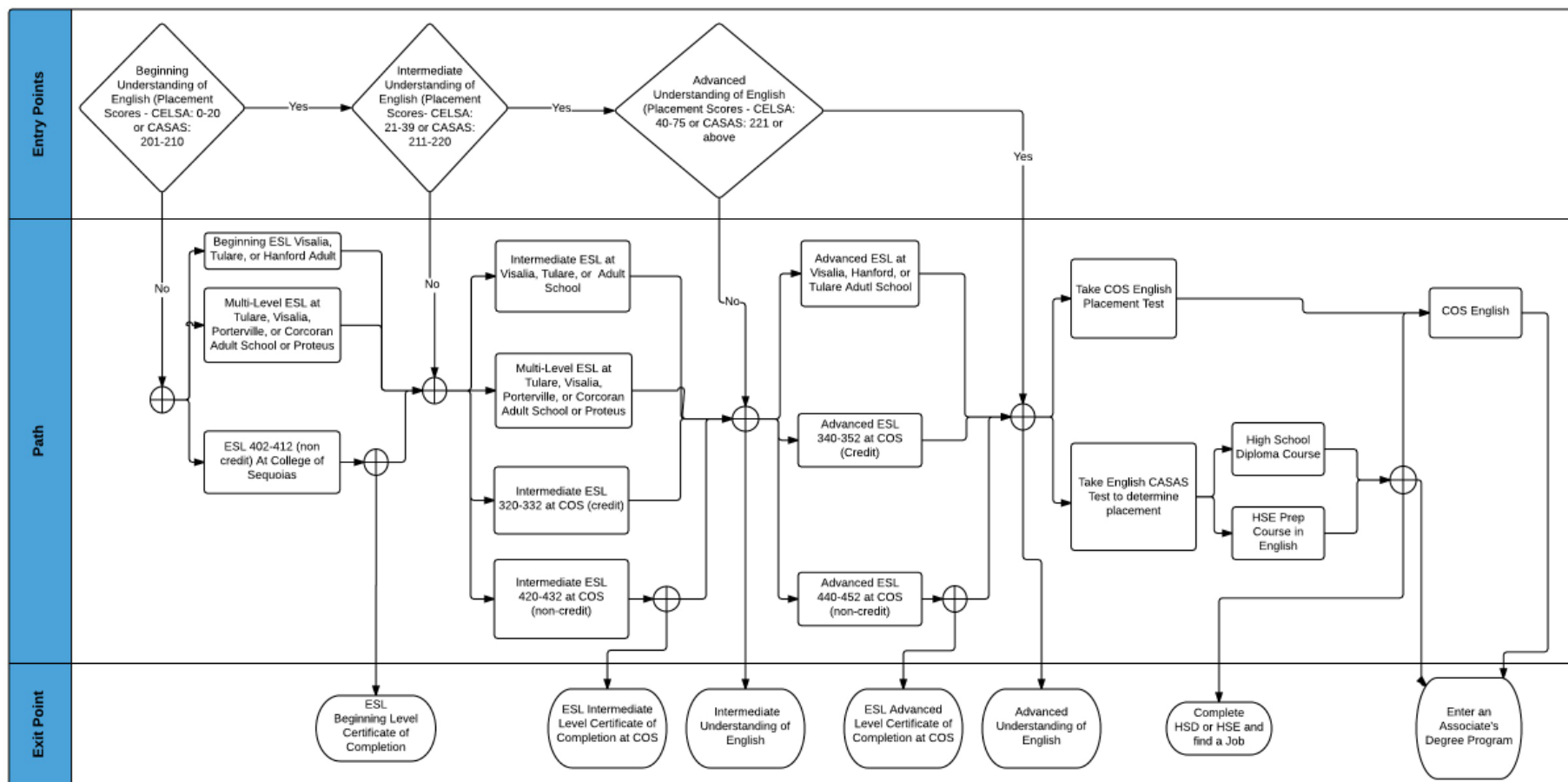
How much additional funding would you need in order to expand these programs?								
Organization	Adult Basic Skills (Math and English)	High School Diploma Courses	GED/High School Equivalency Test Prep classes	English as a Second Language	Classes and Courses for Immigrants	Jail Ed (HSE/ESL)	CTE	Total
Alpaugh Unified	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00			\$ 60,000.00
Cutler-Orosi Joint Unified School District	\$10,500.00	\$17,000.00		\$46,000.00				\$ 73,500.00

Corcoran Unified School District	\$50,000.00	\$150,000.00	\$50,000.00	\$50,000.00	\$50,000.00			\$ 350,000.00
Tulare Adult School	\$125,000.00	\$62,500.00	\$62,500.00	\$125,000.00	\$62,500.00			\$ 437,500.00
Woodlake	\$24,000.00	\$24,000.00		\$24,000.00	\$24,000.00			\$ 96,000.00
Lindsay Unified	\$24,000.00	\$24,000.00	\$24,000.00	\$24,000.00	\$24,000.00			\$ 120,000.00
Hanford Joint Union High School District	\$48,000.00	\$89,000.00	\$48,000.00	\$89,000.00				\$ 274,000.00
Exeter Unified	\$12,000.00	\$12,000.00	\$7,500.00	\$10,000.00				\$ 41,500.00
Visalia Adult School	\$57,750.00	\$52,580.00	\$47,800.00	\$147,900.00	\$49,300.00	\$148,566.00	\$59,426.00	\$ 563,322.00
Totals	\$363,250.00	\$443,080.00	\$251,800.00	\$527,900.00	\$221,800.00	\$148,566.00	\$59,426.00	\$ 2,015,822.00

Appendix D: Sequoias Pathways for Mapping Tool

ESL Pathway Developed by Subject Matter Expert Group

Sequoias Adult Ed ESL Pathway for Tool



Health Care Pathway Developed by Subject Matter Expert Group

Sequoias Adult Education Consortium Health Care Pathway

