



SAEC BOARD MEETING AGENDA

August 2, 2022, 8:00am – 9:00am
College of the Sequoias: Sequoia Room 1
915 South Mooney Blvd. Visalia, CA 93277

Voting Members and Leadership Committee in person.

Co-Chairs: Brent Calvin and Yolanda Valdez

In person meeting. No Zoom link available.

1. Opening Business

1.1. Call to Order

1.2. Establish Quorum

1.3. Welcome and Introductions

2. Approval of Minutes –May 3, 2022

2.1. [SAEC Board Meeting Minutes 05.03.22.docx](#)

3. Public Comment: General public comment on any Consortium related topic may be heard at this time. The Board asks that any public comment on an item listed on today's agenda be addressed at the time the item comes up for discussion by the Board. Please post any public comment using the chat function. Please begin your comments by posting your full name. Public comment will be read into the record by the Executive Director on behalf of the Board Chairs in the order they are entered into the chat window. Public comment shall be limited to 3 minutes per comment and 20 minutes for all comments.

4. Information items

4.1. **SAEC Board Member Attendance and SAEC Attendance Policy Review--**
John Werner

4.1.1. [Board Agenda Item 4.1 SAEC Board Member Attendance and SAEC Attendance Policy Review.docx](#)

- [Board Agenda Item 4.1 Supporting Document SAEC Board Member Attendance and SAEC Attendance Policy Review.pdf](#)

- 4.2. **SAEC Board and Committee Meeting Calendars 2022/23**--John Werner
- 4.2.1. [Board Agenda Item 4.2 SAEC 2022.23 SAEC Board Meeting Calendar.docx](#)
- [Board Agenda Item 4.2 Supporting Document 2022.2023 SAEC Board Meetings Calendar.pdf](#)
 - [Board Agenda Item 4.2 Supporting Document 2022.2023 Leadership Committee Meeting Calendar.pdf](#)
 - [Board Agenda Item 4.2 Supporting Document 2022.2023 Governance Committee Meeting Calendar.pdf](#)
- 4.3. **Sunrise SAEC State of the Consortium and Member Effectiveness Reports**--John Werner
- 4.3.1. [Board Agenda Item 4.3 Sunrise SAEC State of the Consortium and Member Effectiveness.docx](#)
- 4.4. **CAEP Technical Update**--John Werner
- 4.4.1. [Board Agenda Item 4.4 CAEP Technical Update.docx](#)

5. Action Items

- 5.1 **Amended SAEC Consortium Fiscal Allocation Declaration 2022/23**--Brent Calvin or Yolanda Valdez
- 5.1.1 [Board Agenda Item 5.1 Amended SAEC Consortium Fiscal Allocation Declaration 2022.23.docx](#)
- [CAEP Program Final Consortium Allocations for 2022-23 Memo](#)
 - [2022-23 Final Allocation Chart for All Regional Adult Education Consortia](#)
 - Final Member Representative Approval in NOVA Process
- 5.2 **Amended SAEC Memorandum of Understanding 2022/25**--Brent Calvin or Yolanda Valdez
- 5.2.1 [Board Agenda Item 5.2 Amended SAEC Memorandum of Understanding 2022.25.docx](#)
- [Board Agenda Item 5.2 Supporting Document Amended SAEC Memorandum of Understanding 2022.25.docx](#)
- 5.3 **NCWE National Conference**--John Werner
- 5.3.1 [Board Agenda Item 5.3 NCWE National Conference.docx](#)
- [Board Agenda Item 5.3 Supporting Documents for NCWE National Conference.pdf](#)
- 5.4 **Memorandum of Understanding: Connecting Adults to Success, Evaluation of Career Navigator Training Pilot**--John Werner
- 5.4.1 [Board Agenda Item 5.4 MOU Connecting Adults to Success Evaluation of Career Navigator Training Pilot.docx](#)
- [Board Agenda Item 5.4 Support Document CATS Sequoias Consortium MOU Draft 071422.docx](#)
- 5.5 **WIOA II RFA 2022 Consultant Contract with PC2 (Mitch Rosin)**--John Werner
- 5.5.1 [Board Agenda Item 5.5 WIOA II RFA 2022 Consultant Contract with PC2.docx](#)
- [Board Agenda Item 5.5 Supporting Document Proposed Statement of Work](#)

- 5.6 **SAEC Board Co-Chair Selection 2022-2024** – Brent Calvin or Yolanda Valdez
 - 5.6.1 [Board Agenda Item 5.6 SAEC Co Chair Selection.docx](#)

6. Adjournment

Next Meeting: 09/06/2022 8AM via Zoom

SAEC Consortium Board Meeting
Zoom Virtual Meeting
Meeting 05/03/22, 8:00am – 9:00am
Co-chairs: Brent Calvin and Yolanda Valdez

In Attendance:

Carmen Becerra, SAEC; Brian Brazier, Corcoran Joint Unified School District; Harl Buckridge, Proteus; Brent Calvin, College of the Sequoias; Doug Cardoza, Visalia Unified School District; Erika DeLaCruz, Farmersville Adult School; George Eddy, Exeter Unified School District; Laura Gonzalez, Woodlake Unified School District; Victoria Guzman, Cutler-Orosi Education Center; Ken, Proteus; Troy Hayes, Alpaugh School District; Heather Keran, Hanford Adult School; Jonathan Kurts, Tulare Adult School; Amalia Lopez, Lindsay Adult School; Barbara Marshall, Sequoias Adult Education Consortium; Lori Morton, Tulare Adult School; Eduardo Ochoa, Corcoran Joint Unified School District; Tami Olson, Visalia Adult School; Tom Rooney, Lindsay Unified School District; Victor Rosa, Hanford Joint Unified High School District; Mitch Rosin; Karyn Ruiz, CCAE President; Paul Sevillano, Farmersville Unified School District; Larriann Torrez, Porterville Adult School; Lucy VanScyoc, Tulare Joint Unified School District; Yolanda Valdez, Cutler-Orosi Joint Unified School District; John Werner, SAEC

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	<ul style="list-style-type: none"> Called to order by Brent Calvin at 8:00am 	
1.2	Establish Quorum	<ul style="list-style-type: none"> Quorum Established 	
1.3	Welcome and Introductions		
2	Review and approval of meeting minutes:	<ul style="list-style-type: none"> Minutes from April 5, 2022 SAEC Board Meeting 	<ul style="list-style-type: none"> Motioned by George Eddy, Exeter Unified School District Seconded by Doug Cardoza, Visalia Unified School District Vote: All approved None opposed Motion Carried
3	Public Comment	<ul style="list-style-type: none"> No Comments 	
4	Information Items		

4.1	Board Recognition: Jonathan Kurts, CCAE State Award – Yolanda Valdez and Karyn Ruiz	<ul style="list-style-type: none"> Recognized Jonathan Kurts for receiving the Excellence in Teaching Award through CCAE Recognized John Werner for receiving the Donald A. McCune Collaborative Award through CCAE 	
4.2	Tony Moore Speaks – John Werner	<ul style="list-style-type: none"> Would the SAEC Consortium be interested in having Tony Moore come speak <ul style="list-style-type: none"> The Culture Architect <ul style="list-style-type: none"> He focuses on post pandemic issues and what we can do going forward <ul style="list-style-type: none"> Learning how to exist and function Outcomes <ul style="list-style-type: none"> Explore things and give you tools to help support you Bringing you a workshop as leaders of leaders Discussion – John Werner wanted approval before follow up on the following: <ul style="list-style-type: none"> Timeline – when is he available Cost Would like to bring assistant sups Virtual option more flexible but in person would be nice 	<ul style="list-style-type: none"> John Werner will follow up on this and bring information to the next SAEC Board meeting
4.3	CAEP Technical Update – John Werner	<ul style="list-style-type: none"> WIOA II RFA <ul style="list-style-type: none"> Sunrising information this meeting but will bring more information to the SAEC Board Historically a 3-year participation has been changed to 4 years Everyone applies individually but we collaborate together to support members There will be 15 considerations this year Pre-qualification opens August 2022 Due December 2022 Reminder of professional development availability 	
5	Action Items		

5.1	2022.25 Edgenuity Contract – Heather Keran	<ul style="list-style-type: none"> Time to renew our Edgenuity contract <ul style="list-style-type: none"> ➤ Have been using it for the past 3 years and want to continue for another 3 years <ul style="list-style-type: none"> ▪ Gives continuity for our programs and between schools ▪ Supports student transitions ▪ Supports staff development ➤ It will be paid for at the member level <ul style="list-style-type: none"> ▪ Total cost \$236,040.00 ➤ Individual members take line item portion to local LEA for approval 	<ul style="list-style-type: none"> Motioned by Victor Rosa, Hanford Joint Unified High School District Seconded by Paul Sevillano, Farmersville Unified School District Vote: All approved None opposed Motion Carried
5.2	SAEC 2020.25 Three Year Plan – John Werner and Mitch Rosin	<ul style="list-style-type: none"> Greater alignment with WIOA Title II: AEFLA Continuous Improvement Plans Opportunity to re-envision strategies and processes Due date is June 20, 2022 Once approved you will then click approve in NOVA 	<ul style="list-style-type: none"> Motioned by Tom Rooney, Lindsay Unified School District Seconded by Brent Calvin, College of the Sequoias Vote: All approved None opposed Motion Carried
5.3	SAEC 2022.23 Board Meeting and Leadership Committee Calendar – John Werner	<ul style="list-style-type: none"> There will be 2 in person meetings <ul style="list-style-type: none"> ➤ One in August and one in April Leadership continues to meet 2 times per month 	<ul style="list-style-type: none"> Motioned by Yolanda Valdez, Cutler-Orosi Joint Unified School District Seconded by Doug Cardoza, Visalia Unified School District Vote: All approved None opposed Motion Carried
5.4	SAEC Report on Consortium Governance 2022.23 – John Werner	<ul style="list-style-type: none"> Dates were changed and cleaned out old AEBG and AB104 references After Governance documents approved by the SAEC Membership Board, then: <ul style="list-style-type: none"> ➤ Local LEA boards take individual action to approve ➤ Superintendent signs document ➤ Return document, the LEA board agenda and the LEA board minutes to bmarshall@vusd.org ➤ If you have a new superintendent coming in you may want to wait until July to have it approve by LEA boards so it will not have to be done twice 	<ul style="list-style-type: none"> Motioned by George Eddy, Exeter Unified School District Seconded by Laura Gonzalez, Woodlake Unified School District Vote: All approved None opposed Motion Carried

5.5	SAEC Memorandum of Understanding 2022.25 – John Werner	<ul style="list-style-type: none"> • Changes to beneficiary guarantee amounts and SAEC office guarantee amount • Cleaned up any remaining AB86, AB104, or AEBG references • Changed the organizational structure and staffing infograph to reflect current structure and relationships • After MOU has been approved by the SAEC Membership Board <ul style="list-style-type: none"> ➢ Local LEA boards take individual action to approve ➢ MOU is signed by both the LEA board president and the superintendent ➢ Return document, the LEA board agenda and the LEA board minutes to bmarshall@vusd.org 	<ul style="list-style-type: none"> • Motioned by Paul Sevillano, Farmersville Unified School District • Seconded by Victor Rosa, Hanford Joint Unified High School District • Vote: All approved None opposed Motion Carried
5.6	SAEC Fiscal Allocation Declaration 2022.23 – John Werner	<ul style="list-style-type: none"> • After approval, CFAD will be loaded today <ul style="list-style-type: none"> ➢ Superintendents will approve it in NOVA • May need a CFAD amendment in late June depending on the Governor's May Revised report <ul style="list-style-type: none"> ➢ Preliminary COLA is 5.33% 	<ul style="list-style-type: none"> • Motioned by Victor Rosa, Hanford Joint Unified High School District • Seconded by Tom Rooney, Lindsay Unified School District • Vote: All approved None opposed Motion Carried
5.7	SAEC Cancellation of Board Meeting 06.07.2022 – Brent Calvin	<ul style="list-style-type: none"> • Typically, a cancelled meeting as it occurs during graduation week for most members • We hold it on our calendar each year "just in case" 	<ul style="list-style-type: none"> • Motioned by Yolanda Valdez, Cutler-Orosi Joint Unified School District • Seconded by Laura Gonzalez, Woodlake Unified School District • Vote: All approved None opposed Motion Carried
6	Adjournment	<ul style="list-style-type: none"> • Next meeting 08/02/2022 at 8:00am in person at COS • Adjourned meeting at 8:46am 	

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.1

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC Board Member Attendance and SAEC Attendance Policy Review

AGENDA SECTION:

_____ Public Comment

 X Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

_____ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

SAEC Member Representatives are expected to attend SAEC Board meetings. The SAEC Board adopted an attendance policy for member representatives and described it in Section 14 of the SAEC Report on Governance Compliance of Rules and Procedures. The SAEC Executive Director will review the SAEC Attendance Policy and procedures used to keep the board informed with regards to member representative attendance.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC Board and Governance Committees will hold regular meetings in accordance with the SAEC Comprehensive Plan, Annual Plans, and Governance Document

14. How will members join, leave, or be dismissed from the consortium?

The Consortium will adhere to the membership guidelines as defined by education code, the SAEC Report on Governance Compliance of Rules and Procedures and the SAEC Memorandum of Understanding.

Considerations for dismissal from the Consortium include:

- The member no longer wishes to provide services consistent with the adult education plan;
- The member cannot provide services that address the needs identified in the adult education plan; or
- The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.

In addition to the considerations specified in education code:

- Regular attendance is expected at monthly Consortium meetings. Each designated Member representative is expected to attend every SAEC Board meeting.

General SAEC Board Meeting Attendance:

A member may miss not more than five (5) meetings in a fiscal year. After a third (3rd) absence, the SAEC Executive Director shall notify the Member Designee, the AEBG Program Monitor, and the SAEC Board Co-Chairs shall prepare a written notice detailing the SAEC governance rule regarding attendance, a record of the designee's attendance, and corrective action. At a meeting of the fourth (4th) absence, the written notice shall be read into the official SAEC Board minutes as an information item and delivered via United States Postal Service to the Member Agency's Governing Board and the AEBG Program Monitor with a Domestic Return Receipt. At a meeting of the fifth (5th) absence, the SAEC Board shall take official action to dismiss the Member Agency from the Consortium for Member ineffectiveness and failure to attend. The terms and conditions described above shall pertain to general SAEC Board meeting attendance in a fiscal year regardless of absence sequence or absences in series.

Chronic or Consecutive Absenteeism:

In the event that a Member designee is absent from four (4) or more consecutive SAEC Board meetings, the Member Agency will forfeit their participation and membership in the Consortium by default.

Four (4) or more consecutive absences from SAEC Board meetings demonstrates that the Member Agency is not effective. Member effectiveness shall not be limited solely to SAEC Board meeting attendance. After the second (2nd) consecutive absence, the SAEC Executive Director shall notify the Member Designee, the AEBG Program Monitor, and the SAEC Board Co-Chairs shall prepare a written notice detailing the SAEC governance rule regarding attendance, a record of the designee's attendance, and corrective action. At the meeting of the third (3rd) consecutive absence, the written notice shall be read into the official SAEC Board minutes as an information item and delivered

via United States Postal Service to the Member Agency's Governing Board and the AEBG Program Monitor with a Domestic Return Receipt. At the meeting of the fourth (4th) consecutive absence, the SAEC Board shall take official action to dismiss the Member Agency from the Consortium for Member ineffectiveness and failure to attend.

- Dismissal from or admission to the Consortium shall be accomplished with a simple majority vote from the Consortium.
- If the member initiates leaving the Consortium, SAEC will require the member's Governing Board approval.
- If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.
- SAEC Members may be dismissed from SAEC for failure to demonstrate member effectiveness.
- If the Consortium dismisses a Member, the Consortium Executive Direct shall notify the AEBG Project Monitor immediately.
- A record of intervention steps and dismissal actions shall be kept in the official minutes of Consortium Board Meetings.
- Dismissal from the Consortium is final and shall remain in effect for the remainder of the applicable or current 3 year planning period.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.2

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC Board and Committee Meeting and Calendars 2022-2023

AGENDA SECTION:

_____Public Comment

 X Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

_____Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC Board creates a calendar of Board meetings for each fiscal year. The 2022.23 calendar of Board meetings was approved during a regularly scheduled Board meeting during the previous fiscal year. The attached calendars include regularly scheduled Board meetings and SAEC Governance Committee meeting calendars for 2022.23. This is an informational item. No action needed.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC Board and Governance Committees will hold regular meetings in accordance with the SAEC Comprehensive Plan, Annual Plans, and Governance Document.

2022-2023

Sequoias Adult Education Consortium Board Meetings

Date	Time	Location	Comments
08/02/22	8:00 am – 9:00am	COS - In Person Sequoias Rm 1	
09/06/22	8:00 am – 9:00am	Zoom	Day after Labor Day
10/04/22	8:00 am – 9:00am	Zoom	
11/01/22	8:00 am – 9:00am	Zoom	
12/06/22	8:00 am – 9:00am	Zoom	
*01/03/23	8:00 am – 9:00am	Zoom	Winter Break
02/07/23	8:00 am – 9:00am	Zoom	
03/07/23	8:00 am – 9:00am	Zoom	
04/11/23	8:00 am – 9:00am	COS - In Person Sequoias Rm 1	Spring Break
05/02/23	8:00 am – 9:00am	Zoom	
*06/06/23	8:00 am – 9:00am	Zoom	Near Graduation

*Historically “As Needed Meetings”

Revised: 06/02/22

2022-2023

Sequoias Adult Education Consortium Leadership Committee Meetings

Date	Time	Location	Comments
07/21/22	3:00pm – 4:30pm	Zoom	
08/02/22	9:15am – 10:15am	COS – In Person	Sequoias Rm 1
08/25/22	3:00pm – 4:30pm	Zoom	
09/06/22	9:15am – 10:15am	Zoom	Day after Labor Day
09/22/22	3:00pm – 4:30pm	Zoom	
10/04/22	9:15am – 10:15am	Zoom	
10/27/22	3:00pm – 4:30pm	Zoom	
11/01/22	9:15am – 10:15am	Zoom	
11/17/22	3:00pm – 4:30pm	Zoom	
12/06/22	9:15am – 10:15am	Zoom	
12/15/22	3:00pm – 4:30pm	Zoom	
*01/03/23	9:15am – 10:15am	Zoom	Winter Break
01/26/23	3:00pm – 4:30pm	Zoom	
02/07/23	9:15am – 10:15am	Zoom	
02/23/23	3:00pm – 4:30pm	Zoom	
03/07/23	9:15am – 10:15am	Zoom	
03/23/23	3:00pm – 4:30pm	Zoom	
04/11/23	9:15am – 10:15am	COS – In Person	After Spring Break Sequoias Rm 1
04/20/23	3:00pm – 4:30pm	Zoom	
05/02/23	9:15am – 10:15am	Zoom	
05/25/23	3:00pm – 4:30pm	Zoom	
*06/06/23	9:15am – 10:15am	Zoom	Near Graduation
06/22/23	3:00pm – 4:30pm	Zoom	

*Historically “As Needed Meetings”

Thursday’s meetings are set to be held before Co-chair meetings. This means it will change between the 3rd and 4th Thursday of each month. Please confirm if you have weekly meetings on any of those days.

REVISED: 06/02/2022

2022–2023

SAEC Governance Committee Meetings

Committee	Date	Time
Adults with Disabilities	09/30/2022	1:00pm – 3:00p
	11/04/2022	1:00pm – 3:00pm
	02/10/2023	1:00pm – 3:00pm
	04/21/2023	1:00pm – 3:00pm
ABE/ASE	09/26/2022	1:00pm – 3:00pm
	10/31/2022	1:00pm – 3:00pm
	02/27/2023	1:00pm – 3:00pm
	04/24/2023	1:00pm – 3:00pm
ESL	10/03/2022	1:30pm – 3:00pm
	01/20/2023	1:30pm – 3:00pm
	04/17/2023	1:30pm – 3:00pm
CNA Taskforce Committee	08/17/2022	2:00pm – 3:30pm
	09/15/2022	2:00pm – 3:30pm
	10/20/2022	2:00pm – 3:30pm
	11/17/2022	2:00pm – 3:30pm
	12/15/2022	2:00pm – 3:30pm
	01/19/2023	2:00pm – 3:30pm
	02/16/2023	2:00pm – 3:30pm
	03/16/2023	2:00pm – 3:30pm
	04/20/2023	2:00pm – 3:30pm
	05/18/2023	2:00pm – 3:30pm
SAEC Data Community of Practice	10/21/22	2:15pm
	01/20/23	11:00am
	04/21/23	11:00am
	06/29/23 or 07/06/23	11:00am

REVISED: 07/14/22

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.3

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: Sunrise SAEC State of the Consortium and Member Effectiveness Reports

AGENDA SECTION:

_____ Public Comment

 X Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

_____ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Each program year in the fall, the SAEC Executive Director provides the SAEC Board with a report on consortium effectiveness. This "State of the Consortium Report" is followed by individual member effectiveness reports through the winter months. The SAEC Executive Director will review this process and inquire with the board about specific topics or items they wish to see addressed in those reports.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC Board and Governance Committees will hold regular meetings in accordance with the SAEC Comprehensive Plan, Annual Plans, and Governance Document

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.4

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: California Adult Education Program Technical Update

AGENDA SECTION:

_____ Public Comment

 X Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

_____ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Periodic technical updates provide the SAEC Board and Partners with information regarding overall CAEP program compliance and policy changes. Specific topics will include: Due Dates, Professional Development Resources, and Events.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Periodic technical updates provide the SAEC Board information for successful management and implementation of the SAEC Annual Plans.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.1

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: Brent Calvin, Superintendent/President, College of the Sequoias
Yolanda Valdez, Superintendent, Woodlake Unified School District

AGENDA TITLE: Amended SAEC Consortium Fiscal Allocation Declaration 2022/23

AGENDA SECTION:

 Public Comment

 Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC Consortium Fiscal Administration Declaration (CFAD) reporting enumerates and describes required elements for allocation of funds to member districts. The CFAD is the process whereby the SAEC consortia members agree upon whether to designate a fiscal administrator or choose direct funding. Additionally, this is the process for members to agree upon their allocations for the 2022/23 fiscal year. The original SAEC CFAD 2022/23 was based on the 2022/23 Preliminary State Budget. That original CFAD described the allocation of the SAEC 2021/22 Base Fund plus an additional 5.33% as COLA. On June 15th, the final 2022/23 State Budget was signed into law. This final budget provided a final CAEP COLA of 6.56%, an actual increase of \$671,223 from the previous year. Per CAEP policy, any new COLA will be distributed to SAEC Members on a proportional basis by the CAEP Office. SAEC must now approve and submit an Amended 2022/23 CFAD to program the allocation of \$10,903,193 amongst its members. Each member representative must also approve the amendment in NOVA. The amendment is due in NOVA by September 1, 2022.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approve

FINANCIAL IMPACT:

\$10,903,193

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC CFAD aligns the distribution of funds to the SAEC Regional Comprehensive Plan and Annual Plan.



July 6, 2022

To: Adult Education Consortium Directors, Leads, Co-Chairs, Members, and Fiscal Representatives

From: California Adult Education Program (CAEP) State Leadership

CC: Sandra Sanchez, Interim Vice Chancellor, California Community Colleges Chancellor's Office
Pete Callas, Division Director, California Department of Education

RE: CAEP Final Consortium Allocations for 2022-23

This memorandum is to advise local recipients and fiscal agents of adult education funds that the [2022-23 final CAEP allocation amounts](#) have been posted. Earlier this week, the 2022-23 additional CAEP allocations from the May Revise were posted in NOVA as an allocation amendment. Consortium members have until September 1, 2022, to submit and certify their amended allocation amounts in NOVA. The CAEP State Leadership and the Technical Assistance Program (TAP) will offer a CAEP Allocation Amendment webinar on Wednesday, July 20, 2022, from 12:00 p.m. to 1:30 p.m. to review the new allocation amounts, walk members through the NOVA process steps, and answer any questions.

State Budget Bill

Recently, the State Legislature passed the 2022-23 budget bill that saw a 6.56% or \$36.7M increase to the CAEP baseline funding. The new CAEP baseline is now \$597,137,000. The original proposed CAEP allocation for 2022-23 was \$590,244,000. Because only the CAEP base, and the 5% COLA (or \$29.8M) were certified by the CAEP regional consortia, there is one last additional step to take to certify the additional 1.5% COLA (the \$6.9M additional increase from the May Revise).

NOVA Instructions

Each consortium will process the May Revise allocation increase as an allocation amendment in NOVA, which requires a new allocation amount for each member, and certification in NOVA by all consortium members. Keep in mind, that due to State Budget Bill requirements, the State CAEP Office has already calculated allocation amounts for direct funded member districts. Please see the 2022-23 direct funded member amounts by districts (along with fiscal agent amounts) [linked here](#). These allocation amounts are the dollar amounts given to the State Controller's Office for disbursement within 45 days of the enactment of the 2022- 23 State Budget. Therefore, any deviation from these amounts would not align with the amounts being disbursed. CAEP allocation

amendment certification by the consortium and its members must be completed by September 1, 2022.

CAEP Funds Are Restricted Funds

CAEP funds were issued under AB104 legislation and are in ARTICLE 9. Adult Education Program [84900 - 84920] of the education code. CAEP funds are apportionment, they are not a grant, and at this time are not subject to flexibility. CAEP funds are restricted to adults 18 years and older, can only be used in the seven CAEP approved program areas, and must have an approved regional consortium plan specific to K12 adult education and community college noncredit programs.

Technical Assistance Contact Information

For questions related to the CAEP, fiscal information, and/or technical assistance on professional development topics, please contact the CAEP Technical Assistance Project (TAP) by phone at 1- 888-827-2324 or by e-mail at tap@caladulthood.org

Sincerely,

Gary Adams

Gary Adams (Jul 6, 2022 10:57 PDT)

Gary Adams
California Community Colleges Chancellor's Office
Adult Education Program Office

Carolyn Zachry

Carolyn Zachry (Jul 6, 2022 15:17 PDT)

Carolyn Zachry, Ed.D
California Department of Education
Adult Education Program Office

No.	Consortium Name	Funding Channel	Preliminary Allocation	May Revise	Final 22-23 Amount
1	Allan Hancock	Direct Funded	\$1,855,946	\$21,675	\$1,877,621
2	Antelope Valley	Direct Funded	\$4,490,260	\$52,438	\$4,542,698
3	Barstow Area Consortium for AE	Fiscal Agent	\$1,015,601	\$11,860	\$1,027,461
4	Butte-Glenn AE Consortium	Fiscal Agent	\$2,452,981	\$28,646	\$2,481,627
5	Santa Cruz (GOAL)	Direct Funded	\$3,835,601	\$44,793	\$3,880,394
6	Southeast Los Angeles (PAACE)	Direct Funded	\$16,413,940	\$191,685	\$16,605,625
7	Mid Alameda County (Chabot-Las Positas)	Direct Funded	\$10,345,706	\$120,820	\$10,466,526
8	West End Corridor	Fiscal Agent	\$8,066,866	\$94,206	\$8,161,072
9	Citrus College AE Consortium	Fiscal Agent	\$4,836,776	\$56,485	\$4,893,261
10	Coast	Direct Funded	\$8,350,252	\$97,516	\$8,447,768
11	Tri City	Fiscal Agent	\$6,880,802	\$80,355	\$6,961,157
12	Contra Costa	Direct Funded	\$16,604,315	\$193,909	\$16,798,224
13	Morongo Basin	Fiscal Agent	\$912,536	\$10,657	\$923,193
14	Desert	Direct Funded	\$3,616,207	\$42,231	\$3,658,438
15	South Bay (El Camino)	Direct Funded	\$11,475,474	\$134,014	\$11,609,488
16	Feather River (On Ramp)	Direct Funded	\$912,536	\$10,657	\$923,193
17	Foothill De Anza	Direct Funded	\$9,560,216	\$111,646	\$9,671,862
18	Gavilan	Fiscal Agent	\$1,615,513	\$18,866	\$1,634,379
19	Glendale	Fiscal Agent	\$1,199,042	\$14,002	\$1,213,044
20	San Diego East	Fiscal Agent	\$9,286,512	\$108,450	\$9,394,962
21	Salinas Valley	Fiscal Agent	\$4,120,067	\$48,115	\$4,168,182
22	Imperial	Fiscal Agent	\$2,179,957	\$25,458	\$2,205,415
23	Kern	Direct Funded	\$19,036,627	\$222,314	\$19,258,941
24	Lake Tahoe	Fiscal Agent	\$1,003,790	\$11,723	\$1,015,513
25	Lassen	Fiscal Agent	\$1,054,008	\$12,309	\$1,066,317
26	Long Beach	Direct Funded	\$2,680,369	\$31,302	\$2,711,671
27	Los Angeles	Direct Funded	\$143,869,549	\$1,680,141	\$145,549,690
28	Capital Adult Education Regional Consortium	Fiscal Agent	\$13,137,011	\$153,417	\$13,290,428
29	Marin	Fiscal Agent	\$1,649,521	\$19,263	\$1,668,784
30	Mendocino-Lake	Fiscal Agent	\$1,720,819	\$20,096	\$1,740,915
31	Gateway (Merced)	Fiscal Agent	\$3,703,359	\$43,249	\$3,746,608
32	Coastal North County Adult Education Consortium	Fiscal Agent	\$1,336,903	\$15,612	\$1,352,515

33	Monterey	Direct Funded	\$2,845,663	\$33,233	\$2,878,896
34	Mt. San Antonio	Direct Funded	\$39,144,746	\$457,141	\$39,601,887
35	Southwest Riverside	Fiscal Agent	\$5,424,774	\$63,352	\$5,488,126
36	Napa Valley	Direct Funded	\$3,187,616	\$37,226	\$3,224,842
37	North Orange	Fiscal Agent	\$4,313,388	\$50,373	\$4,363,761
38	Southern Alameda County (Ohlone)	Direct Funded	\$4,643,166	\$54,224	\$4,697,390
39	Palo Verde	Fiscal Agent	\$912,536	\$10,657	\$923,193
40	San Diego North (Palomar/Vista)	Fiscal Agent	\$8,801,568	\$102,787	\$8,904,355
41	Pasadena	Direct Funded	\$2,091,979	\$24,431	\$2,116,410
42	Northern Alameda Consortium for AE	Fiscal Agent	\$8,988,863	\$104,973	\$9,093,836
43	Rancho Santiago	Direct Funded	\$5,197,843	\$60,701	\$5,258,544
44	North Coast (Redwoods)	Fiscal Agent	\$1,251,679	\$14,617	\$1,266,296
45	Rio Hondo	Direct Funded	\$16,130,696	\$188,378	\$16,319,074
46	Riverside About Students	Direct Funded	\$9,268,765	\$108,243	\$9,377,008
47	Inland AE Consortium San Bernardino	Fiscal Agent	\$11,759,424	\$137,329	\$11,896,753
48	San Diego	Direct Funded	\$5,247,353	\$61,280	\$5,308,633
49	San Francisco	Direct Funded	\$4,326,558	\$50,526	\$4,377,084
50	Delta Sierra Alliance	Direct Funded	\$9,373,362	\$109,464	\$9,482,826
51	South Bay Consortium for AE (San Jose)	Direct Funded	\$19,546,838	\$228,273	\$19,775,111
52	San Luis Obispo	Direct Funded	\$1,570,000	\$18,334	\$1,588,334
53	ACCEL (San Mateo)	Direct Funded	\$10,758,125	\$125,636	\$10,883,761
54	Santa Barbara	Fiscal Agent	\$912,536	\$10,657	\$923,193
55	Santa Clarita Valley Adult Education	Direct Funded	\$1,448,679	\$16,918	\$1,465,597
56	Santa Monica	Direct Funded	\$1,271,578	\$14,850	\$1,286,428
57	Sequoias	Direct Funded	\$10,777,333	\$125,860	\$10,903,193
58	Shasta-Tehama-Trinity	Fiscal Agent	\$1,252,139	\$14,623	\$1,266,762
59	Sierra Joint	Fiscal Agent	\$3,761,902	\$43,932	\$3,805,834
60	Solano	Direct Funded	\$4,408,192	\$51,480	\$4,459,672
61	Sonoma	Direct Funded	\$2,844,063	\$33,214	\$2,877,277
62	South Orange	Direct Funded	\$5,405,656	\$63,128	\$5,468,784
63	South Bay (Southwestern)	Fiscal Agent	\$16,206,843	\$189,267	\$16,396,110
64	State Center	Fiscal Agent	\$16,860,616	\$196,902	\$17,057,518
65	Ventura County	Direct Funded	\$16,988,483	\$198,395	\$17,186,878
66	Victor Valley	Fiscal Agent	\$2,442,802	\$28,527	\$2,471,329

67	West Hills	Fiscal Agent	\$1,249,287	\$14,590	\$1,263,877
68	West Kern Adult Education Network Joint P	Fiscal Agent	\$912,536	\$10,657	\$923,193
69	Stanislaus Mother Lode (Yosemite)	Fiscal Agent	\$4,895,023	\$57,165	\$4,952,188
70	North Central (Yuba)	Fiscal Agent	\$3,538,806	\$41,327	\$3,580,133
71	Adult Education Pathways (Siskiyou)	Fiscal Agent	\$1,063,522	\$12,420	\$1,075,942

MEMORANDUM OF UNDERSTANDING
SEQUOIAS ADULT EDUCATION CONSORTIUM

This Memorandum of Understanding shall stand as evidence that the following districts intend to work together toward the mutual goal of collaborating to meet the goals of the Sequoias Adult Education Consortium, hereafter referred to as the Consortium, to improve the delivery of adult education in the Sequoias Adult Education Consortium Region. This agreement is entered into between the following School Districts, hereafter referred to as MEMBERS.

- 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 High School District
 - Lindsay Unified School District
 - Tulare Joint Union School District
 - Visalia Unified School District
 - Woodlake Unified School District
1. Visalia Unified School District shall serve as the Consortium Fiscal Coordinator, hereafter referred to as FISCAL COORDINATOR.
 2. Term: The term of this MOU shall become effective as of July 1, 2022 and shall expire June 30, 2025 and shall apply to the 2022-2023 fiscal year allocations (California Adult Education Program Year 7).
 3. Cost of Services: The MEMBER shall be directly apportioned the sum declared in the SAEC Fiscal Administration Declaration as approved by the Sequoias Adult Education Consortium Board for the current program year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.
 4. Leveraging of Regional Resources: MEMBERS agree to disclose amounts received from other resources that may be used to address the Adult Education Block Grant program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any AEBG funds they may receive, to enhance the region's adult education delivery system and to do so in a coordinated effort with the Consortium. Additionally, there are several small districts that at one time offered Adult Education programs, but due to decreases in funding, were eliminated. This left geographic gaps in the offerings of Adult Education. To address this gap in service provision, MEMBER districts without adult schools (BENEFICIARY MEMBER) will contract with MEMBER districts that have adult schools (PROVIDER MEMBER) to provide courses at school sites such as elementary, middle, and high schools for the adults in the BENEFICIARY MEMBER's community. This strategy leverages existing resources such as the administrative capacity of existing Adult Education programs and trained teachers from existing programs. Also, resources (e.g. classroom space, meeting space, computers, internet access, locally controlled funds, and support staff, other services such as after school programs that could provide

childcare) that BENEFICIARY MEMBER districts without adult schools have to offer will be leveraged to support the provision of Adult Education. Furthermore, PROVIDER MEMBERS with adult schools agree to guarantee a portion of their AEBG allocation and related portion of their WIOA Title II: AEFLA grant funds (supplemental funding and to be determined in accordance with WIOA Title II: AEFLA funding award timelines) to service delivery on behalf of the BENEFICIARY MEMBER(S). To date, the following resources have been and will continue to be leveraged and will continue at the levels of effort as described below:

PROVIDER MEMBER Cutler-Orosi Joint Unified School District will provide adult education services to BENEFICIARY MEMBER Woodlake Unified School District. Cutler-Orosi Joint Unified School District, in good faith, guarantees the use of \$57,579 in 2022-2023 of their total AEBG allocation to provide adult education services in Woodlake.

PROVIDER MEMBER Corcoran Joint Unified School District will provide adult education services to BENEFICIARY MEMBER Alpaugh Unified School District. Corcoran Joint Unified School District, in good faith, guarantees the use of \$17,173 in 2022-2023 of their total AEBG allocation to provide adult education services in Alpaugh.

PROVIDER MEMBER Visalia Unified School District will provide adult education services to BENEFICIARY MEMBER Exeter Unified School District. Visalia Unified School District, in good faith, guarantees the use of \$43,276 in 2022-2023 of their total AEBG allocation to provide adult education services in Exeter.

Any portion of unspent funds held by a PROVIDER MEMBER for the provision of services to a BENEFICIARY MEMBER shall continue to be held until December of the following fiscal year for the benefit of the BENEFICIARY MEMBER. In the event that funds (effort) cannot be fully expended by December of the following fiscal year to the benefit of the BENEFICIARY MEMBER by a PROVIDER MEMBER, and after both MEMBERS have agreed upon a plan of action that will provide relief to the PROVIDER DISTRICT, with the guidance of the Consortium Director, and with full disclosure during a Consortium Board Meeting, the PROVIDER MEMBER may leverage those funds in another manner consistent to the goals of the AEBG, applicable laws, policies, and the SAEC plans.

5. Eligible Member: A MEMBER is a member in good standing, as defined by California Education Code Sections 84900-84920 and the SAEC Governance Document, of the Consortium and agrees to maintain its membership and participation in the Consortium. Failure to maintain its membership in the consortium and demonstrate effectiveness will result in a loss of funding and membership status. In signing this Memorandum of Understanding, the Member understands that member status in the Consortium and funding may be terminated for failure to demonstrate effectiveness as described herein, in Education Code Section 84900-84920, and in the SAEC Governance Document. This MOU shall serve as first notice.

6. General: The Sequoias Adult Education Consortium has been formed, in accordance with Sections 84900-84920 of the California Education Code to develop a regional plan to improve the delivery of adult education and address existing gaps in programs and services. Funds apportioned shall be used only for supporting the following adult education programs designed for adult education students in the following areas:
 - A. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
 - B. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
 - C. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
 - D. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
 - E. Programs for adults with disabilities.
 - F. Programs in career technical education that are short term in nature and have high employment potential.
 - G. Programs offering preapprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.
7. Mutuality, Shared Leadership, and Collaboration: The Consortium's governance and decision-making processes are based on recognition of and respect for the interrelationships of the districts and their constituent groups. The commitment to this principle is demonstrated in the following ways:
 - Members of the Consortium publicly acknowledge the importance of participatory governance and the rewards to all for collaborative participation.
 - Members will vote to select co-chairs annually for the Consortium Board to ensure shared leadership between the Community College system and the K-12 Education system.
 - Members agree to participate and provide input throughout the implementation process to ensure shared leadership.
8. Member Role and Participation: This principle supports the use of democratic processes to ensure that the voices of all MEMBERS are included. Any MEMBER of the consortium can bring items and issues to the consortium as a whole. In order for this principle to be fully implemented, all members of the consortium are asked to fulfill the following responsibilities of Consortium membership:
 - Each MEMBER Board of Education will designate a voting representative to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each MEMBER district with fewer than 5,000 students will be allowed one vote. Each MEMBER district with more than 5,000 students will be allowed 2 votes. A simple majority of MEMBERS present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.
 - Only the designated representative officially appointed by Member District Governing Board through action may represent the interests of that Member District. Proxy voting and alternate designees are not permissible. Member District designated representatives must be present to cast a vote in SAEC decisions.

Member District designated representatives must act in accordance with the Brown Act and all applicable laws with regards to SAEC business and decisions.

- MEMBERS will vote on items concerning fiscal and implementation decisions.
- Each MEMBER will provide data and information relevant to adult education as needed for the implementation, assessment, and revision of a regional plan and annual plans.
- Each MEMBER will agree to participate as necessary in the implementation process including participation as needed in sub-groups and or committees.
- MEMBERS agree that in the interest of the Consortium and key stakeholders they will function as a team member with other MEMBERS of the group, follow through on tasks, report meeting outcomes back to key stakeholders within their organizations, work toward common understanding and consensus in an atmosphere of respect, support the implementation of recommendations once group consensus is reached, and welcome change and innovation.

9. Community Partnerships: Partner organizations identified by the Consortium through an application process will be invited to participate in Consortium meetings and activities. They are recognized as valuable stakeholders and partners in the implementation of educational services for Adults. Partnership does not convey monetary, in-kind contribution, legal, or liability obligations between the Sequoias Adult Education Consortium, its Board, its members, or other Partners and nothing in the Partnership Agreement shall be construed to indicate such. Specifically, the Partnership relationship or a Partnership agreement does not express, imply, convey, inure, or otherwise establish an exclusive partnership agreement between SAEC, its members, partners, and/or any organization, entity, or agency. The SAEC Partners agree to indemnify, defend, and hold harmless the Sequoias Adult Education Consortium, its Board, and its members in any action arising against the Partner. The SAEC Board reserves the right to terminate any partnership(s) at any time without cause. Termination of partnership(s) will be effective immediately upon SAEC Board action. Partners reserve the right to terminate partnership without cause and such termination shall be effective immediately upon delivery of either written or verbal notice by the Partner to the SAEC Board at a regularly scheduled SAEC Board meeting.
10. Committees: The Consortium Board may create committees as needed. In addition to the Leadership Committee, three additional committees based on current program areas and as part of the SAEC Governance Structure provide input, perspective, and guidance to the Consortium Board and Executive Director. The three committees are the Adults with Disabilities Committee, the Adult Basic Education/Adult Secondary Education ABE/ASE Committee, and the English as a Second Language (ESL) Committee. These committees are comprised of and open to educators, industry experts, partner representatives, and other representatives from all stakeholders with an interest in promoting adult education efforts in the region.
11. Transparency: The Consortium values transparency and strives to maintain an open and honest approach to decision-making, operations and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated by adherence to the Brown Act.

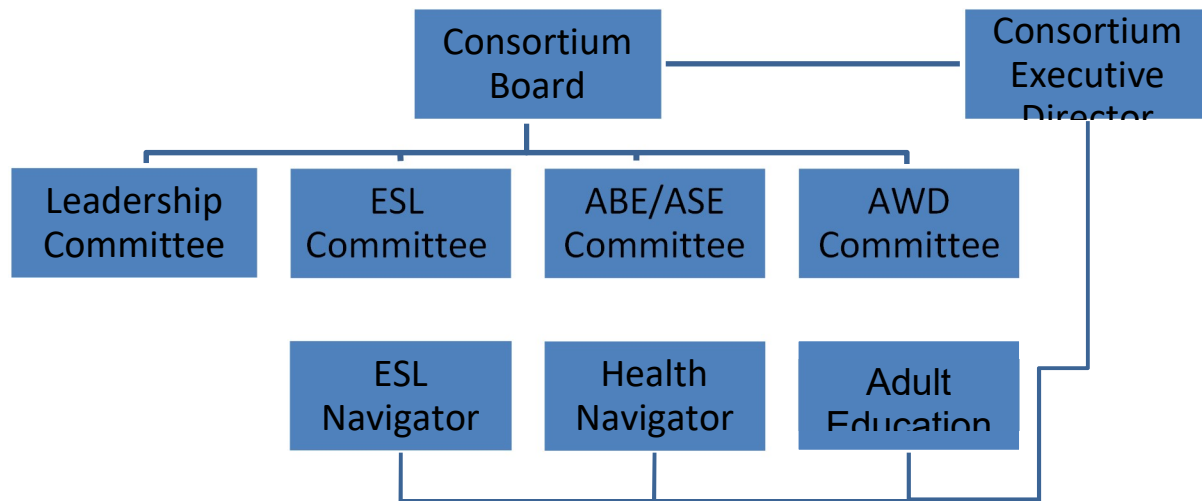
12. Fiscal Administration of Consortium: SAEC utilizes a direct funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the SAEC Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received by MEMBERS on a yearly basis.

Fiscal Coordinator Role and Responsibilities: The Fiscal Coordinator (FC) will be identified to the State as the fiscal coordinator on behalf of the Sequoias Adult Education Consortium. The Fiscal Coordinator shall be responsible for the submission of the Consortium Fiscal Administration Declaration (CFAD) to the California Community College Chancellor's Office according to an allocation schedule recommended by the Consortium Executive Director and approved by the Consortium Board. The Fiscal Coordinator shall not amend the CFAD approved by the Consortium Board. The Fiscal Coordinator will be responsible for:

- Acting as the employer of record for all consortium staff which will implement the Regional Integrated Service Delivery System (RISDS).
- Contracting and coordinating with MEMBER districts to maintain the governance structure and systems of the Consortium through the RISDS strategy.
- Fiscal reporting to the State as required by the CAEP
- Compliance with State requirements for administration of the CAEP

The Fiscal Coordinator shall receive in its allocation and hold separate from its regular adult education program, and from other funds, \$666,931 for the implementation of the Regional Integrated Service Delivery System and the maintenance of Consortium staff. The Consortium Executive Director shall determine the annual budget for this amount in accordance with the SAEC Regional Plan, the SAEC Annual Plans and applicable laws.

13. Organizational Structure and Staffing:



Consortium Executive Director: The Consortium Executive Director is employed by the Fiscal Coordinator based upon the recommendation of the Consortium Board. The Executive Director reports to Consortium Board and has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The Executive Director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate other duties as necessary.

Adult Education Navigators: The Adult Education Navigators are hired by the Fiscal Coordinator and supervised by the Consortium Executive Director. Each Navigator will have specialty knowledge in a Program Area. The Navigators will 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 representing the SAEC at regional locations and would be tasked with managing Program Area collaboration in all seven Program Areas as well as acting as liaisons between all agencies.

14. Allowable Expenses: Funds may only be expended on allowable costs as defined in Sections 84900-84920 of the California Education Code, and in accordance with the Sequoias Adult Education Consortium Regional Plan (Consortium Three Year Plan) and the Sequoias Adult Education Consortium Annual Plan for the 2022-2023 program year. Failure to comply with the provisions of this MOU, applicable laws, and the Consortium Plans may result in the reduction of funding to the MEMBER, loss of funding to the MEMBER, and/or the reallocation of a portion or all of the MEMBER'S funds to other SAEC MEMBERS. A reduction, loss, or reallocation of funding shall affect only the current fiscal year unless a permanent reduction, loss, or reallocation is determined appropriate by the SAEC Board. All changes to MEMBER allocations and funding levels will be made in accordance with applicable law and the SAEC Governance policies and procedures. Indirect may not exceed 5% or the Member's approved indirect rate, or whichever is the lower of the two.

15. Records and Audit: In accordance with the CAEP policy and CA education code, the SAEC Regional Plan, and the SAEC Annual Plan for the 2022-2023 program year, the MEMBER agrees to provide fiscal records and measures of effectiveness performance data to the FISCAL COORDINATOR on a quarterly basis. Both FISCAL COORDINATOR and MEMBERS shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement.
16. Compliance with Law: All parties shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives. With respect to employees, parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, worker's compensation insurance, and discrimination in employment.
17. Indemnification: FISCAL COORDINATOR and MEMBERS shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of the FISCAL COORDINATOR or MEMBERS or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer—employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts of omissions occurring under this Agreement or any extension of this Agreement.
18. Amendments: This agreement may be amended by mutual agreement in writing by the parties.
19. Termination: Either party may terminate the Agreement without cause by giving thirty (30) calendar days advanced written notice to the other party.

College of the Sequoias

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The College of the Sequoias Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Trustees President

Date

Brent Calvin, President
College of the Sequoias

Date

Alpaugh Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Alpaugh Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Troy Hayes, Superintendent
Alpaugh Unified School District

Date

Corcoran Joint Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Corcoran Joint Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Eduardo Ochoa, Superintendent
Corcoran Joint Unified School District

Date

Cutler-Orosi Joint Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Cutler-Orosi Joint Unified School District has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding: Apportionment Agreement.

Board of Education President

Date

Yolanda Valdez, Superintendent
Cutler-Orosi Joint Unified School District

Date

Exeter Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Exeter Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

George Eddy, Superintendent
Exeter Unified School District

Date

Farmersville Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Farmersville Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Paul Sevillano, Superintendent
Farmersville Unified School District

Date

Hanford Joint Union High School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Hanford Joint Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding: Apportionment Agreement.

Board of Education President

Date

Victor Rosa, Superintendent
Hanford Joint Union High School District

Date

Lindsay Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Lindsay Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Tom Rooney, Superintendent
Lindsay Unified School District

Date

Tulare Joint Union School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Tulare Joint Union School District has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Lucy Van Scyoc, Ed. D, Superintendent
Tulare Joint Union School District

Date

Visalia Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Visalia Unified School District has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding: Apportionment Agreement.

Board of Education President

Date

Kirk Shrum, Superintendent
Visalia Unified School District

Date

Woodlake Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

The Woodlake Unified School District Board has voted to approve the Sequoias Adult Education Consortium Memorandum of Understanding.

Board of Education President

Date

Laura Gonzalez, Superintendent
Woodlake Unified School District

Date

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.3

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: NCWE NATIONAL CONFERENCE

AGENDA SECTION:

 Public Comment

 Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

John Werner, SAEC Director, will attend the NCWE National Conference from 10/11/2022 to 10/14/2022 in Seattle, Washington to participate in professional development. The conference is a convening of experts and leaders in the field from across the country. Professional development activities will be provided to attendees on current national policy and emerging trends in the area of workforce development education. Information and best practices from the NCWE national conference will be used to inform vision and implementation of the SAEC workforce education programs. Attendance at this event also provides SAEC the opportunity to seek out new and innovative models for workforce development and training programs.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approval

FINANCIAL IMPACT:

Approximate cost will be \$2,295.00

Registration: \$745.00

Lodging: \$783.00

Travel: \$607.00

Meals: \$160.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC collaborates in the provision of ongoing professional development opportunities for faculty and other staff to help achieve great program integration and improve student outcomes.

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October 12-13, 2022

Portland Hilton Downtown - Portland, OR

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- ◆ HOTEL AND LOCAL TRANSPORTATION INFORMATION
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2022 CONFERENCE STRANDS

The Programs Committee knows that not every proposal will fit nicely into one of the strands. NCWE sees workforce education as holistic and not just about CTE and short-term programs. Areas such as partnerships, employer engagement, career pathways, program development, program review, bridge programs from basic skills to credit programs, noncredit industry-based certification programs, work-place readiness skills, noncredit to credit articulation, apprenticeship, work-based learning, micro-credentials, and customized training might not be evident in the strands below, nonetheless, are always welcome as they are important for the conference. The Programs Committee is also interested in proposals regarding the impact of state and federal policy and legislation on workforce education and research-based presentations. Try to find the right strand to fit your proposal into even if the words do not specifically align.

Blazing Trails to Circumvent Barriers: Supporting Diversity, Equity, Inclusion, and Belonging

Community colleges have traditionally served diverse student populations, but how do we ensure that the mission-centric values of equity, diversity, inclusion, and belonging (DEIB) are embedded in the college's practices and policies? Are college practices promoted in ways that respond to the entire college community including those students who feel increasingly marginalized in our society? The solutions to eliminating the barriers to academic success often go beyond the classroom. Many colleges are revamping fundamental processes, programs and services to increase student access, retention, and completion, as well as tackle such growing problems as food/home insecurity and homelessness among at-risk student populations. What strategies has your institution employed to remove barriers and promote the success of all students? Sessions in this strand highlight strategies that build an on-campus culture focused on DEIB, as well as develop academic and non-academic holistic support services that foster student success and help all students realize their goals. Come learn about high-impact practices that really make a difference.

Exploring Uncharted Territory: Emerging Technologies and Skills of the Future

Exploring uncharted territory can make people uneasy because they are unsure of what lies ahead though often there are things of wonder just ahead. What may seem "weird" initially, can streamline processes and eliminate unnecessary steps within a business to help with a profitable bottom line. Technologies of the future require strong technical skills, critical thinking, communication, and openness to change. Workplace readiness success depends on the necessary curriculum development, innovative strategies, and the introduction of new behaviors. How does technology fit into the curriculum equation and how do you integrate these skills into a remote-learning format? And, what role, if any, does gamification, virtual reality, or augmented reality play? This strand is dedicated to showcasing ways in which colleges have incorporated both technical and non-technical skill development into training programs and the new types of technology they are employing to ensure learners are future-ready.

Navigating Mountains, Discovering Waterfalls: Employer Engagement and Partnerships

Colleges have created powerful and sustainable partnerships to better educate the workforce of tomorrow. But how was this accomplished, what were the outcomes, and which mountains had to be moved? Sessions in this strand will focus on innovative educational strategies, ways to improve employer engagement, successful partnerships throughout the community (K-20, CBOs, WIBs, etc.), and evidence that all the work made a difference in peoples' lives.

Paddling Rough Waters to Achieve Calm: Pathways to Student Success

Achieving success in a community college can be daunting for students. They come from diverse backgrounds and life experiences and often can benefit from innovative advising and programming, ongoing academic guidance, and access to financial resources and supportive services to help them persist and meet their goals. What are the advising and counseling approaches that assist students in setting academic goals that align with their skills, interests, and abilities and then enable them to earn credentials and obtain jobs in their field of study? How are community colleges being creative in offering dual credit courses, developing bridge programs that build a pathway from adult education to postsecondary courses, integrating basic skills with technical skill development, infusing future-ready workforce employability skills into the curriculum, and facilitating students' movement from noncredit to credit programs. What role does technology play in increasing student participation, learning, and credential attainment? What are alternatives and new sources for funding students and programs, and for connecting students to supportive services? Sessions in this strand will highlight the varied approaches that programs, and practitioners can take to facilitate students' movement along pathways to college success.

Cultivating Roses and Opportunities: Work-based Learning Solutions

Share your innovative ideas and best practice examples of how industry and education can foster work-based learning opportunities. Expanding these supports to provide hands-on experience with professionals in various career fields is essential to bridge academic learning with workplace relevancy such as Registered Apprenticeships and internships. Allowing education to play a major role in assisting industry with a qualified workforce is a solution worth cultivating and sharing.

2022 NCWE CONFERENCE MASTER SCHEDULE

TUESDAY OCTOBER 11

8:00 am - 5:00 pm	New Workforce Professionals Academy
8:00 am - 5:00 pm	Co-Lab Meeting
8:00 am - 5:00 pm	Money Smart Financial Coaching Project
3:30 - 6:30 pm	Registration
2:00 - 4:00 pm	NCWE Executive Board Meeting
4:30 - 8:00 pm	NCWE Board Meeting

WEDNESDAY OCTOBER 12

7:00 am - 4:30 pm	Registration
7:30 - 8:00 am	Breakfast Sandwiches
8:00 - 9:15 am	Opening General Session
9:15 - 9:30 am	Break
9:30 - 10:30 am	Concurrent Session A
10:30 - 11:00 am	Sponsor and Exhibitor Networking
11:00 - 12:00 pm	Concurrent Session B
12:10 - 1:45 pm	Awards Luncheon and Sponsor Recognition
1:45 - 2:45 pm	Concurrent Session C
2:45 - 3:30 pm	Sponsor and Exhibitor Networking
3:30 - 4:30 pm	Concurrent Session D
4:45 - 5:30 pm	Learn More About NCWE
6:00 - 8:00pm	NCWE Board President's Hosted Reception

THURSDAY OCTOBER 13

7:00 am - 2:00 pm	Registration
7:30 - 8:00 am	Breakfast Sandwiches
8:00 - 9:15 am	General Session and Sponsor Recognition
9:15 - 9:30 am	Break
9:30 - 10:30 am	Concurrent Session E
10:30 - 11:00 am	Sponsor and Exhibitor Networking
11:00 - 12:00 pm	Concurrent Session F
12:10 - 1:30 pm	General Session Luncheon
12:15 - 1:30 pm	Sponsor Recognition Luncheon
1:30 - 2:15 pm	Sponsor and Exhibitor Networking
2:15 - 3:15 pm	Concurrent Session G
3:15 - 3:30 pm	Break
3:30 - 4:30 pm	Concurrent Session H

FRIDAY OCTOBER 14

8:00 am - 12:00 pm	New Workforce Professionals Academy
8:00 am - 12:00 pm	National Green Jobs Advisory Council Meeting

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.4

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: MOU: CONNECTING ADULTS TO SUCCESS, EVALUATION OF CAREER NAVIGATOR TRAINING PILOT

AGENDA SECTION:

 Public Comment

 Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The Connecting Adults To Success (CATS) pilot is a national pilot which seeks to better understand the impact of professional development for navigators on adult student learning and employment outcomes. The U.S. Department of Education is funding the pilot. Participation in the pilot will be at no cost. SAEC Navigators will receive professional development in assisting students in advising adult learners as they develop their career and postsecondary plans and helping address the challenges adult learners may face in implementing their plans. Training will focus on: understanding the adult learner population and skills for working with adult learners; information on resources available to support adult learners and skills to build and maintain partnerships with service partners; knowledge of career pathways and the skills to gather and analyze information on labor market opportunities to advise adult learners on their pathways; and understanding of learner skills that can lead to success and the ability to help learners develop those skills.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approval

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC collaborates in the provision of ongoing professional development opportunities for faculty and other staff to help achieve great program integration and improve student outcomes.

MEMORANDUM OF UNDERSTANDING 50728X****

**Between
MATHEMATICA INC.**

**And
SEQUOIAS ADULT EDUCATION CONSORTIUM**

Commented [RD1]: This number will be added when it is sent back to Mathematica for full execution

This Memorandum of Understanding ("Agreement"), is made and entered into by and between **Mathematica Inc.**, a Delaware corporation, with offices located in Princeton, New Jersey ("Researcher") and its subcontractors and consultants (collectively, the "Evaluation Team") and the Sequoias Adult Education Consortium ("Adult Education Provider"), with offices located in Visalia, California, each a "Party" and collectively, "Parties, on the date of execution by the last signing Party below ("Effective Date").

1. BACKGROUND, EVALUATION DESIGN, AND LEGAL AUTHORITY

- 1.1 Adult Education Provider is a grantee of state funds administered by the U.S. Department of Education (the "Department") to provide adult education services as authorized by and in the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA). As a recipient of AEFLA funds, Adult Education Provider is participating in an evaluation called "Connecting Adults to Success: Evaluation of Career Navigator Training ("the CATS Evaluation" or the "Evaluation")" being conducted by Researcher under and in accordance with Researcher's Contract #91990018C0057 with the National Center for Education Evaluation and Regional Assistance (NCEE) of the Department's Institute of Education Sciences (IES) (the "IES Contract").
- 1.2 The Department provides grants to states to fund local programs that provide adult education and literacy programs. The Evaluation focuses on providers' adult education services that assist adults in the transition to postsecondary education and training. A key mechanism used by programs to facilitate these transitions is to have designated staff whose explicit and primary role is to advise learners in career and college planning. These designated staff may be referred to variously by the Adult Education Providers as "college and career advisors" or "career service specialists" or "transition coordinators" or a similar title; however, for purposes of the Evaluation and this Agreement these designated staff will be referred to as "career navigators", which encompasses roles otherwise referred to as "college and career advisors" or "career service specialist" or "transition coordinators" or a similar title.
- 1.3 The purpose of the CATS Evaluation is to provide evidence on the impact of providing training to career navigators on adult learners' education and employment outcomes.
- 1.4 The CATS Evaluation will address the following research questions:
 - 1.4.1 What are the impacts of providing training to career navigators on learners' further education, including completion of high school equivalency, enrollment in postsecondary education, credit accrual, and credential completion?
 - 1.4.2 What are the impacts of providing training to career navigators on learners' workforce outcomes, including employment and earnings?
 - 1.4.3 Does providing training to career navigators affect learner participation in career navigation services, the types of learners served, and the nature of the services provided?
- 1.5 To answer these research questions, Researcher will collect and analyze qualitative, quantitative, and administrative data from Adult Education Provider ("Evaluation Data") as described in **Appendix A ("EVALUATION DESIGN AND COLLECTION AND SHARING OF EVALUATION DATA")**, which is

incorporated in this Agreement by this reference. The information and data collected, shared and/or otherwise accessed under this Agreement is referred to collectively as "Evaluation Data".

- 1.6 The CATS Evaluation constitutes a legitimate educational interest under applicable provisions of the Family Educational Rights and Privacy Act (FERPA), including 34 CFR 99.31(a) and 24 CFR 99.35(a), for the collection, use, and sharing of the data described herein by Adult Education Provider and Researcher. FERPA allows disclosure of personally identifiable information to Authorized Representatives for an audit or evaluation of a Federal or State supported education program, without parental consent, for an audit or evaluation of a Federal or State supported education program. The Secretary of the U.S. Department of Education is an agency official with the authority to appoint Researcher and the Evaluation Team as Authorized Representatives of the Secretary under this Project. Pursuant to the authority granted to Researcher and the Evaluation Team under 34 CFR 99.35(a), Researcher and the Evaluation Team shall abide by all the data disclosure and data destruction requirements of 34 CFR 99.35(b).
- 1.7 The purpose of this Agreement is to describe the Evaluation design and the nature of the collaborative efforts between and among the Parties, and to specify the roles and responsibilities of Researcher and Adult Education Provider to carry out the CATS Evaluation funded by the Department, including the collection and sharing of Evaluation Data as described in Appendix A.

2. DESCRIPTION OF DATA EXCHANGE AND DATA USE

- 2.1 Adult Education Provider agrees to the data collection and sharing activities described herein and in Appendix A with security features described in Section 4 below, with Researcher, at a minimum, being subject to the data privacy and security requirements of its IES Contract.
- 2.2 Researcher will disclose the personally identifiable information ("PII") of adult learners who consent and enrolled in the Evaluation to the National Student Clearinghouse, the Federal Student Aid database held at ED, and the National Directory of New Hires from the U.S. Department of Health and Human Services to obtain learner outcome data.
- 2.3 At the conclusion of the Evaluation, Researcher will provide Evaluation Data, which will include PII, to IES via a secure file transfer protocol in accordance with Researcher's IES Contract. IES and its designated contractor(s) may use these data to collect long-term follow up on the education and employment outcomes of learners enrolled in the Evaluation.
- 2.4 Except as otherwise provided herein or under its IES Contract, Researcher may not disclose the Evaluation Data to any third party for any reason without prior written consent from Adult Education Provider. Notwithstanding the foregoing, Researcher may:
- (a) Utilize agents and subcontractors, provided that (i) such agents and subcontractors agree in writing to be bound by the same terms and conditions that apply to Researcher through this Agreement, and (ii) Researcher agrees to provide a list of such agents or subcontractors to Adult Education Provider upon request.
 - (b) Disclose Evaluation Data if required by law.

3. INSTITUTIONAL REVIEW BOARD APPROVAL

If Institutional Review Board approval is required by the Adult Education Provider, Researcher will provide documentation of such approval.

4. DATA PRIVACY AND SECURITY

- 4.1 Researcher will implement reasonable administrative, technical, physical, and organizational safeguards to protect the security, confidentiality, integrity, and availability of Evaluation Data that are consistent with prevailing industry best security practices and any security measures that are required by applicable privacy and security Laws, including (i) all applicable U.S. federal (including the Family Educational Rights and Privacy Act [FERPA], 20 U.S.C. § 1232g; 34 CFR Part 99, and the Education Sciences Reform Act [ESRA], Title I of P.L. 107-279), if applicable), state, and local laws, rules, regulations, directives and governmental requirements currently in effect and as they become effective relating in any way to privacy, confidentiality, security, or breach notification of PII, and (ii) all applicable industry standards concerning privacy, data protection, confidentiality or information security.
- 4.2 Researcher will put procedures in place to safeguard the confidentiality and integrity of PII, to place limitations on its use, and to maintain compliance with applicable privacy laws. Researcher will require all Evaluation Team members to comply with the data privacy terms and conditions of this Agreement and all applicable provisions of FERPA and other laws with respect to the data and information shared under the Agreement.
- 4.3 Researcher agrees to maintain all Evaluation Data in a secure physical or digital environment and not copy, reproduce, or transmit such data, except as necessary. All copies of data of any type, including any modifications or additions to data from any source that contains Evaluation Data, are subject to the provisions of this Agreement in the same manner as the original information.
- 4.4 Researcher agrees to require and maintain an appropriate confidentiality Agreement from each Evaluation Team member with access to the Evaluation Data.
- 4.5 Researcher shall ensure that Evaluation Team members do not disclose or otherwise release reports relating to an individual, or information relating to a group, category of individuals, or site without ensuring the confidentiality of individuals in that group or site. Publications and reports of these data and information related to them must include only aggregate data and no PII or other information that could lead to the identification of any individual.
- 4.6 Researcher will not provide any data obtained under this Agreement to any entity or person except as permitted by this Agreement and applicable law.
- 4.7 Except as otherwise provided herein, Researcher will destroy, and will cause members of the Evaluation Team to destroy, all data in its original form obtained from Adult Education Provider under this Agreement upon termination of the Agreement under Section 8 when no longer needed for the Evaluation and related research. Researcher agrees to require all Evaluation Team members to comply with this provision.
- 4.8 In the event that Researcher determines that returning or destroying all of the data received from Adult Education Provider under this Agreement is not feasible, including for reasons related to ongoing research and/or obligations under the Researcher's IES Contract and/or obligations to IES, including but not limited to, the production of all deliverables, the completion of all analyses, and submission and publication of all reports, Researcher will provide to Adult Education Provider notification of the conditions that make the return or destruction not feasible, and shall extend the

protections of this Agreement to such data, and limit further uses and disclosures of such data to those purposes that make return or destruction not feasible, for so long as the Party maintains such data.

5. PUBLICATIONS AND REPORTS

Researcher has the right, consistent with scientific standards, to publish, present, or use the Evaluation results from the Evaluation but only if the publication, presentation, or use does not permit personal identification of students, school/site personnel, or the Adult Education Provider.

6. RESTRICTED USE FILES

To ensure that other researchers can access the Evaluation Data, IES requires that Researcher create a restricted-use file from the data used in their analyses. The data are completely stripped of any identifiers; no students, schools, sites, staff, districts, or grantees can be directly identified in the file. IES restricts access to researchers who apply to use the data for a specific purpose and agree to the Department of Education's strict limitations on the data's use.

7. BREACH NOTIFICATION OBLIGATIONS

Researchers will notify Adult Education Provider promptly upon confirmation of any unauthorized use or disclosure of Evaluation Data and will cooperate with Adult Education Provider in every reasonable way to regain control of such data and mitigate the consequences of its disclosure and to prevent its further unauthorized use.

8. TERM AND TERMINATION

This Agreement will commence on the Effective Date and will continue through completion of the Evaluation Team's work in connection with the Evaluation, including completion of all analyses, the publication of reports and submission of all deliverables under and in accordance with its Researcher's IES Contract, which is anticipated to occur on or around June 30, 2027.

9. NOTICES

- 9.1 All notices required in relation to the contractual terms or compliance with the data privacy terms and conditions of this Agreement will be in writing and will be deemed given when delivered by hand; sent by courier or other express mail service, postage prepaid; or transmitted by facsimile or email with proof of delivery, addressed to the individuals identified below. The designation of individuals for receipt of notices may be changed by a Party's written notice to the other Party.

RESEARCHER	ADULT EDUCATION PROVIDER
Pamela L. Tapscott Vice President, Director Contracts Operations Mathematica Inc. 1100 First Street, NE, 12th Floor Washington, D.C. 20002-4221 Phone: 202-484-3294 E-Mail: ptapscott@mathematica-mpr.com	John S. Werner Executive Director, Sequoias Adult Education Consortium (SAEC) 630 South Atwood Visalia, CA 93277 telephone (cell): (559) 967-5342 email: sequoiasadulthooddirector@gmail.com

- 9.2 The points of contact for technical issues regarding the exchange, storage and security of the Evaluation Data and related technical issues are:

Researcher: Lisbeth Goble, Senior survey Researcher, Mathematica
Email: LGoble@mathematica-mpr.com

Adult Education Provider: John S. Werner, Executive Director SAEC ;
Email: sequoiasadulreddirector@gmail.com

Barbara Marshall, Administrative Assistant to the SAEC
Executive Director; bmarshall@vusd.org

10. MISCELLANEOUS

- 10.1 **Entire Agreement; Modifications.** This Agreement, which includes Appendix A, contains the complete Agreement of the Parties with regard to the subject matter hereof, and may be changed or amended only in a writing signed by the Parties hereto, except that programmatic issues (e.g. schedule changes, minor changes in data requests) may be revised via email notification under Section 10.1 unless either Party requests a formal amendment of this MOU, in which case a formal amendment to the MOU will be prepared and signed by both Parties.
- 10.2 **Assignment.** This Agreement will not be assigned by any Party without the express written consent of all other Parties.
- 10.3 **Choice of Law.** This Agreement will be governed by the laws of the State in which the Adult Education Provider is located without regard to conflict of laws principles thereof.
- 10.4 **Counterparts; Electronic Signatures.** This Agreement may be executed in facsimile or PDF format in one or more counterparts, each of which will be an original, but all of which will together constitute one and the same instrument.
- 10.5 **Conflicts.** In the event of a conflict between this Agreement and any other Agreement between the Parties, the terms of this Agreement will control.

In witness whereof, the Parties, through their authorized representative(s), have executed this Agreement on the Effective Date as defined above.

MATHEMATICA INC.	SEQUOIAS ADULT EDUCATION CONSORTIUM
By (Signature): _____ Print Name: Toyin Tomori Title: Sr. Associate Director of Contracts II Date: _____	By (Signature): _____ Print Name: _____ Title: _____ Date: _____

**Appendix A
to
Agreement
Between RESEARCHER and SEQUOIAS ADULT EDUCATION CONSORTIUM**

EVALUATION DESIGN AND COLLECTION AND SHARING OF CATS EVALUATION DATA

This Appendix A is incorporated into the Agreement to which it is attached and describes the Evaluation design and data to be collected by Researcher and its Evaluation Team or otherwise to be provided by Adult Education Provider to be used in connection with the CATS Evaluation led by Researcher for IES under the IES Contract. Unless otherwise specifically indicated, terms used in this Appendix A herein are defined in the Agreement to which it is attached.

1. EVALUATION DESIGN AND IDENTIFICATION OF PARTICIPATING ADULT EDUCATION PROVIDERS

- 1.1 The CATS Evaluation will provide evidence on the impact of providing training to career navigators on adult learners' education and employment outcomes. It will address the following key research questions:
 - 1.1.1 What are the impacts of providing training to career navigators on learners' further education, including completion of high school equivalency, enrollment in postsecondary education, credit accrual, and credential completion?
 - 1.1.2 What are the impacts of providing training to career navigators on learners' workforce outcomes, including employment and earnings?
 - 1.1.3 Does providing training to career navigators affect learner participation in career navigation services, the types of learners served, and the nature of the services provided?
- 1.2 To answer these research questions, the Evaluation Team will implement a randomized controlled trial (RCT) of approximately 64 adult education providers across multiple states from late summer/fall 2022 to fall 2024. Among participating adult education providers, the Evaluation Team will randomly assign half of the adult education providers to a training group in which the providers' career navigators receive one of two career navigation trainings in late summer 2022 ("the 2022 training group"), and the other half of providers to a training group that receives training in fall 2024 ("the 2024 training group"). Randomly assigning providers to the 2022 and 2024 training groups will allow the Evaluation Team to compare the outcomes of adult learners who are enrolled at providers that received access to the training in 2022 to the outcomes of learners enrolled at providers who will not participate in the training until 2024.
- 1.3 The Evaluation Team has worked with the Adult Education Provider to confirm that it, along with its consortium members listed in Section 9, meets the eligibility requirements to participate in the CATS Evaluation.
- 1.4 The Evaluation Team agrees to provide training to the Adult Education Provider's three dedicated career navigators, as well as the career navigators of participating consortium members. In the event

that the Adult Education Providers in the 2022 training group experience turnover in the career navigator position or hire additional dedicated career navigators, the Evaluation Team will provide training to new career navigators hired after the initial round of training through summer 2024. If Adult Education Provider is in the 2024 training group, the Evaluation will offer the training to up to three career navigators employed at the time of training.

- 1.5 The Evaluation Team will randomly assign the Adult Education Provider to either the 2022 training group in which its career navigators receive access to one of two career navigation trainings or to the 2024 training group that receives delayed training two years later. Random assignment is expected to occur in late summer/fall 2022. By agreeing to participate in the Evaluation, Adult Education Provider agrees to proceed with the training in 2022 if they are assigned to do so, or to continue with their usual training practices if not and receive delayed training two years later. As described in Section 2 of this Appendix, if selected to receive the career navigation training as part of the 2022 training group, Adult Education Provider will ensure its career navigators participate in the specified training.
- 1.6 If Adult Education Provider is assigned to the 2022 training group, it agrees not to share training materials, information, or practices from the trainings with providers that are assigned to continue with their usual practices. This is important because sharing of such information during the 2-year Evaluation period could cause the Evaluation to come to the wrong conclusions about the effectiveness of the career navigation training. The Evaluation Team will remind Adult Education Providers receiving the training in 2022 that they are *not to share* materials or content with providers continuing their usual practices while the Evaluation is being conducted.
- 1.7 If Adult Education Provider is assigned to the 2024 training group, it agrees to continue to provide their usual training and *not to introduce new training for career navigators focused on the four key competency areas during the 2-year Evaluation period (fall 2022-fall 2024)*. This is important because providing additional training during the 2-year Evaluation period could cause the Evaluation to come to the wrong conclusions about the effectiveness of the career navigation training. The Evaluation Team will remind Adult Education Providers receiving the training in 2024 that they are *not to provide additional training to career navigators focused on the four key competency areas* while the Evaluation is being conducted.

2. DESCRIPTION OF CAREER NAVIGATOR TRAINING

- 2.1 The Researcher is partnering with two nationally recognized training organizations to provide training to participating adult education providers. The Adult Education Provider will receive the training provided by World Education. See section 2.3.1 below. If selected to receive the training in the 2022 training group, Adult Education Provider agrees to require and allow time for career navigators to receive the training to which they are assigned, while those not selected will continue with their usual training practices and receive delayed training two years later.
- 2.2 The two trainings were selected for the Evaluation for the following reasons:
 - 2.2.1 The trainings have content that covers the four key competency areas that the Evaluation Team identified as important for successfully supporting adult learners. The Evaluation Team identified four key competency areas for career navigators through a review of the literature on career navigation in adult education, consultation with adult education practitioners and experts, and interviews with state adult education directors and organizations that support

Commented [RD2]: Adjusted language to explicitly mention shorter training

adult learners. The four key competency areas are: (1) knowledge of the adult learner population and soft skills for working with adult learners, (2) knowledge of resources available to learners and skills to build and maintain strong partnerships inside and outside of the organization, (3) knowledge of learner skills that can lead to success and skills to help learners develop these skills, and (4) knowledge of career pathways and skills to gather and analyze information to help learners make decisions.

2.2.2 The training organizations have a demonstrated track record of providing training to those in the career development field.

2.3 The two trainings, both of which include synchronous online instruction paired with additional activities, are:

2.3.1 World Education's Navigating Pathways to Opportunity: Comprehensive Student Supports Training Course. This is an approximately 24-hour, 6- to 8-week course. Before taking this training, career navigators would first take a prerequisite 3-hour, self-paced course that reviews the core functions and responsibilities of career navigators. Career navigators would then take the training, which involves independently completing online modules and activities, participating in discussion boards, and developing their own Navigator Program Plan that they can use in practice with the adult learners they serve. See Attachment A.1 for further description of this training.

2.3.2 The National Career Development Association's Facilitating Career Development Training Course. This is an approximately 120-hour, 12- to 15-week course. The training blends online synchronous instruction led by a certified instructor with independent activities and field work. Independent online work consists of reading training materials, completing required assignments, and participating in discussion boards. The field work includes visiting sites of interest, such as American Job Centers of the workforce development system, and practicing skills learned in the training with the adult learners they serve. See Attachment A.2 for further description of this training.

3. DESCRIPTION OF ADMINISTRATIVE DATA REQUEST

As part of the Evaluation, the Adult Education Provider will provide Researcher the Evaluation Data necessary to complete the Approved Research Project. Adult Education Provider will be asked to upload program records of adult learners participating in the Evaluation (see Section 4) to a secure website controlled by Researcher. These data to be collected in summer 2023 and summer 2024 will allow the Evaluation Team to describe the characteristics of learners at Evaluation enrollment, document the adult education services the learners receive, and estimate impacts of the Evaluation's training on learners' basic skills and persistence. The Researcher has provided Adult Education with a detailed list of data needed for the Evaluation. See Attachment A-3 for the list of requested data elements. In determining Adult Education Provider's eligibility for the CATS Evaluation, a member of the Evaluation Team reviewed the data requested in detail with a representative from the Adult Education Provider who is most familiar with these data. To securely transmit the data to the Evaluation Team, Researcher will establish a password-protected, secure file transfer site for use by Adult Education Provider.

5. DESCRIPTION OF OTHER EVALUATION DATA COLLECTION ACTIVITIES

As part of the Evaluation, the Evaluation Team will collect the following Evaluation Data necessary to complete the Approved Research Project, for Adult Education Providers in both the 2022 and 2024 training groups, unless otherwise specified:

- 5.1 **Career navigator baseline survey.** The Evaluation Team will administer a baseline survey to career navigators in late summer/fall 2022 to understand career navigators' background characteristics, experiences, prior professional development, and current career navigator practices.
- 5.2 **Career navigator follow-up survey.** The Evaluation Team may administer a follow-up survey to career navigators in spring or summer 2024 to understand any changes to their career navigator practices.
- 5.3 **Program director interview.** The Evaluation Team will conduct a phone interview with the Adult Education Provider program director in late summer/fall 2022 to collect information on the services typically provided by career navigators, any training that career navigators typically receive, and contextual factors that might influence the effectiveness of the Evaluation's training.
- 5.4 **End-of-training implementation surveys.** The Evaluation Team will administer hard copy or electronic surveys to career navigators that attend training as part of the 2022 training group. The survey will measure the career navigators' perceptions of quality and usefulness of the Evaluation's training.
- 5.5 **Cost records on providing training.** The Evaluation Team will collect data from program directors in the 2022 training group in fall 2022 about their costs associated with participating in either the World Education or National Career Development Association training.
- 5.6 **Career navigator logs.** The Evaluation Team will collect data from career navigators in both the 2022 and 2024 training groups from fall 2022 through fall 2024 to measure the provision of services by navigators. Career navigators will record their one-on-one interactions with learners in the study's web-based RAPTER® system.

6. COMPENSATION

- 6.1 Researcher will compensate Adult Education Provider with a total of \$1,800, divided into two payments: \$900 for providing the required program records data in summer 2023 and \$900 for providing the required administrative data in summer 2024.
- 6.2 Adult Education Provider will receive payment by direct deposit.
- 6.3 If Adult Education Provider is randomly selected to have its career navigators receive training in the 2022 training group, Researcher will compensate career navigators for hours spent in study-provided training outside of regular work hours. Researcher will compensate existing career navigators and new career navigators hired after the initial round of training through summer 2024.
 - 6.3.1 If career navigators attend the World Education training in 2022, then Researcher will compensate up to 24 hours spent in training outside of work hours. If career navigators

attend the National Career Development Association training in 2022, then Researcher will compensate up to 120 hours spent in training outside of work hours.

- 6.3.2 Researcher will compensate career navigators \$30 per hour spent in training outside of work hours.

7. INSTITUTIONAL REVIEW BOARD (IRB)

The Evaluation Team will comply with all applicable federal and state regulations and requirements for participation in research. The Evaluation Team's data collection instruments will undergo review by the U.S. Office of Management and Budget and the HML IRB.

8. SCHEDULE OF MAJOR EVALUATION ACTIVITIES

Time period	Activities for all participating adult education providers	Additional activities for adult education providers selected by lottery for the 2022 training group
Late summer/fall 2022	<p>The Evaluation Team will randomly assign participating sites to receive the career navigator training or continue with their usual training practices from late summer 2022 through summer 2024.</p> <p>The Evaluation Team will conduct phone interviews with program directors to collect information on the services typically provided by career navigators at the sites, any training that navigators typically receive, and contextual factors that might influence the effectiveness of the Evaluation's training.</p> <p>The Evaluation Team will administer a baseline survey to career navigators on their background characteristics, experiences, and prior professional development.</p>	<p>Career navigators in the 2022 training group will receive training.</p> <p>After training, the Evaluation Team will administer hard copy or electronic surveys to career navigators to measure the career navigators' perceptions of quality and usefulness of the Evaluation's training.</p> <p>After the training, the Evaluation Team will collect data from program directors to determine the cost of participating in the training.</p>
Winter 2023	Staff of the Adult Education Provider will enroll learners in the Evaluation by having them provide their consent to participate in the Evaluation and to complete the Learner intake form.	None.
Fall 2022 through fall 2024	The Evaluation Team will collect data from career navigators to document services provided.	None.
Summer 2023	<p>Adult Education Provider will upload program records of learners enrolled in the Evaluation to a secure website maintained by Researcher.</p> <p>The Evaluation Team may administer a follow-up survey to career navigators in summer 2023 to understand any changes to their career navigator practices.</p>	None.
Summer 2024	Adult Education Provider will upload program records of learners enrolled in the Evaluation to a secure website maintained by Researcher.	None.

9. THE ADULT EDUCATION PROVIDER'S PARTICIPATING LOCATIONS

Adult Education Provider's consortium members serve adult learners in multiple locations. The consortium members participating the study include:

[List of members]

Commented [RD3]: Sites that are reviewing MOU: Hanford, Cutler-Orosi, Farmersville, Visalia, Tulare, and Corcoran


ATTACHMENT A.1. World Education's Navigating Pathways to Opportunity: Comprehensive Student Supports Training Course





Connecting Adults to Success: Evaluation of Career Navigator Training


Navigating Pathways to Opportunity Online Training Course National College Transition Network at World Education, Inc.


The Navigating Pathways online training helps career navigators understand the key components of college and career navigation and explore the skills, resources, and partnerships they need to be an effective navigator.

 **Duration:** Approximately 24 hours over 6 weeks, plus 3 hours to complete the pre-requisite (see below).

 **Format:** Online facilitated training. Trainees independently complete online modules, participate regularly in discussion boards, and complete required activities weekly. Course facilitators provide weekly summaries of course content, facilitate discussion board activity, and provide feedback on weekly assignments.

 **Weekly commitment:** Approximately 3 to 4 hours per week. The online format allows trainees to work on weekly course assignments at their convenience, but trainees must complete these assignments on schedule to successfully complete the course.

 **Completion:** Career navigators who successfully complete the training requirements, which include developing a Navigator Program Plan to use with adult students, receive a certificate of completion.

 **Content:** The training includes the five modules described below.

Module	What will career navigators be prepared to do after completing the course?
Building Networks of Support for Students	<ul style="list-style-type: none"> Identify key partners and stakeholders Identify additional types of community and other organizations to engage in a network of student support Identify the type of information to gather regarding services, eligibility criteria, points of contact, and potential for collaboration on student recruitment and support Identify organizations to contact for further outreach
Clearing the Pathway: Navigator Communications Tools	<ul style="list-style-type: none"> Describe some of the cultural factors, including the influence of family and friends, that shape career decisions Apply the three keys to active listening (Pay attention, Listen, Reflect back) Assess one's own active listening skills Apply motivational interviewing principles and techniques to student scenarios
Laying a Foundation for Success	<ul style="list-style-type: none"> Describe the type of program information to include in student recruitment materials, such as targeted career and educational pathways, the intake and assessment process, and student eligibility criteria Develop questions for intake into career navigation services Develop a well-intentioned intake process and set of tools Include intake activities in the Navigator Program Plan (to use with students)
Career Pathway Planning	<ul style="list-style-type: none"> Identify the elements of a career planning model Assess and adapt career planning tools Choose career planning activities for the Navigator Program Plan
Designing Your Navigation Program	<ul style="list-style-type: none"> Describe a process for documenting interventions, outcomes, and next steps Determine timing and delivery of array of comprehensive non-academic supports Implement a Navigator Program Plan

Pre-requisite: The 3-hour, self-paced [Finding True North \(FTN\) - Role of the Navigator course](#). Finding True North identifies the types of supports that adult students need to be prepared for college and careers and introduces the core functions and responsibilities of the career navigator.



ATTACHMENT A.2. The National Career Development Association's Facilitating Career Development Training Course



Connecting Adults to Success: Evaluation of Career Navigator Training

Facilitating Career Development Training National Career Development Association

The Facilitating Career Development training provides career navigators with relevant skills and knowledge to help adult learners plan careers and obtain meaningful work.



Duration: Approximately 120 hours over 12 to 15 weeks.



Format: A combination of online synchronous instruction, online activities, and fieldwork components. Trainees participate in a minimum of 24 hours of scheduled, synchronous instruction. The remaining instructional time includes online work (approximately 70-80 hours) and independent fieldwork (up to 30 hours). Online work consists of reading provided training materials, completing required assignments, and participating in discussion boards. Independent fieldwork consists of visiting sites of interest, such as workforce development centers, and practicing skills in your own workplace.



Weekly commitment: Approximately 8 to 12 hours per week comprising 1.5-2.5 hours of scheduled, synchronous instruction and 6 to 9 hours of self-paced instruction. The self-paced components allow trainees to work at their convenience, but trainees must complete assignments on schedule to successfully complete the course.



Completion: Career navigators who successfully complete the training requirements will receive a certificate of completion and can apply for the Certified Career Services Provider (CCSP) credential.



Content: This course covers the 12 core competencies described below.

Core competency	What will career navigators be prepared to do after completing the course?
Helping Skills	Be proficient in the basic career facilitating process while building productive interpersonal relationships.
Labor Market Information and Resources	Understand labor market and occupational information and trends. Be able to use current resources to help adult learners find jobs.
Assessment	Comprehend and use both formal and informal career development assessments with emphasis on identifying ones appropriate to the population served.
Diverse Populations	Recognize special needs of various groups, such as adult learners, learners with disabilities, and learners who are justice-involved, and adapt services to meet their needs.
Ethical and Legal Issues	Follow National Career Development Association Code of Ethics and know current legislative regulations.
Career Development Models	Understand career development theories, models, and techniques as they apply to lifelong development, age, gender, and ethnic background.
Employability Skills	Know job search strategies and placement techniques, especially in working with specific groups, such as adult learners, learners with disabilities, and learners who are justice-involved.
Training Clients and Peers	Prepare and develop materials for training programs and presentations.
Program Management and Implementation	Understand career development programs and their implementation and work as a liaison in collaborative relationships with other staff within and outside one's organization to support adult learners.
Promotion and Public Relations	Learn how to market and promote career development programs.
Technology	Comprehend and use career development computer applications.
Consultation	Accept suggestions for one's own performance improvement from consultants or supervisors.



ATTACHMENT A.3. ADULT EDUCATION PROVIDER RECORDS REQUEST

OMB Number:
Expiration Date:

Student-level adult education provider records - requested variables

This document includes a list of requested variables for student-level records from adult education provider's internal databases, in three categories: student characteristics, educational history, and course/program information.

Student characteristics	Description
Student ID or other variable required for linking across files	Identifier used by adult education program
First name, Last name	First name, Last name
Social security number	Social security number
Date of birth	Date of birth
Gender	Gender
Race	Race, as collected by the programs
Ethnicity	Hispanic vs. non-Hispanic
US citizen	Learner is a US citizen (Yes/No)
Native English speaker	Learner is a native English speaker (Yes/No)
Marital status	Marital status
Number of biological children	Number of biological children
Number of custodial children under age 18	Number of children under age 18 for which the learner has primary custody
Disability status	Learner self-identified as having a disability (Yes/No)
Residence	Place of primary residence (city and state, zip code, county)
Employment status at enrollment	Employment status (e.g., part-time, full-time, not employed) at the time of enrollment in adult education program
Income at enrollment (salary or wage information)	Income or wage at all jobs at the time of enrollment in adult education program

Educational history	Description
High school completion status	Learner completed high school l(Yes/No)
High school equivalency certificate	Learner certificate type (if any) for high school equivalency certificate
Date of high school graduation or high school equivalency certificate	Month and year of high school graduation or high school equivalency certificate
Highest grade completed	Highest grade completed
Foreign trained	Learner received primary education outside of the US (yes/no)
Other degrees held	Other degrees obtained by the learner outside of adult education setting

Adult Education Course and Program information	Description
Year of first enrollment in adult education	Year of first enrollment in adult education
Enrollment in adult education program types (e.g., IET)	Names of adult education programs the learner is enrolled in
Course name	Name of adult education course
Course instruction type (e.g., ABE, ASE, ESL, IET, IELCE)	Category of instruction based on standard adult education categories
Course level	Level of course
Course ID	Course ID
Course dates	Dates of course enrollment
Course total hours completed	Course total hours completed
Course completion status	Course completion status (e.g., complete, dropped out, still enrolled)
Course credit (when relevant)	Course credits received
Short course description	Short course description
Education functioning assessment	Education functioning assessment taken (e.g., TABE, CASAS)
Education functioning assessment scores	Score on education functioning assessment
Score on high-school equivalency test taken at adult education provider	Score on high-school equivalency test taken at adult education provider
Credentials, or certificates received from adult education	Credentials, or certificates received from adult education

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.5

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: WIOA II RFA 2022 CONSULTANT CONTRACT WITH PC2

AGENDA SECTION:

☐ Public Comment

☐ Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

☒ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The Workforce Innovation and Opportunity Act, Title II (WIOA) was signed into law on July 22, 2014. The Act reauthorized the Adult Education and Family Literacy Act (AEFLA), commonly referred to as WIOA II. WIOA II provides grant funding to agencies with programs that provide educational training and supportive services to individuals with barriers to employment so that those individuals may succeed in the labor market. As such, those programs offered by grant recipients must align with regional economic development needs and priorities. Funds are primarily used for adult literacy, English Language fluency, EL civics, and adult secondary education. Funds may be used in jail education settings and for English Language programs that also teach specific career technical skills simultaneously. Funds may not be used for career technical training that does not also contain an adult literacy component. WIOA II grant dollars can be used to supplement existing programs and fill gaps in existing programs. The application cycle to apply for WIOA II funds opens to new applicants every three years. In California, this process is managed by the California Department of Education in accordance with the State of California's WIOA Single Plan. Historically, grant application requests are published in mid-November and applications are due in late January to early February. Currently, all SAEC adult schools are WIOA II grant recipients. They must apply during this competitive grant cycle opening. Any agency that does not apply during this narrow window of opportunity will not be able to apply again until 2026. The application process is complex and labor intensive. It is recommended that the SAEC Board approves the retention of a consultant to coordinate the writing and submission of WIOA Title II applications on behalf of SAEC adult schools. This will support a successful application effort for all adult schools and ensure that all applications and plans are in alignment with SAEC plans and regional economic priorities.

CONTRACT CHANGES:

New contract P2C Solutions, LLC will work with SAEC to write the WIOA Title II application. It is estimated that the application will be due February TBD, 2023

RECOMMENDED ACTION:

Approval

FINANCIAL IMPACT:

Not to exceed \$17,000.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Leverage regional and other resources to support the adult education system.



July 26, 2022

Dear Mr. Werner,

Based on our discussions, P2C Solutions, LLC, is pleased to submit this proposed Statement of Work for the writing of WIOA applications for 7 Member Districts of the Sequoias Adult Education Consortium Districts (Corcoran Adult School; Cutler-Orosi Adult School; Farmersville Adult School; Hanford Adult School; Lindsay Adult School; Tulare Adult School; Visalia Adult School). All services outlined in this proposal will be delivered by Mitch Rosin. The below proposal covers drafting the WIOA pre-qualification applications and the final WIOA applications for SAEC Member Districts via both virtual and on-site meetings.

Month	Service	Retainer
August 2022	- Virtual Meeting with Member Districts to Review RFA - Coordinate Collection of Member-specific Data for WIOA RFA (~15 hours/2 hours per Member District)	\$3,000
September 2022	- Ongoing Virtual Meetings with Member Districts - Submit Documentation for Pre-Qualification (~15 hours/2 hours per Member District)	\$3,000
October 2022	- On-site Meetings with Member Districts to Draft Final Application During Week of October 17, 2022 (~25 hours/3.5 hours per Member District)	\$5,000
November 2022	- Member Review WIOA Applications (~15 hours/2 hours per Member District)	\$3,000
December 2022	- Submit Final WIOA Applications to CDE (~15 hours/2 hours per Member District)	\$3,000

Cost Proposal: Professional Services @ \$200/hour (Travel Costs Included)

TOTAL: \$17,000.00

Accepted by J. Werner, Executive Director, Sequoias Adult Education Consortium: _____

Mitch Rosin has worked in the workforce/education/career field for more than 35 years. After careers as a social worker and teacher, he joined McGraw-Hill Education where he directed the Adult Education and Workforce divisions globally for 13 years. He served on the GED Advisory Board, created the TASC Test, worked at ETS on the HiSET Assessment, and worked for CTB with the TABE tests. He currently serves as a consortium director at both the Feather River Adult Education Consortium and the Lassen-Modoc Adult Education. Consulting since 2013, he is currently contracted by Aztec Software, CASAS, Palo Verde River Consortium, and Inland (San Bernardino) Adult Education Consortium. Mr. Rosin holds a Master of Arts in Education, a Master of Science in Curriculum Design and Development, a Master of Public Service in Public Policy, and is ABD in an Organizational Leadership Ed.D. program.

Respectfully Submitted,

Mitch Rosin
President, P2C Solutions, LLC

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.6

Board Meeting Date of August 2, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: Brent Calvin, Superintendent/President, College of the Sequoias
Yolanda Valdez, Superintendent, Woodlake Unified School District

AGENDA TITLE: SAEC 2022-2024 Co-Chair Selection

AGENDA SECTION:

 Public Comment

 Information Items: Public Interest Announcements/ Reports/Review/Status
Updates/Recognitions/Board Discussion

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Each program year the Sequoias Adult Education Consortium must elect co-chairs. SAEC has two board co-chairs. All member representatives are eligible for nomination. Once nominations are made, the board then votes to select its co-chairs. Two co-chairs must be selected: one from the community college and one from a K-12 member. This ensures shared leadership between the community college and the K-12 systems. The newly elected SAEC Board Co-Chairs will serve from July 1, 2022 to June 30, 2024. They will jointly lead all SAEC Board meetings and participate in monthly facilitation teleconferences with the SAEC Executive Director. Co-chairs maintain representative status for their respective agencies.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Selection of SAEC Board Co-Chairs for the 2022/24 fiscal year.

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Board and Governance Document and MOU as described in the SAEC Regional Comprehensive (3 Year) Plan.