



SAEC BOARD MEETING AGENDA

August 20, 2024, 8:00am – 9:30am
COS, Sequoias Room 1

Co-Chairs: Brent Calvin and Yolanda Valdez
In person. No Zoom link available.

1. Opening Business

Call to Order

Establish Quorum

Welcome and Introductions

2. Approval of Minutes – May 7, 2024

[SAEC Board Meeting Minutes 05.07.24.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. Pursuant to SAEC Policy the Board may limit individual comments to no more 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

4. Information items

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

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

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

- 4.2. **Sunrise SAEC State of the Consortium and Member Effectiveness Reports** - John Werner, Executive Director, SAEC

4.2.1. [Board Agenda Item 4.2 Sunrise SAEC State of the Consortium and Member Effectiveness.docx](#)

4.3. **CAEP Technical Update**

- 4.3.1. [Board Agenda Item 4.3 CAEP Technical Update.docx](#)

5. Action Items

5.1. **SAEC Annual Plan 2024/25** - John Werner

- 5.1.1. [Board Agenda Item 5.1 SAEC Annual Plan 2024.25](#)
- 5.1.2. [Board Agenda Item 5.1 Supporting Document SAEC Annual Plan 24.25](#)

5.2. **SAEC Amended Fiscal Allocation 2024/25**- John Werner

- 5.2.1. [Board Agenda Item 5.2 Amended SAEC Consortium Fiscal Allocation 2024.25.docx](#)
- 5.2.2. [Board Agenda Item 5.2 Supporting Document CAEP FY 2024-25 Final Consortium Allocations](#)
- 5.2.3. [Board Agenda Item 5.2 Supporting Document California Adult Education Program \(CAEP\) 2024-25 Final Allocation Schedule](#)

5.3. **SAEC Amended Memorandum of Understanding 2024/27**- John Werner

- 5.3.1. [Board Agenda Item 5.3 SAEC Amended Memorandum of Understanding 2024.27](#)
- 5.3.2. [Board Agenda Item 5.3 Supporting Document SAEC Amended Memorandum of Understanding 2024.27](#)

5.4. **SAEC Report on Consortium Governance 2024.25** - John Werner

- 5.4.1. [Board Agenda Item 5.4 SAEC Report on Consortium Governance](#)
- 5.4.2. [Board Agenda Item 5.4 Supporting Document SAEC Report on Consortium Governance](#)

5.5. **Sinclair Broadcasting Group Marketing Agreement 2024/25** - John Werner

- 5.5.1. [Board Agenda Item 5.5 Sinclair Broadcasting Group Marketing Agreement 2024/25](#)

5.6. **SAEC High School Diploma Graduation Credit Requirement Alignment** - John Werner, Executive Director, SAEC and Tami Olson, Principal, Visalia Adult School

- 5.6.1. [Board Agenda Item 5.6 SAEC High School Diploma Program Graduation Requirement Alignment.docx](#)
- 5.6.2. [Board Agenda Item 5.6 Supporting Document SAEC High School Diploma Program Graduation Requirement Alignment](#)

6. Adjournment

- 6.1. **Next Meeting:** 10/01/24, in person at COS, Sequoias Room 1
(REMINDER: No meeting in September)

SAEC Consortium Board Meeting Minutes

May 7, 2024, 8:00am – 9:45am

College of the Sequoias: Sequoia Room 1

Co-Chairs: Brent Calvin and Yolanda Valdez

In Attendance:

Carmen Becerra, Sequoias Adult Education Consortium; Brent Calvin, College of the Sequoias; Sergio Chavez, Farmersville Unified School District; Maribel Delgado, Sequoias Adult Education Consortium; Victoria Guzman, Cutler-Orosi Adult School; Heather Keran, Hanford Adult School; Amalia Lopez, Lindsay Adult School; Barbara Marshall, Sequoias Adult Education Consortium; Lori Morton, Tulare Adult School; Tami Olson, Visalia Adult School; Adam Peck, Workforce Investment Board of Tulare County; Tom Rooney, Lindsay Unified School District; Victor Rosa, Hanford Joint Union High School District; T.J. Ryan, Woodlake Unified School District; Kirk Shrum, Visalia Unified School District; Yolanda Valdez, Cutler-Orosi Joint Unified School District; Lucy Van Scyoc, Tulare Joint Unified High School District; Arturo Villarreal, Farmersville Adult School; Christine Wegner, Exeter Unified School District; John Werner, Sequoias Adult Education Consortium

	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 8:02am	
1.2	Establish Quorum	<ul style="list-style-type: none">Quorum Established	
1.3	Welcome and Introductions		
2	Review and approval of meeting minutes and Notes:	<ul style="list-style-type: none">Minutes from April 2, 2024	<ul style="list-style-type: none">Motioned to approve minutes by Lucy Van Scyoc, Tulare Joint Unified High School DistrictSeconded by Victor Rosa, Hanford Joint Union High School DistrictVote: All approved None opposed Motion Carried
3	Public Comment		

4	Information Items		
4.1	CCAE Central Section Award Recipients & ACSA Region XI Award Winners – Brent Calvin and Yolanda Valdez	<ul style="list-style-type: none"> ● CCAE Award <ul style="list-style-type: none"> ➢ 2023.24 CALCO Award: Excellence in Teaching – Tiffany Bridgwater-Rowe ➢ 2023.24 Supportive Services Staff Award – Lydia Borquez ● ACSA Region XI Award <ul style="list-style-type: none"> ➢ 2023.24 Adult Education Administrator of the Year – Heather Keran 	
4.2	Member Effectiveness Report by COS – Tami Olson, Principal, VAS	<ul style="list-style-type: none"> ● Visalia Adult School PowerPoint presentation on: <ul style="list-style-type: none"> ➢ Current Programs 2023.2024 <ul style="list-style-type: none"> ▪ ABE, ASE, GED, HiSET, HSD, ESL, EL Civics, Citizenship preparation ▪ New Programs <ul style="list-style-type: none"> ○ English Learner - Government and History ○ IET – Dual Language Medical Terminology, Resident Care, and Community Healthcare Worker ▪ CTE – Medical Assisting, Welding, Basic Construction, Custodial Training, Electrical/PLCs, Billing and Coding, Nurse Assistant, Office Skills, Paraprofessional Training, Small Business Ownership and Vocational Nursing ▪ Adults with Disabilities – ATP, Creative Center and ABLE ▪ Justice Involved – HiSET ➢ Enrollment by Fiscal Year <ul style="list-style-type: none"> ▪ PowerPoint shows numbers as of January 2024 but they are now at 3,530 students ➢ Enrollment by Comparison by Year <ul style="list-style-type: none"> ▪ Increase in ELL numbers ▪ AWD has increased ➢ Total Leveraged Funds by Program Area ➢ Grant Funds <ul style="list-style-type: none"> ▪ 2 ETP Grants with one expiring in June ▪ 2 CAI (California Apprentice Initiative) Grants ▪ ELL Healthcare Pathway grant 	

		<ul style="list-style-type: none"> ➤ WIOA Payment Points by Year ➤ ESL Gains, Civic Objectives and Additional Assessment Plan (COAAP) Completion ➤ ASE – Education Functioning Level Gains and High School Diploma/Equivalency Earned <ul style="list-style-type: none"> ▪ Unduplicated counts ➤ Concurrent VUSD High School Student Enrollment <ul style="list-style-type: none"> ▪ Would like to see numbers go down – means students are graduating at their High Schools ➤ Student who became Employed in the 2nd Quarter after Exit <ul style="list-style-type: none"> ▪ With on-line registration numbers have gone down because they do not report. Will need to start making phone calls again ➤ Post-Secondary Education Results <ul style="list-style-type: none"> ▪ Students are gaining technical skills they need ▪ Working with COS to see how we can capture more results ➤ WASC Accreditation <ul style="list-style-type: none"> ▪ Accredited for another 6 years ▪ Came up with new Mission, Vision, SLOs and Equity statement 	
4.3	<p>Member Effectiveness Report by Farmersville Adult School – Arturo Villarreal, Principal of Alternative Education, FUSD</p>	<ul style="list-style-type: none"> ● Farmersville shared PowerPoint presentation on: <ul style="list-style-type: none"> ➤ Location ➤ Current Programs <ul style="list-style-type: none"> ▪ ABE, ESL, CTE, GED and Building & Construction Trades ➤ Staff and Programs <ul style="list-style-type: none"> ▪ Want to expand Spanish GED program ▪ All students provided district laptop and WiFi devices if needed ▪ Starting the school year as a WASC accredited program-Self Study ▪ Program Expansion <ul style="list-style-type: none"> ○ CTE offerings in 2 parts <ul style="list-style-type: none"> ○ NCCER – one year of hands on learning ○ Implementation of Paxton and Patterson and learning modules 	

		<ul style="list-style-type: none"> ➤ Exciting Updates <ul style="list-style-type: none"> ▪ New partnership with West Hills College ▪ Fork Lift Certification Course ▪ In Partnership with: CA Chancellor's Office, Farmersville Unified School District and California Adult Ed Program ➤ WASC Accreditation <ul style="list-style-type: none"> ▪ Received a three-year initial accreditation status through 2023-2024 ➤ Enrollment Trends <ul style="list-style-type: none"> ▪ Currently have 62 students ➤ Leveraged Funds by Program Area ➤ All SAEC Program Areas will have Implemented an Aligned Curriculum <ul style="list-style-type: none"> ▪ Aztec Learning, Edgenuity, Burlington English, SIS – TopsPro, and Enterprise/CASAS 	
4.4	High School Diploma Graduation State Requirements of 135 Credits – John Werner	<ul style="list-style-type: none"> ● Discussion on lowering Adult School graduation State Requirements to 135 credits <ul style="list-style-type: none"> ➤ The state has identified 135 credits as readiness for the next stage of the student's career ● SAEC Board asked Leadership to address their concerns on the impact of K12 and bring back for further discussion <ul style="list-style-type: none"> ➤ Is there data on how it worked for other Adult Ed schools ➤ What safe guards will be in place 	
5	Action Items		
5.1	SAEC Report on Consortium Governance 2024/25 – John Werner	<ul style="list-style-type: none"> ● Voting to approve 2024-2025 SAEC Consortium Governance Document 	<ul style="list-style-type: none"> ● Motioned to approve by Victor Rosa, Hanford Joint Union High School ● Seconded by Sergio Chavez, Farmersville Unified School District ● Vote: All approved None opposed Motion Carried

5.2	SAEC Memorandum of Understanding 2024/27 – John Werner	<ul style="list-style-type: none"> ● Voting to approve 2024.2027 SAEC Memorandum of Understanding 	<ul style="list-style-type: none"> ● Motioned to approve by Kirk Shrum, Visalia Unified School District ● Seconded by Victor Rosa, Hanford Joint Union High School ● Vote: All approved None opposed Motion Carried
5.3	SAEC Fiscal Allocation Declaration (CFAD) 2024/25 – John Werner	<ul style="list-style-type: none"> ● Voting to approve 2024-2025 SAEC Fiscal Allocation Declaration (CFAD) 	<ul style="list-style-type: none"> ● Motioned to approve by Sergio Chavez, Farmersville Unified School District ● Seconded by Yolanda Valdez, Cutler-Orosi Joint Unified School District ● Vote: All approved None opposed Motion Carried
6	Adjournment	<ul style="list-style-type: none"> ● Next meeting 08/20/2024 at 8:00am <ul style="list-style-type: none"> ➢ In person at COS, Sequoias Room 1 ➢ No meeting in June or July ● John will send out instructions to approve CFAD in NOVA ● Governance Documents and MOU do not need to go to your LEA's until June <ul style="list-style-type: none"> ➢ Amendment will be voted on if COLA is changed ➢ Barbara Marshall will email documents and instructions to each site ● Meeting adjourned at 9:18am 	

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.1

Board Meeting Date of August 20, 2024

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 Director 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 20, 2024

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. 4.3

Board Meeting Date of August 20, 2024

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, Policy changes 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 20, 2024

TO: Sequoias Adult Education Board
FROM: John Werner, Director
PREPARED BY: John Werner, Director
APPROVED BY: John Werner, Director
PRESENTED BY: John Werner, Director
AGENDA TITLE: SAEC 2024/25 Annual Plan

AGENDA SECTION:

Public Recognition/Proclamations
 Public Comment/Public Interest Announcements/Status Reports
 General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

Each program year the Sequoias Adult Education Consortium must submit an annual plan in accordance with CA Education Code 84830. The SAEC Annual Plan 2024/25 (Program Year 10) will be submitted to the CAEP Office via NOVA on or before August 15, 2024. The SAEC Annual Plan 2024/25 describes consortium participants (members and partners) and funding allocations. It describes the actions (strategies) SAEC and its members will take in 2024/25 to enhance the delivery of adult education services in the region and address regional needs in the adult education system. It is aligned to the SAEC Three Year Plan and applicable state law. All member districts are bound to the implementation of the plan and the Program Assurances.

Once the SAEC Board takes action to approve the plan, the SAEC Executive Director inputs and submits the plan into the NOVA online system. SAEC Member representatives then approve the plan in the NOVA online system.

SAEC members will then complete and submit individual Member Budgets and Work plans for 2024/25 in the NOVA online system.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

Approve

FINANCIAL IMPACT:

\$11,925,704

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Annual Plan 2024/25 is aligned to the SAEC Regional Comprehensive Plan 2022/25.

57 Sequoias Adult Education Consortium (SAEC)

DRAFT

2024-25

Plans & Goals

Executive Summary

Located in California's Central Valley, the Sequoias Adult Education Consortium (SAEC) service area includes parts of Tulare and Kings Counties. The region is known as the "breadbasket of the nation" primarily due to the enormous level of agriculture that is produced across the region. The Sequoias Adult Education Consortium serves the needs of adult learners across the service areas of 10 school districts and 1 community college. SAEC Member Districts include: Alpaugh, Corcoran, Cutler-Orosi, Exeter, Farmersville, Hanford, Tulare, Visalia, Woodlake, and the College of the Sequoias. The service area of SAEC is located within the Tulare and Kings Counties region in central California. In addition to the services provided by the Consortium voting Member Districts, more outlying areas are also served by the Consortium including: Armona, Avenal, Coalinga, Ducor, Goshen, Grangeville, Hardwick, Home Garden, Huron, Kettleman City, Kingsburg, Laton, Lemoore, Riverdale, Selma, Stratford, and Strathmore.

SAEC Member Districts provide adult education services in each of the CAEP program areas serving in excess of 10,000 students annually. With a mandated focus on adult learners over the age of 18, the Consortium focuses on providing programs that meet the needs of those seeking adult basic education (ABE), high school diploma completion or high school equivalency completion (ASE), English as a second language (ESL), career technical education (CTE) and certification, workforce and employability skills training, and other courses that will lead to family sustaining wages.

The populations served are diverse and represent the broad array of individuals across all demographic spectra. These include unemployed adults, low-income adults, currently employed adults seeking a better job and income, incarcerated adults (or parolees from one of the five correctional facilities in the region), mandated participants from group-homes or parole departments, adults living in residential recovery programs, homeless adults, former K-12 special needs students, foster youth, those adult on public assistance programs, migrant/transient workers, those with developmental delays, physical impairments, and other marginalized members of our community.

Activities and strategies, and their outcomes, described within the SAEC 2024/25 Annual Plan align, by objective, with the activities, strategies and outcomes of the goals described in the SAEC Three-Year Plan: 2022-25.

The mission of Sequoia Adult Education Consortium is to facilitate the alignment and collaboration of Adult Education in the Region. The vision of Sequoias Adult Education Consortium is that the regional adult education system will be an efficient, coordinated regional system that bridges gaps, provides seamless student transitions, and utilizes all of the assets of our area to meet the needs of both our workforce and industry by providing accessible, responsive training administered by a well-trained team of personnel (including faculty, teachers, and support staff) while also providing supports to adult learners and opportunities to accelerate students toward their education and career goals.

SAEC made major strides in implementing strategies in 2023/24. The SAEC Regional Integrated Service Delivery System (RISDS) was successfully implemented in 2023/24. SAEC successfully implement new courses in all program areas and saw the stabilization of enrollments. SAEC provided classes through flexible scheduling at locations near target populations. SAEC effectively embedded computer literacy in all program area courses in 2023/24. SAEC members provided internet access and

devices to students at a 1:1 ratio through all member programs. Employers and regional economic leaders provided input and guidance on all existing CTE programs and in the development of new CTE programs. SAEC members enjoy very strong relations with regional economic development leaders and businesses. SAEC members with CTE continued to implement work-based learning in all courses. SAEC explored new funding sources for CTE programs and successfully received grant funding to implement apprenticeship and expand opportunities for students in existing programs. The SAEC Annual Plan 2024/25 describes the implementation of the the final (3rd) year of the SAEC Three Year Plan 2022-2025

Regional Planning Overview

The Sequoias Adult Education Consortium will continue work on building relationships with more community partners to leverage existing resources. SAEC Committees will continue to meet to evaluate student needs and to development systemic solutions that will increase student achievement. The Consortium will continue to focus on existing governance structures and program evaluation strategies.

The SAEC Board is committed to full implementation of the adopted 2022-2025 Three-Year Plan. The 2024-2025 Annual Plan is directly linked to the Three-Year Plan through the strategies, objectives, and metrics.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Regional Needs Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate. Furthermore, a need for additional CTE instruction has been identified by the community of Farmersville and a new, part-time program will be developed this year by Farmersville Adult School. Farmersville Adult School successfully launched as a new adult school in 2020/21 offering courses in ESL and ASE. This will be the school's first offering of a CTE based program. Access to existing CTE programs continues to be a gap in our rural communities. Members with CTE programs will partner more closely with those rural communities to bridge that access gap. SAEC will participate in the Sierra San Joaquin Jobs initiative. Funded by the State of California, Sierra San Joaquin Jobs is a four-county initiative (Fresno, Madera, Tulare, Kings) working together to create a Regional Investment Plan. That plan will outline the broader region's economic and workforce development vision, develop key strategies for target industry sectors, and identify necessary investments and policy changes needed to realize the vision while centering equity, good jobs, and environmental stewardship.

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

Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC also relies on regional employer and educator surveys. SAEC member adult schools have aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

Effectiveness is evaluated quarterly by the SAEC Board. Included in this review are TOPSPRO DIR submissions and Quarterly Fiscal Expense Reporting. Additionally, SAEC Members provide Member Effectiveness Reports annually to the SAEC Board. The Member Effectiveness Reports describe progress made by the member towards meeting the objectives and vision of the SAEC Board.

SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training

enrollment, apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate.

Regional Need #2

Gaps in Service / Regional Needs

Regional Needs Deficiency of Technical or Computer Skills: Gaps in student proficiency with technology use and with basic computer skills have been identified. Students exhibit unfamiliarity with basic software applications, basic digital literacy, use of technology to achieve learning outcomes, and access to computer networks via the worldwide web. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will include computer and technical standards into existing courses. Google Suite implementation will continue into 2024/25 and enhance each member's ability to provide distance learning service. Students also have the option of taking a custom "SAEC Online 101" digital literacy class in Edgenuity. Student digital literacy/citizenship skills will be monitored through educator surveys and teacher created assessments. SAEC will monitor staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

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

Deficiency of Technical or Computer Skills. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will embed computer and technical standards into existing courses. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC members will include computer and technical standards into existing courses. Student digital literacy skills will be monitored through educator surveys and teacher created assessments. Student participation in blended learning opportunities in HSE, ESL, and CTE will be monitored as well as staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

Regional Need #3

Gaps in Service / Regional Needs

Sharing of Information and Resources: This gap was identified through the survey administered to education providers. SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare/Kings WIB Common Referral Form use data.

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

Sharing of Information and Resources. This gap was identified through the survey administered to education providers. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare WIB Common Referral Form use data.

Regional Need #4

Gaps in Service / Regional Needs

Students Access to Programs: The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to programs is caused primarily by student proximity to current program offerings.

Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering courses in addition to their traditional offerings, so members will relocate existing service delivery as feasible. Members provided more distance learning opportunities in past years and were successful with those students who could access the virtual offering. However, members also continue to experience declines in enrollment as many in our communities are not able to adequately access virtual instruction. Members took action steps to support students. Students were provided devices and mobile hotspots. However, a network access divide still exists. Members will focus on in person instruction opportunities as a strategy to regain participation of those students who were not able to access programs. All K-12 adult school providers have been granted participation in the WIOA Title II AEFLA grant which will facilitate the development of offerings and access for students.

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

Students Access to Programs. The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Committee structure.

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

SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to program is related primarily by student proximity to current program offerings, to student access to the internet, and student digital literacy. Students lacking educational planning and monitoring skills struggle to succeed in virtual learning delivery models. SAEC members implemented individualized learning plans in 2023/24. The SAEC student learning/career plans will be aligned with the Tulare County WIB Talen Pool Career Plan used in their AJCCs. Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering course in addition to their traditional offerings, so members will relocate existing service delivery as feasible.

Regional Need #5

Gaps in Service / Regional Needs

The Lack of Classes at Varying Times and Locations: The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. Several SAEC members either historically offered Adult Education courses and discontinued them, or never offered service. Additionally, districts that currently offer Adult Education courses have added new offerings in the past 3 years, but are still offering fewer courses than they did previous to program reductions. Regional demographic data indicate that SAEC members are currently meeting less than 10 percent of the regional adult education need. As SAEC members pivoted to more virtual program offerings as a result of COVID-19 impacts, they saw overall declines in student enrollment and declines in student success for their more at-risk populations. Some students benefited from the enhanced virtual offerings as they were able to better control their own time management and times of access to instructional materials. SAEC will continue to monitor the number of courses and the time of day courses offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

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

The Lack of Classes at Varying Times and Locations. The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. SAEC members site program outcome metrics in identifying this need. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Committee structure.

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

AEC will monitor the number of courses and the time of day courses are offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information

about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

Address Educational Needs

2024-25 Strategies

Strategy Name

Increased Outreach and Marketing

Activity that Applies to this Strategy

Increased Outreach and Marketing

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

Intermediate Outcomes (1-3 Years): Increased social media presence; Enhanced print marketing campaign.

Long-Term Outcomes (3-5 Years): Increased social media presence; Enhanced print marketing campaign. SAEC added radio advertisements in 2023/25 and will add television and streaming advertisements in 2024/25.

Strategy Name

Community Education

Activity that Applies to this Strategy

Community Education

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Utilize Navigators to educate the community about what the Consortium does resulting in stronger and more established community partnerships.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

Intermediate Outcomes (1-3 Years): Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders; Participate in community events and outreach.

Long-Term Outcomes (3-5 Years): Continued engagement of the SAEC Leadership Committee; Participate in community events and outreach.

Strategy Name

Service Hours and Locations to meet Regional Needs

Activity that Applies to this Strategy

Service Hours and Locations to meet Regional Needs

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Expanded service hours, locations of classes, and topics of classes offered across all Member Districts to provide increased accessibility to students, align to CIP goals, and meet shifting community needs.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Learner Transitions and Equity.

Intermediate Outcomes (1-3 Years): 10% increase in enrollment and program completions.

Long-Term Outcomes (3-5 Years): 15% increase in enrollment and program completions.

Strategy Name

Digital Literacy and Technology

Activity that Applies to this Strategy

Digital Literacy and Technology

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Infused digital literacy and technology instruction into curriculum at all Member Districts to provide students with a deeper knowledge and understanding of technology to meet the new needs of adult learnings in a post-pandemic environment.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Equity and Technology/Distance Learning.

Intermediate Outcomes (1-3 Years): Fifty percent of classes have embedded digital literacy skills.

Long-Term Outcomes (3-5 Years): Technology instruction pervasive across all classes and all Member Districts.

Strategy Name

Short-term/Long-term CTE Programs of Study

Activity that Applies to this Strategy

Short-term / Long-term CTE Programs of Study

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Implement credit and noncredit CTE classes and certificates (short- and long-term) resulting in wage increases and higher job placement rates and mobility as demonstrated through DIR and MIS reporting.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Intermediate Outcomes (1-3 Years): Increased CTE program offerings.

Long-Term Outcomes (3-5 Years): Implement additional CTE programs as dictated by regional industry need.

Strategy Name

Contextualized ESL Programs

Activity that Applies to this Strategy

Contextualized ESL Programs

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Workplace / Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment particularly in the Healthcare Industry Sector.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Intermediate Outcomes (1-3 Years): Fully established VESL programs.

Long-Term Outcomes (3-5 Years): Expanded program offerings by all Member Districts.

Strategy Name

College Courses Taught at Adult Schools

Activity that Applies to this Strategy

College Courses Taught at Adult Schools

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Explore offering college courses (noncredit and credit) at Adult School campuses resulting in dual / co-enrollment programs taught by college faculty at Adult Schools.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Intermediate Outcomes (1-3 Years): Pilot college courses at Adult Schools.

Long-Term Outcomes (3-5 Years): Add courses to offerings at Adult Schools.

Strategy Name

Expand OJT/WBL Opportunities

Activity that Applies to this Strategy

Expand OJT/WBL Opportunities

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Student internships, practicums, and work-based learning opportunities established with local businesses resulting in a greater transition of students to the workplace.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

Intermediate Outcomes (1-3 Years): Pilot internships in three identified industry sectors.

Long-Term Outcomes (3-5 Years): Established placement of students in work-based learning opportunities.

Strategy Name

Employer Based Education Offerings

Activity that Applies to this Strategy

Employer Based Education Offerings

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Explore on-site classes offered at local businesses resulting in increased wages and promotions.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

Intermediate Outcomes (1-3 Years): Established on-site courses at identified employers.

Long-Term Outcomes (3-5 Years): Additional businesses added to employer-based course offerings.

Strategy Name

Prepprenticeships

Activity that Applies to this Strategy

Prepprenticeships

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Identify industry sectors that are open to the development of preapprenticeships.

Intermediate Outcomes (1-3 Years): Implement grant funded programs for preapprenticeship.

Long-Term Outcomes (3-5 Years): Conduct program evaluation and explore opportunities to add additional preapprenticeship offerings.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Increased Course Offerings

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling and greater student persistence.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Intermediate Outcomes (1-3 Years): 10% increase in literacy gains;

Additional funding streams due to increased performance outcomes and graduation rates.

Long-Term Outcomes (3-5 Years): 15% increase in literacy gains; Ongoing community needs evaluation.

Strategy Name

Increased Completion Rates

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Intermediate Outcomes (1-3 Years): 10% completion growth.

Long-Term Outcomes (3-5 Years): 15% completion growth.

Strategy Name

Articulation Agreements: AE/CC

Activity that Applies to this Strategy

Articulation Agreements: AE/CC

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Develop articulation agreements between Adult Schools and the Colleges resulting in greater transition of students to postsecondary, for credit programs.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Intermediate Outcomes (1-3 Years): Five pathways aligned to college courses.

Long-Term Outcomes (3-5 Years): Pathways for all relevant courses.

Strategy Name

Articulation Agreements: CTE

Activity that Applies to this Strategy

Articulation Agreements: CTE

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Create articulation agreements for CTE programs from Adult Schools to the College and High School programs resulting in a framework for career pathways in alignment to Strong Workforce.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Intermediate Outcomes (1-3 Years): Increased transition to postsecondary & CTE; Explore Pre-Apprenticeship programs.

Long-Term Outcomes (3-5 Years): Established apprenticeship programs.

Strategy Name

Increased Enrollment, Completions, Transitions

Activity that Applies to this Strategy

Increased Enrollment, Completions, Transitions

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment resulting in increased performance outcomes.

This activity aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months): 10% increase in transitions validated through DIR and MIS reports.

Intermediate Outcomes (1-3 Years): 10% increase in transitions validated through DIR and MIS reports

Long-Term Outcomes (3-5 Years): 15% increase in transitions validated through DIR and MIS reports

Strategy Name

Enhanced Career Pathways

Activity that Applies to this Strategy

Enhanced Career Pathways

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community College through the development of a Career Pathway Matrix.

This activity aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Intermediate Outcomes (1-3 Years): Establish 1 - 3 additional Career Pathway pilot programs, as needed.

Long-Term Outcomes (3-5 Years): Reevaluate program success and create next-steps for additional Career Pathways based on high growth industry needs.

Strategy Name

Workforce Board Engagement

Activity that Applies to this Strategy

Workforce Board Engagement

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Stronger engagement with the Workforce Development Boards of Tulare County and Kings County by Consortium Members resulting in the development of policies and procedures for cross-agency collaboration.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Program Development/Curriculum/Classroom.

Intermediate Outcomes (1-3 Years): Pilot programs with both Workforce Development Boards to meet local needs.

Long-Term Outcomes (3-5 Years): Established partnerships with the Workforce Development Boards. Align SAEC Student Career/Education with TCWIB Talent Pool Career Plan and implement consortium wide/

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Professional Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Professional Development (non-stagnant, community-of-practice based, high-quality, best-practices-driven) will be provided for all instructors and staff of all Member Districts who are striving to prepare students for postsecondary success. Primary focus will be on instruction and the shifting from "teaching to the test" to teaching for academic pathway success.

This activity aligns with CAEP Objective of Professional Development and the CAEP State Priorities of Leadership and Program Evaluation.

Intermediate Outcomes (1-3 Years): Ongoing participation in professional development opportunities by Board, Faculty and Staff.

Long-Term Outcomes (3-5 Years): Ongoing participation in professional development opportunities by Board, Faculty and Staff.

Strategy Name

Improved Data Collection

Activity that Applies to this Strategy

Improved Data Collection

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Improve data collection and review to increase pre- and posttest scores. This activity aligns to WIOA CIP goals of multiple Member Districts.

This activity also aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Intermediate Outcomes (1-3 Years): 10% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans.

Long-Term Outcomes (3-5 Years): 15% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans.

Strategy Name

Professional Development II

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Implement ongoing professional development for all Members that is responsive to the needs of the region and staff to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, provide best-practice academic rigor, and are evaluated in California and across the US to better align service delivery with community needs.

This activity aligns with CAEP Objective of Professional Development and the CAEP State Priorities of Leadership and Program Evaluation.

Intermediate Outcomes (1-3 Years): Ongoing participation in professional development opportunities by Board, Faculty and Staff.

Long-Term Outcomes (3-5 Years): Ongoing participation in professional development opportunities by Board, Faculty and Staff.

Strategy Name

Regional Professional Development

Activity that Applies to this Strategy

Regional Professional Development

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Host Pan-Consortium, Central Valley professional development events. This activity aligns with CAEP Objective of Professional Development and the CAEP State Priority of Leadership.

Intermediate Outcomes (1-3 Years): Continue hosting professional development events.

Long-Term Outcomes (3-5 Years): Continue hosting professional development events.

Strategy Name

Strategic Planning

Activity that Applies to this Strategy

Strategic Planning

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across Member Districts.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

Intermediate Outcomes (1-3 Years): Ongoing evaluation and adjusting strategies in strategic plan.

Long-Term Outcomes (3-5 Years): Reevaluation of strategies to align to current funding streams.

Strategy Name

AJCC Alignment

Activity that Applies to this Strategy

AJCC Alignment

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

American Job Center of California representative available at each Member site which allows for a career liaison to assist with post-pandemic recovery and job placement.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

Intermediate Outcomes (1-3 Years): Dedicated American Job Center time at each Member site; Co-location of Adult Education Navigators at AJCCs.

Long-Term Outcomes (3-5 Years): Expansion of programs to include all Members; Co-location of Adult Education Navigators at AJCCs. Career/Learning Plan alignment between AE providers and AJCCs.

Strategy Name

Learning Management Systems

Activity that Applies to this Strategy

Learning Management Systems

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Explore the use of CANVAS as a consortium learning management system

Intermediate Outcomes (1-3 Years): Evaluate program success and refine goals.

Long-Term Outcomes (3-5 Years): Identify funding for a sustainable program implementation.

Fiscal Management

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

The SAEC 2024/25 annual plan strategies align with the SAEC 3-Year Regional Comprehensive plan. Member allocations have been determined and approved by the SAEC Board and are reflected in the SAEC 2024/25 CFAD, as amended in July 2024. All

strategies listed in the SAEC 2024/25 Annual Plan align to the SAEC member allocation schedule. Base allocation for SAEC members was determined in planning for Program Year 1. Maintenance of Effort (MOE) by each member was declared by each SAEC member. Each member was allocated an amount equal to their declared MOE. SAEC Member representatives participated in establishing estimated costs for consortium strategies and then allocated new CAEP monies to members to implement specific strategies. The combined funds, MOE plus Allocation, became the members' base fund allocation.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

The SAEC Board and Leadership Committee meet regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA and grants awarded to each Member District. Carry-over funds are regularly evaluated and, when needed, reallocated among Member Districts to ensure continuity of program, address shifting enrollments, and program needs. SAEC members follow a first in, first out expenditure model. All 2024/25 work is a continuation of existing strategies with new work being refined in implementation. SAEC will also evaluate member expenditures and possibly reallocate unspent funds to other members to provide relief to member districts with unspent funds. This process is evidenced and explained in detail in the SAEC 2024-27 Consortium Memorandum of Understanding. The SAEC members and Board review allocation of resources periodically throughout the year. As Consortium Allocation Amendments are needed, the SAEC Board will review and approve any amendments.

Certification

No approver contacts.



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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.2

Board Meeting Date of August 20, 2024

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: Amended SAEC Consortium Fiscal Allocation 2024/25

AGENDA SECTION:

Public Comment

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

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 2024/25 fiscal year. The original SAEC CFAD 2024/25 was based on the 2024/25 Preliminary State Budget. That original CFAD described the allocation of the SAEC 2023/24 Base Fund plus an additional 1.07% as COLA. On June 15th, the final 2024/25 State Budget was signed into law. This final budget provided a final CAEP COLA of 1.07%, an actual increase of \$126,263 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 2023/24 CFAD to program the allocation of \$11,925,704 amongst its members. Each member representative must also approve the amendment in NOVA. The amendment is due in NOVA by September 1, 2024.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approve

FINANCIAL IMPACT:

\$11,925,704

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

No.	Consortium Name	Member Name	Allocation Year	Funding Channel	Member Type	Preliminary Allocation	May Revise (COLA)	Final FY24-25 Allocation
1	Allan Hancock	Allan Hancock Joint CCD	2024-25	Direct Funding	CCD	\$857,199	\$2,640	\$859,839
1	Allan Hancock	Lompoc Unified	2024-25	Direct Funding	K-12	\$1,190,205	\$3,663	\$1,193,868
	Total					\$2,047,404	\$6,302	\$2,053,705
2	Antelope Valley	Antelope Valley Union High	2024-25	Direct Funding	K-12	\$4,953,472	\$15,245	\$4,968,717
3	Barstow CCD	Barstow CCD	2024-25	Fiscal Agent	CCD	\$1,120,370	\$3,448	\$1,123,818
4	Butte-Glenn	Butte CCD	2024-25	Fiscal Agent	CCD	\$2,706,027	\$8,328	\$2,714,355
5	Santa Cruz (GOAL)	Cabrillo CCD	2024-25	Direct Funding	CCD	\$522,457	\$1,608	\$524,065
5	Santa Cruz (GOAL)	Pajaro Valley Unified	2024-25	Direct Funding	K-12	\$3,629,061	\$11,169	\$3,640,230
5	Santa Cruz (GOAL)	Santa Cruz Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$79,760	\$245	\$80,005
	Total					\$4,231,278	\$13,022	\$4,244,300
6	Southeast Los Angeles (PAACE)	Cerritos CCD	2024-25	Direct Funding	CCD	\$603,110	\$1,856	\$604,966
6	Southeast Los Angeles (PAACE)	ABC Unified	2024-25	Direct Funding	K-12	\$10,502,167	\$32,323	\$10,534,490
6	Southeast Los Angeles (PAACE)	Bellflower Unified	2024-25	Direct Funding	K-12	\$34,265	\$105	\$34,370
6	Southeast Los Angeles (PAACE)	Downey Unified	2024-25	Direct Funding	K-12	\$1,810,718	\$5,573	\$1,816,291
6	Southeast Los Angeles (PAACE)	Norwalk-La Mirada Unified	2024-25	Direct Funding	K-12	\$5,156,926	\$15,872	\$5,172,798
	Total					\$18,107,186	\$55,729	\$18,162,915
7	Mid Alameda County (Chabot-Las Positas)	Chabot-Las Positas CCD	2024-25	Direct Funding	CCD	\$493,023	\$1,517	\$494,540
7	Mid Alameda County (Chabot-Las Positas)	Castro Valley Unified	2024-25	Direct Funding	K-12	\$3,394,147	\$10,446	\$3,404,593
7	Mid Alameda County (Chabot-Las Positas)	Dublin Unified	2024-25	Direct Funding	K-12	\$597,396	\$1,839	\$599,235
7	Mid Alameda County (Chabot-Las Positas)	Hayward Unified	2024-25	Direct Funding	K-12	\$2,301,082	\$7,082	\$2,308,164
7	Mid Alameda County (Chabot-Las Positas)	Livermore Valley Joint Unified	2024-25	Direct Funding	K-12	\$641,553	\$1,975	\$643,528
7	Mid Alameda County (Chabot-Las Positas)	New Haven Unified	2024-25	Direct Funding	K-12	\$381,965	\$1,176	\$383,141
7	Mid Alameda County (Chabot-Las Positas)	Pleasanton Unified	2024-25	Direct Funding	K-12	\$680,894	\$2,096	\$682,990
7	Mid Alameda County (Chabot-Las Positas)	San Leandro Unified	2024-25	Direct Funding	K-12	\$1,981,814	\$6,099	\$1,987,913
7	Mid Alameda County (Chabot-Las Positas)	San Lorenzo Unified	2024-25	Direct Funding	K-12	\$902,564	\$2,778	\$905,342
7	Mid Alameda County (Chabot-Las Positas)	Tri-Valley ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$38,521	\$119	\$38,640
	Total					\$11,412,959	\$35,126	\$11,448,085
8	West End Corridor	Chaffey Joint Union High	2024-25	Fiscal Agent	K-12	\$8,899,036	\$27,389	\$8,926,425
9	Citrus College Adult Education Consortium	Claremont Unified	2024-25	Fiscal Agent	K-12	\$5,335,733	\$16,422	\$5,352,155
10	Coast	Coast CCD	2024-25	Direct Funding	CCD	\$1,950,921	\$6,004	\$1,956,925
10	Coast	Garden Grove Unified	2024-25	Direct Funding	K-12	\$289,655	\$891	\$290,546
10	Coast	Huntington Beach Union High	2024-25	Direct Funding	K-12	\$6,971,079	\$21,455	\$6,992,534
	Total					\$9,211,655	\$28,351	\$9,240,006
11	Tri City	Paramount Unified	2024-25	Fiscal Agent	K-12	\$7,590,618	\$23,362	\$7,613,980
12	Contra Costa	Contra Costa CCD	2024-25	Direct Funding	CCD	\$742,578	\$2,285	\$744,863
12	Contra Costa	Acalanes Union High	2024-25	Direct Funding	K-12	\$707,959	\$2,179	\$710,138
12	Contra Costa	Antioch Unified	2024-25	Direct Funding	K-12	\$1,264,972	\$3,893	\$1,268,865
12	Contra Costa	Contra Costa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$1,141,268	\$3,513	\$1,144,781

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

12	Contra Costa	Liberty Union High	2024-25	Direct Funding	K-12	\$1,367,385	\$4,208	\$1,371,593
12	Contra Costa	Martinez Unified	2024-25	Direct Funding	K-12	\$1,990,486	\$6,126	\$1,996,612
12	Contra Costa	Mt. Diablo Unified	2024-25	Direct Funding	K-12	\$4,538,549	\$13,968	\$4,552,517
12	Contra Costa	Pittsburg Unified	2024-25	Direct Funding	K-12	\$3,311,061	\$10,191	\$3,321,252
12	Contra Costa	West Contra Costa Unified	2024-25	Direct Funding	K-12	\$3,252,943	\$10,012	\$3,262,955
	Total					\$18,317,201	\$56,375	\$18,373,576
13	Morongo Basin	Copper Mt CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
14	Desert	Desert CCD	2024-25	Direct Funding	CCD	\$576,477	\$1,774	\$578,251
14	Desert	Coachella Valley Unified	2024-25	Direct Funding	K-12	\$2,042,865	\$6,287	\$2,049,152
14	Desert	Desert Sands Unified	2024-25	Direct Funding	K-12	\$430,441	\$1,325	\$431,766
14	Desert	Palm Springs Unified	2024-25	Direct Funding	K-12	\$333,501	\$1,026	\$334,527
14	Desert	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$605,969	\$1,865	\$607,834
	Total					\$3,989,253	\$12,278	\$4,001,531
15	South Bay (El Camino)	El Camino CCD	2024-25	Direct Funding	CCD	\$489,863	\$1,508	\$491,371
15	South Bay (El Camino)	Centinela Valley Union High	2024-25	Direct Funding	K-12	\$578,565	\$1,781	\$580,346
15	South Bay (El Camino)	Inglewood Unified	2024-25	Direct Funding	K-12	\$1,163,370	\$3,581	\$1,166,951
15	South Bay (El Camino)	Redondo Beach Unified	2024-25	Direct Funding	K-12	\$4,407,958	\$13,566	\$4,421,524
15	South Bay (El Camino)	Torrance Unified	2024-25	Direct Funding	K-12	\$6,019,517	\$18,526	\$6,038,043
	Total					\$12,659,273	\$38,962	\$12,698,235
16	Feather River (On Ramp)	Feather River CCD	2024-25	Direct Funding	CCD	\$262,451	\$808	\$263,259
16	Feather River (On Ramp)	Plumas Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$15,000	\$46	\$15,046
16	Feather River (On Ramp)	Plumas Unified	2024-25	Direct Funding	K-12	\$428,814	\$1,320	\$430,134
16	Feather River (On Ramp)	Sierra Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$300,407	\$925	\$301,332
	Total					\$1,006,672	\$3,098	\$1,009,770
17	Foothill De Anza	De Anza College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Foothill College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Fremont Union High	2024-25	Direct Funding	K-12	\$3,638,522	\$11,198	\$3,649,720
17	Foothill De Anza	Mountain View-Los Altos Union High	2024-25	Direct Funding	K-12	\$4,434,778	\$13,649	\$4,448,427
17	Foothill De Anza	Palo Alto Unified	2024-25	Direct Funding	K-12	\$1,937,380	\$5,963	\$1,943,343
	Total					\$10,546,438	\$32,459	\$10,578,897
18	Gavilan	Gavilan CCD	2024-25	Fiscal Agent	CCD	\$1,782,168	\$5,485	\$1,787,653
19	Glendale	Glendale CCD	2024-25	Fiscal Agent	CCD	\$1,322,733	\$4,071	\$1,326,804
20	San Diego East (Grossmont-Cuyamaca)	Grossmont-Cuyamaca CCD	2024-25	Fiscal Agent	CCD	\$10,244,499	\$31,530	\$10,276,029
21	Salinas Valley	Hartnell CCD	2024-25	Fiscal Agent	CCD	\$4,545,089	\$13,988	\$4,559,077
22	Imperial	Imperial County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$2,404,839	\$7,401	\$2,412,240
23	Kern	Kern CCD	2024-25	Direct Funding	CCD	\$1,616,119	\$4,974	\$1,621,093
23	Kern	Delano Joint Union High	2024-25	Direct Funding	K-12	\$1,760,668	\$5,419	\$1,766,087
23	Kern	Inyo Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$239,576	\$737	\$240,313
23	Kern	Kern High	2024-25	Direct Funding	K-12	\$13,377,190	\$41,171	\$13,418,361
23	Kern	McFarland Unified	2024-25	Direct Funding	K-12	\$378,682	\$1,165	\$379,847

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

23	Kern	Mojave Unified	2024-25	Direct Funding	K-12	\$374,966	\$1,154	\$376,120
23	Kern	Mono Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$261,236	\$804	\$262,040
23	Kern	Muroc Joint Unified	2024-25	Direct Funding	K-12	\$189,938	\$585	\$190,523
23	Kern	Porterville Unified	2024-25	Direct Funding	K-12	\$1,880,520	\$5,788	\$1,886,308
23	Kern	Sierra Sands Unified	2024-25	Direct Funding	K-12	\$283,670	\$873	\$284,543
23	Kern	Tehachapi Unified	2024-25	Direct Funding	K-12	\$303,475	\$934	\$304,409
23	Kern	Wasco Union High	2024-25	Direct Funding	K-12	\$334,388	\$1,029	\$335,417
	Total					\$21,000,428	\$64,633	\$21,065,061
24	Lake Tahoe	Lake Tahoe CCD	2024-25	Fiscal Agent	CCD	\$1,107,340	\$3,408	\$1,110,748
25	Lassen	Lassen CCD	2024-25	Fiscal Agent	CCD	\$1,162,739	\$3,579	\$1,166,318
26	Long Beach	Long Beach CCD	2024-25	Direct Funding	CCD	\$1,478,437	\$4,550	\$1,482,987
26	Long Beach	Long Beach Unified	2024-25	Direct Funding	K-12	\$1,478,437	\$4,550	\$1,482,987
	Total					\$2,956,874	\$9,100	\$2,965,974
27	Los Angeles	Los Angeles CCD	2024-25	Direct Funding	CCD	\$9,646,787	\$29,690	\$9,676,477
27	Los Angeles	Burbank Unified	2024-25	Direct Funding	K-12	\$4,506,740	\$13,870	\$4,520,610
27	Los Angeles	Culver City Unified	2024-25	Direct Funding	K-12	\$2,687,471	\$8,271	\$2,695,742
27	Los Angeles	Los Angeles Unified	2024-25	Direct Funding	K-12	\$130,108,777	\$400,437	\$130,509,214
27	Los Angeles	Montebello Unified	2024-25	Direct Funding	K-12	\$11,761,216	\$36,198	\$11,797,414
	Total					\$158,710,991	\$488,467	\$159,199,458
28	Capital Adult Education Regional Consortium	Sacramento County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$14,492,212	\$44,603	\$14,536,815
29	Marin	Marin CCD	2024-25	Fiscal Agent	CCD	\$1,819,683	\$5,600	\$1,825,283
30	Mendocino-Lake	Mendocino-Lake CCD	2024-25	Fiscal Agent	CCD	\$1,898,337	\$5,843	\$1,904,180
31	Gateway (Merced)	Merced CCD	2024-25	Fiscal Agent	CCD	\$4,085,395	\$12,574	\$4,097,969
32	Coastal North County Adult Education Consortium (Mira)	MiraCosta CCD	2024-25	Fiscal Agent	CCD	\$1,474,816	\$4,539	\$1,479,355
33	Monterey	Monterey Peninsula CCD	2024-25	Direct Funding	CCD	\$105,008	\$323	\$105,331
33	Monterey	Carmel Unified	2024-25	Direct Funding	K-12	\$76,776	\$236	\$77,012
33	Monterey	Monterey Peninsula Unified	2024-25	Direct Funding	K-12	\$1,174,903	\$3,616	\$1,178,519
33	Monterey	Pacific Grove Unified	2024-25	Direct Funding	K-12	\$1,782,533	\$5,486	\$1,788,019
	Total					\$3,139,220	\$9,662	\$3,148,882
34	Mt. San Antonio	Mt. San Antonio CCD	2024-25	Direct Funding	CCD	\$1,063,710	\$3,274	\$1,066,984
34	Mt. San Antonio	Baldwin Park Unified	2024-25	Direct Funding	K-12	\$7,269,142	\$22,372	\$7,291,514
34	Mt. San Antonio	Bassett Unified	2024-25	Direct Funding	K-12	\$3,085,026	\$9,495	\$3,094,521
34	Mt. San Antonio	Charter Oak Unified	2024-25	Direct Funding	K-12	\$2,040,766	\$6,281	\$2,047,047
34	Mt. San Antonio	Covina-Valley Unified	2024-25	Direct Funding	K-12	\$4,229,043	\$13,016	\$4,242,059
34	Mt. San Antonio	Hacienda la Puente Unified	2024-25	Direct Funding	K-12	\$20,901,548	\$64,329	\$20,965,877
34	Mt. San Antonio	Pomona Unified	2024-25	Direct Funding	K-12	\$2,479,599	\$7,632	\$2,487,231
34	Mt. San Antonio	Rowland Unified	2024-25	Direct Funding	K-12	\$2,114,047	\$6,506	\$2,120,553
	Total					\$43,182,881	\$132,904	\$43,315,785
35	Southwest Riverside	Mt. San Jacinto CCD	2024-25	Fiscal Agent	CCD	\$5,984,389	\$18,418	\$6,002,807

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

36	Napa Valley	Napa Valley CCD	2024-25	Direct Funding	CCD	\$261,073	\$804	\$261,877
36	Napa Valley	Calistoga Joint Unified	2024-25	Direct Funding	K-12	\$41,972	\$129	\$42,101
36	Napa Valley	Napa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$127,173	\$391	\$127,564
36	Napa Valley	Napa Valley Unified	2024-25	Direct Funding	K-12	\$3,056,151	\$9,406	\$3,065,557
36	Napa Valley	St. Helena Unified School District	2024-25	Direct Funding	K-12	\$30,079	\$93	\$30,172
	Total					\$3,516,448	\$10,823	\$3,527,271
37	North Orange	North Orange CCD	2024-25	Fiscal Agent	CCD	\$4,758,354	\$14,645	\$4,772,999
38	Southern Alameda County (Ohlone)	Ohlone CCD	2024-25	Direct Funding	CCD	\$97,321	\$300	\$97,621
38	Southern Alameda County (Ohlone)	Fremont Unified	2024-25	Direct Funding	K-12	\$4,123,331	\$12,690	\$4,136,021
38	Southern Alameda County (Ohlone)	New Haven Unified	2024-25	Direct Funding	K-12	\$650,513	\$2,002	\$652,515
38	Southern Alameda County (Ohlone)	Newark Unified	2024-25	Direct Funding	K-12	\$250,985	\$772	\$251,757
	Total					\$5,122,150	\$15,765	\$5,137,915
39	Palo Verde	Palo Verde CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
40	San Diego North (Palomar/Vista)	Vista Unified	2024-25	Fiscal Agent	K-12	\$9,709,529	\$29,883	\$9,739,412
41	Pasadena	Pasadena CCD	2024-25	Direct Funding	CCD	\$1,007,365	\$3,100	\$1,010,465
41	Pasadena	Pasadena Unified	2024-25	Direct Funding	K-12	\$921,019	\$2,835	\$923,854
41	Pasadena	Temple City Unified	2024-25	Direct Funding	K-12	\$379,402	\$1,168	\$380,570
	Total					\$2,307,786	\$7,103	\$2,314,889
42	Northern Alameda County (Peralta)	Peralta CCD	2024-25	Fiscal Agent	CCD	\$9,916,145	\$30,519	\$9,946,664
43	Rancho Santiago	Rancho Santiago CCD	2024-25	Direct Funding	CCD	\$3,820,985	\$11,760	\$3,832,745
43	Rancho Santiago	Garden Grove Unified	2024-25	Direct Funding	K-12	\$1,904,247	\$5,861	\$1,910,108
43	Rancho Santiago	Orange Unified	2024-25	Direct Funding	K-12	\$8,815	\$27	\$8,842
	Total					\$5,734,047	\$17,648	\$5,751,695
44	North Coast	Redwoods CCD	2024-25	Direct Funding	CCD	\$897,521	\$2,762	\$900,283
44	North Coast	Del Norte County Unified	2024-25	Direct Funding	K-12	\$124,272	\$382	\$124,654
44	North Coast	Eureka City Schools	2024-25	Direct Funding	K-12	\$359,008	\$1,105	\$360,113
	Total					\$1,380,801	\$4,249	\$1,385,050
45	Rio Hondo	Rio Hondo CCD	2024-25	Direct Funding	CCD	\$703,580	\$2,165	\$705,745
45	Rio Hondo	El Monte Union High	2024-25	Direct Funding	K-12	\$12,405,011	\$38,179	\$12,443,190
45	Rio Hondo	El Rancho Unified	2024-25	Direct Funding	K-12	\$981,631	\$3,021	\$984,652
45	Rio Hondo	Tri-Cities ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$72,156	\$222	\$72,378
45	Rio Hondo	Whittier Union High	2024-25	Direct Funding	K-12	\$3,632,345	\$11,179	\$3,643,524
	Total					\$17,794,723	\$54,767	\$17,849,490
46	Riverside About Students	Riverside CCD	2024-25	Direct Funding	CCD	\$671,759	\$2,068	\$673,827
46	Riverside About Students	Alvord Unified	2024-25	Direct Funding	K-12	\$510,207	\$1,570	\$511,777
46	Riverside About Students	Corona-Norco Unified	2024-25	Direct Funding	K-12	\$1,761,739	\$5,422	\$1,767,161
46	Riverside About Students	Jurupa Unified	2024-25	Direct Funding	K-12	\$1,330,243	\$4,094	\$1,334,337
46	Riverside About Students	Moreno Valley Unified	2024-25	Direct Funding	K-12	\$1,377,552	\$4,240	\$1,381,792
46	Riverside About Students	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$423,295	\$1,303	\$424,598
46	Riverside About Students	Riverside Unified	2024-25	Direct Funding	K-12	\$3,279,843	\$10,094	\$3,289,937

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

46	Riverside About Students	Val Verde Unified	2024-25	Direct Funding	K-12	\$870,285	\$2,679	\$872,964
	Total					\$10,224,923	\$31,469	\$10,256,392
47	Inland AE Consortium San Bernardino	San Bernardino CCD	2024-25	Fiscal Agent	CCD	\$12,972,515	\$39,926	\$13,012,441
48	San Diego Adult Education Regional Consortium	San Diego CCD	2024-25	Direct Funding	CCD	\$4,341,498	\$13,362	\$4,354,860
48	San Diego Adult Education Regional Consortium	San Diego Unified	2024-25	Direct Funding	K-12	\$1,447,166	\$4,454	\$1,451,620
	Total					\$5,788,664	\$17,816	\$5,806,480
49	San Francisco	San Francisco CCD	2024-25	Direct Funding	CCD	\$4,295,593	\$13,221	\$4,308,814
49	San Francisco	San Francisco Unified	2024-25	Direct Funding	K-12	\$477,288	\$1,469	\$478,757
	Total					\$4,772,881	\$14,690	\$4,787,571
50	Delta Sierra Alliance	San Joaquin Delta CCD	2024-25	Direct Funding	CCD	\$553,084	\$1,702	\$554,786
50	Delta Sierra Alliance	Calaveras Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$76,249	\$235	\$76,484
50	Delta Sierra Alliance	Lincoln Unified	2024-25	Direct Funding	K-12	\$142,053	\$437	\$142,490
50	Delta Sierra Alliance	Lodi Unified	2024-25	Direct Funding	K-12	\$1,914,653	\$5,893	\$1,920,546
50	Delta Sierra Alliance	Manteca Unified	2024-25	Direct Funding	K-12	\$1,813,882	\$5,583	\$1,819,465
50	Delta Sierra Alliance	River Delta Joint Unified	2024-25	Direct Funding	K-12	\$106,475	\$328	\$106,803
50	Delta Sierra Alliance	San Joaquin Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$68,691	\$211	\$68,902
50	Delta Sierra Alliance	Stockton Unified	2024-25	Direct Funding	K-12	\$4,179,999	\$12,865	\$4,192,864
50	Delta Sierra Alliance	Tracy Joint Unified	2024-25	Direct Funding	K-12	\$1,485,223	\$4,571	\$1,489,794
	Total					\$10,340,309	\$31,824	\$10,372,133
51	South Bay Consortium for Adult Education (San Jose)	San Jose-Evergreen CCD	2024-25	Direct Funding	CCD	\$1,435,996	\$4,420	\$1,440,416
51	South Bay Consortium for Adult Education (San Jose)	West Valley-Mission CCD	2024-25	Direct Funding	CCD	\$552,993	\$1,702	\$554,695
51	South Bay Consortium for Adult Education (San Jose)	Campbell Union High	2024-25	Direct Funding	K-12	\$4,350,711	\$13,390	\$4,364,101
51	South Bay Consortium for Adult Education (San Jose)	East Side Union High	2024-25	Direct Funding	K-12	\$8,504,291	\$26,174	\$8,530,465
51	South Bay Consortium for Adult Education (San Jose)	Metropolitan Education District	2024-25	Direct Funding	County Office of Education (COE)	\$3,275,623	\$10,081	\$3,285,704
51	South Bay Consortium for Adult Education (San Jose)	Milpitas Unified	2024-25	Direct Funding	K-12	\$1,006,920	\$3,099	\$1,010,019
51	South Bay Consortium for Adult Education (San Jose)	Santa Clara Unified	2024-25	Direct Funding	K-12	\$2,436,737	\$7,500	\$2,444,237
	Total					\$21,563,271	\$66,366	\$21,629,637
52	San Luis Obispo	San Luis Obispo County CCD	2024-25	Direct Funding	CCD	\$488,570	\$1,504	\$490,074
52	San Luis Obispo	Lucia Mar Unified	2024-25	Direct Funding	K-12	\$559,471	\$1,722	\$561,193
52	San Luis Obispo	San Luis Coastal Unified	2024-25	Direct Funding	K-12	\$551,674	\$1,698	\$553,372
52	San Luis Obispo	Templeton Unified	2024-25	Direct Funding	K-12	\$132,244	\$407	\$132,651
	Total					\$1,731,959	\$5,330	\$1,737,289
53	ACCEL (San Mateo)	San Mateo County CCD	2024-25	Direct Funding	CCD	\$618,777	\$1,904	\$620,681
53	ACCEL (San Mateo)	Cabrillo Unified	2024-25	Direct Funding	K-12	\$417,220	\$1,284	\$418,504
53	ACCEL (San Mateo)	Jefferson Union High	2024-25	Direct Funding	K-12	\$1,779,651	\$5,477	\$1,785,128
53	ACCEL (San Mateo)	San Mateo Union High	2024-25	Direct Funding	K-12	\$5,784,071	\$17,802	\$5,801,873
53	ACCEL (San Mateo)	Sequoia Union High	2024-25	Direct Funding	K-12	\$1,914,648	\$5,893	\$1,920,541
53	ACCEL (San Mateo)	South San Francisco Unified	2024-25	Direct Funding	K-12	\$1,353,555	\$4,166	\$1,357,721
	Total					\$11,867,922	\$36,526	\$11,904,448
54	Santa Barbara	Santa Barbara CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
55	Santa Clarita Valley Adult Education	Santa Clarita CCD	2024-25	Direct Funding	CCD	\$492,187	\$1,515	\$493,702
55	Santa Clarita Valley Adult Education	William S. Hart Union High	2024-25	Direct Funding	K-12	\$1,105,935	\$3,404	\$1,109,339

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

	Total					\$1,598,122	\$4,919	\$1,603,041
56	Santa Monica	Santa Monica CCD	2024-25	Direct Funding	CCD	\$553,397	\$1,703	\$555,100
56	Santa Monica	Santa Monica-Malibu Unified	2024-25	Direct Funding	K-12	\$849,356	\$2,614	\$851,970
	Total					\$1,402,753	\$4,317	\$1,407,070
57	Sequoias	Sequoias CCD	2024-25	Direct Funding	CCD	\$237,781	\$732	\$238,513
57	Sequoias	Corcoran Joint Unified	2024-25	Direct Funding	K-12	\$291,914	\$898	\$292,812
57	Sequoias	Cutler-Orosi Joint Unified	2024-25	Direct Funding	K-12	\$309,494	\$953	\$310,447
57	Sequoias	Farmersville Unified	2024-25	Direct Funding	K-12	\$69,955	\$215	\$70,170
57	Sequoias	Hanford Joint Union High	2024-25	Direct Funding	K-12	\$868,735	\$2,674	\$871,409
57	Sequoias	Lindsay Unified	2024-25	Direct Funding	K-12	\$111,061	\$342	\$111,403
57	Sequoias	Tulare Joint Union High	2024-25	Direct Funding	K-12	\$3,603,023	\$11,089	\$3,614,112
57	Sequoias	Visalia Unified	2024-25	Direct Funding	K-12	\$6,397,150	\$19,689	\$6,416,839
	Total					\$11,889,113	\$36,591	\$11,925,704
58	Shasta-Tehama-Trinity	Shasta-Tehama-Trinity Joint CCD	2024-25	Fiscal Agent	CCD	\$1,381,308	\$4,251	\$1,385,559
59	Sierra Joint	Roseville Joint Union High	2024-25	Fiscal Agent	K-12	\$4,149,976	\$12,772	\$4,162,748
60	Solano	Solano CCD	2024-25	Direct Funding	CCD	\$45,955	\$141	\$46,096
60	Solano	Benicia Unified	2024-25	Direct Funding	K-12	\$186,475	\$574	\$187,049
60	Solano	Fairfield-Suisun Unified	2024-25	Direct Funding	K-12	\$2,032,875	\$6,257	\$2,039,132
60	Solano	Solano Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$26,711	\$82	\$26,793
60	Solano	Vacaville Unified	2024-25	Direct Funding	K-12	\$596,944	\$1,837	\$598,781
60	Solano	Vallejo City Unified	2024-25	Direct Funding	K-12	\$1,973,978	\$6,075	\$1,980,053
	Total					\$4,862,938	\$14,967	\$4,877,905
61	Sonoma	Sonoma County CCD	2024-25	Direct Funding	CCD	\$1,222,666	\$3,763	\$1,226,429
61	Sonoma	Petaluma Joint Union High	2024-25	Direct Funding	K-12	\$1,672,262	\$5,147	\$1,677,409
61	Sonoma	Sonoma Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$242,525	\$746	\$243,271
	Total					\$3,137,453	\$9,656	\$3,147,109
62	South Orange	Irvine Valley College	2024-25	Direct Funding	CCD	\$567,110	\$1,745	\$568,855
62	South Orange	Saddleback College	2024-25	Direct Funding	CCD	\$3,050,824	\$9,390	\$3,060,214
62	South Orange	College and Career Advantage	2024-25	Direct Funding	County Office of Education (COE)/RO	\$509,266	\$1,567	\$510,833
62	South Orange	Irvine Unified	2024-25	Direct Funding	K-12	\$620,183	\$1,909	\$622,092
62	South Orange	Laguna Beach Unified	2024-25	Direct Funding	K-12	\$135,963	\$418	\$136,381
62	South Orange	Tustin Unified	2024-25	Direct Funding	K-12	\$1,079,953	\$3,324	\$1,083,277
	Total					\$5,963,299	\$18,353	\$5,981,652
63	South Bay (Southwestern)	Sweetwater Union High	2024-25	Fiscal Agent	K-12	\$17,878,725	\$55,026	\$17,933,751
64	State Center	State Center CCD	2024-25	Fiscal Agent	CCD	\$18,599,940	\$57,245	\$18,657,185
65	Ventura County	Conejo Valley Unified	2024-25	Direct Funding	K-12	\$1,762,846	\$5,426	\$1,768,272
65	Ventura County	Fillmore Unified	2024-25	Direct Funding	K-12	\$688,315	\$2,118	\$690,433
65	Ventura County	Moorpark Unified	2024-25	Direct Funding	K-12	\$478,484	\$1,473	\$479,957
65	Ventura County	Ojai Unified	2024-25	Direct Funding	K-12	\$426,364	\$1,312	\$427,676
65	Ventura County	Oxnard Union High	2024-25	Direct Funding	K-12	\$3,468,868	\$10,676	\$3,479,544
65	Ventura County	Santa Paula Unified	2024-25	Direct Funding	K-12	\$435,418	\$1,340	\$436,758

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

65	Ventura County	Simi Valley Unified	2024-25	Direct Funding	K-12	\$6,233,638	\$19,185	\$6,252,823
65	Ventura County	Ventura Unified	2024-25	Direct Funding	K-12	\$5,247,064	\$16,149	\$5,263,213
	Total					\$18,740,997	\$57,679	\$18,798,676
66	Victor Valley	Victor Valley CCD	2024-25	Fiscal Agent	CCD	\$2,694,799	\$8,294	\$2,703,093
67	West Hills College Consortium	West Hills CCD	2024-25	Fiscal Agent	CCD	\$1,378,162	\$4,242	\$1,382,404
68	West Kern Consortium	West Kern CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
69	Stanislaus Mother Lode (Yosemite)	Yosemite CCD	2024-25	Fiscal Agent	CCD	\$5,399,989	\$16,620	\$5,416,609
70	North Central (Yuba)	Sutter County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$3,903,866	\$12,015	\$3,915,881
71	Adult Education Pathways (Siskiyou)	Siskiyou Co. Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$1,173,233	\$3,611	\$1,176,844



July 11, 2024

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

FROM: California Adult Education Program (CAEP) State Leadership

Gary Adams, Dean
California Community Colleges Chancellor's Office

Carolyn Zachry, Ed.D., Director
California Department of Education

CC: Anthony Cordova, Vice Chancellor,
California Community Colleges Chancellor's Office

Pete Callas, Division Director
California Department of Education

RE: CAEP FY 2024-25 Final Consortium Allocations

This memorandum is to advise local recipients and fiscal agents of adult education program funds on the release of the FY 2024-25 final CAEP allocations. You may access this [link](#) to view the final allocations schedule. The 2024-25 CAEP allocation increase from the May Revise is now available in NOVA as an allocation amendment. Consortium members will have until September 1, 2024, to submit and certify their amended allocation amounts in NOVA. The CAEP State Leadership and the Technical Assistance Provider (TAP) will offer a CAEP Allocation Amendment webinar on **Tuesday, July 30, 2024, from 11:00 a.m. to 12:00 p.m.** to review the final allocation amounts, provide members with an overview of the NOVA process, and answer any questions. You may register for this webinar through this [link](#).

State Budget Bill

The State Legislature passed the 2024-25 budget bill that provides a \$6.9 million Proposition 98 increase to support a 1.07% cost-of-living adjustment (COLA) for the California Adult Education Program. The CAEP baseline apportionment total for FY 2024-25 is now \$653,137,000. The signed budget reflects a COLA increase from the initially proposed January budget.

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. Please note, that due to State Budget Bill requirements, the State CAEP Office has already calculated allocation amounts for direct funded member districts. Please see the 2024-25 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 2024-25 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, 2024.

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

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.3

Board Meeting Date of August 20, 2024

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 Amended Memorandum of Understanding 2024/27

AGENDA SECTION:

Public Comment

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

Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The Sequoias Adult Education Consortium, formed in 2015 and in accordance with California Adult Education Program policies and applicable state laws, develops regional plans to improve the delivery of adult education in the legislated program areas and to address existing gaps in programs and services. 2024/25 will be the tenth year the consortium will receive funding. Each funding year requires the consortium to renew its MOU to reflect the agreed upon participation and principles for governance. The 2024/27 SAEC Amended MOU will be in force from July 1, 2024 through June 30, 2027 and will supersede previous MOUs. Member LEA Boards will need to take action to approve the MOU after the SAEC Board has taken action to approve it. Once the Local LEA Board has approved the MOU, the Local LEA Board President and the LEA Superintendent (or lead administrative officer from the LEA to SAEC) must sign the MOU and return a signed copy to the SAEC Executive Director.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The MOU stands as evidence that the SAEC Members intent to work together toward the mutual goal of collaborating to form the Sequoias Adult Education Consortium and implement the SAEC Regional Three Year Plan.

AMENDED MEMORANDUM OF UNDERSTANDING 2024/27
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 (SAEC), hereafter referred to as the Consortium or SAEC, interchangeably, 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 of California Adult Education Program (CAEP) funds received by the Consortium and/or its members, hereafter referred to as FISCAL COORDINATOR.
 2. Term: The term of this MOU shall become effective as of July 1, 2024 and shall expire June 30, 2027 and shall apply to the 2024-2025 fiscal year allocations (California Adult Education Program Year 9).
 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 California Adult Education Program and current or applicable Sequoias Adult Education Consortium Three Year Plan program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any CAEP 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 \$62,978 in 2024-2025 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 \$18,783 in 2024-2025 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 \$47,334 in 2024-2025 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.

Carry-Over:

In accordance with Sections 84901 and 84914, Sequoias Adult Education Consortium shall follow state law and policies in its treatment of carry-over from one fiscal year to the next as follows:

(a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

(1) The amount of funds to be distributed to each member of the consortium for that fiscal year.

- (2) A narrative justifying how the planned allocations are consistent with the adult education plan.
- (b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:
- (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.
- (2) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:
- (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been ineffective in providing services that address the needs identified in the adult education plan, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.
- (c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.
- (d) (1) For purposes of this section, a finding made by a consortium shall require a majority vote of its membership.
- (2) A consortium that makes a finding by majority vote pursuant to subparagraph (C) of paragraph (1) of subdivision (b) or subparagraph (C) of paragraph (2) of subdivision (b) based on a member having excessive (more than 20%) carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover. (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan, including having excessive (more than 20%) carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.
- (D) The excessive carry over rule shall not apply to any SAEC member whose allocation is less than one (1) percent (1.0%) of the consortium total allocation.

(e) (1) A consortium with carryover from one or more prior fiscal years exceeding 20 percent shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium's carryover to below 20 percent, to the chancellor and the Superintendent.

(2) For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.

(3) The chancellor and the Superintendent shall ensure that the consortium funding remains dedicated to that consortium's region.

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.

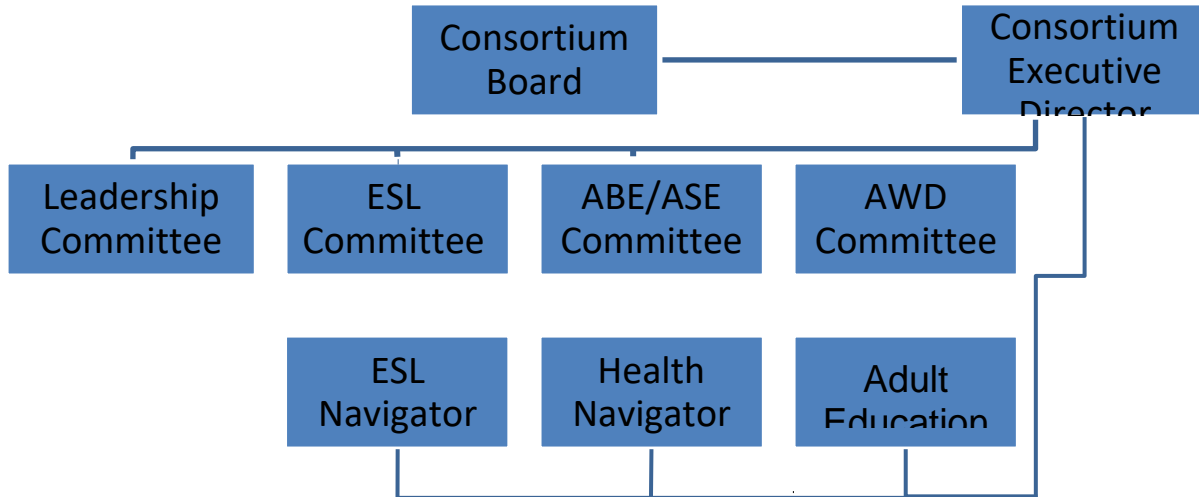
10. Committees: The SAEC Executive Director may create committees as needed which may serve in an advisory capacity to the Executive Director. In addition to the Leadership Committee, additional committees based on current program areas and as advisory to the SAEC Executive Director provide input, perspective, and guidance to the Executive Director. The three current 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. Additional committees may be added as needed. 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, \$729,476 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 2024-2025 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 2024-2025 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 advance 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

Andre Pecina, 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

Manuel Mendez, Interim 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

TJ Ryan, Superintendent
Woodlake Unified School District

Date

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.4

Board Meeting Date of August 20, 2024

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 Report on Consortium Governance 2024/25

AGENDA SECTION:

Public Comment

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

Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

SAEC must update the documents which describe how the consortium is structured and governed to maintain alignment with changing law and policy. SAEC annually updates its Report on Consortium Governance to reflect governance changes. The draft SAEC Report on Consortium Governance, 2024/25 can be found at:

https://docs.google.com/document/d/1GRlxfdhEHlaCaFXmNU_gPGszO1pEILIQ/edit?usp=drive_link&oid=114736191070370070679&rtpof=true&sd=true.

After approval at a regularly scheduled SAEC Board meeting, member LEAs approve the Report on Consortium Governance along with the MOU at their respective LEA board meetings.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC governance and fiscal documents will maintain alignment with education code and CAEP policy.



CALIFORNIA
ADULT EDUCATION
PROGRAM



Consortia Report on Governance Compliance of Rules and Procedures 2024/25

Consortium Name:

Fiscal Agent or Fiscal Coordinator:

Consortium Point Person (or person submitting this document):

Name:

Consortium Role:

E-Mail:

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

In accordance with CAEP policy and education code, all eligible organizations within the boundaries of the region have been allowed to join the Sequoias Adult Education Consortium (SAEC) as members. The Consortium is comprised of the following members: Alpaugh Unified School District, Corcoran Unified School District, Cutler-Orosi Joint Unified School District, Exeter Unified School District, Farmersville Unified School District, Lindsay Unified School District, Hanford Joint Union High School District, Tulare Joint Union High

School District, Visalia Unified School District, Woodlake Unified School District, and Sequoias Community College District.

Furthermore, all agencies participating in the Sequoias Adult Education Consortium as a member, have agreed to the current year SAEC Memorandum of Understanding (MOU) and their governing board has taken action to approve the current year SAEC MOU. The SAEC Consortium Report on Governance and Compliance of Rules and Procedures (this document) and the SAEC MOU serve, together as the governing policy of SAEC. These two documents, together, define the governance rules and procedures of the consortium.

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 CAEP 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).

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

In accordance with CA education code, all eligible organizations within the boundaries of the region have been allowed to join the Sequoias Adult Education Consortium (SAEC) as members. The Consortium is comprised of the following members: Alpaugh Unified School District, Corcoran Unified School District, Cutler-Orosi Joint Unified School District, Exeter Unified School District, Farmersville Unified School District, Lindsay Unified School District, Hanford Joint Union High School District, Tulare Joint Union High School District, Visalia Unified School District, Woodlake Unified School District, and Sequoias Community College District. All members have committed to reporting any funds available to that member for the purpose of education and workforce services for adults and the uses of those funds. Members annually declare fund availability and use to the SAEC Board.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

The Consortium shall keep track of the date its members were officially designated by their local Boards of

Education and keep copies of the local board minutes as evidence, which will be archived. If an official designation is a Consent Item that is voted on, a copy of the Board Agenda that shows the designation as a Consent Item, as well as the minutes, will be provided and kept on file by SAEC. Each member must have one official-designated member. The officially designated member representative will represent the interests of the member agency and vote in SAEC Board decisions on behalf of the member agency. SAEC Board meeting attendance and vote participation of the official designee will be recorded and archived by SAEC. Alternate or proxy designees may not be assigned.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

The Consortium recognizes the benefits from full and active participation by all members in the decision-making process and implementation of SAEC Plans. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notification and reminders will be sent to all members. Minutes from meetings will be distributed to members and posted to the Consortium website. Agencies participating in the SAEC have agreed to act in accordance with applicable law, the SAEC Annual Plans, and SAEC Three Year Plan. SAEC Members participate annually in shared, or peer-to-peer monitoring for member effectiveness, adherence to SAEC Plans, and CAEP performance measured outcomes.

5. What will be the relative voting power of each member?

e.g. 1 member = 1 vote

e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

e.g. Other (e.g., votes proportionate to adult students served)

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.

6. How will decisions be approved?

e.g. by majority vote of 51%, or 50% +1 vote, or $\frac{2}{3}$ of votes

e.g. by consensus

All Consortium meetings shall be conducted in accordance with the SAEC Governance policies and all applicable laws. A simple majority of members of the Consortium constitutes a quorum. A simple majority will be needed for the passage of any motion. The vote of each official-designated member shall be recorded as cast. A roll call vote shall be taken in the event of a split vote on any decision. The names of the members

making and seconding each motion shall be recorded in the Consortium minutes.

7. How did you arrive at that decision-making model?

SAEC decisions have been arrived at by those processes described in this governance document. The decision-making model described above was used to choose the model.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

The Consortium encourages all interested persons to attend monthly meetings and to address the Consortium concerning any item on the agenda or within the Consortium's jurisdiction.

The SAEC Board will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code.

The following rules are intended to facilitate a presentation to the Consortium:

A. For matters not listed on the agenda:

- I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the item on the agenda entitled "Public Comments."
- II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.
- III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in which case the Consortium may extend the overall time limit.

B. For matters listed on the agenda: a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order received.

C. Individuals shall be allowed up to three (3) minutes to address the Consortium on each agenda item or during the general public comments, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

The Sequoias Adult Education Consortium recognizes the benefits that are derived when input from the public is included as part of a transparent decision-making process, and will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites.

10. Describe how comments submitted by members of the public will be distributed publicly.

A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

Community partners and other entities are invited and encouraged to participate in all Consortium meetings. SAEC's founding partners include Tulare County Workforce Investment Board, Tulare County Library, Tulare County Department of Health and Human Services, C-SET, Proteus, ABLE Industries, Kings County Department of Health and Human Services, Kings County Workforce Investment Board.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

Fiscal Decision Making, Voting: The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the SAEC Governance policies, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. A role call vote shall only be taken in the event of a split vote on any decision. The names of the members making and seconding each motion shall be recorded in the Consortium minutes. The distribution schedule will follow the funding priorities as specified in the SAEC Comprehensive Regional Plan ("3 Year Plan") and applicable law.

Pursuant to CA Education Code 84914, the SAEC Board shall approve annually a distribution schedule that includes the following:

- A. The amount of funds to be distributed to each member of the consortium for that fiscal year.
- B. A narrative justifying how the planned allocations are consistent with the adult education plan.
- C. Previous Year Allocation Basis: For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium equal to or greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:
 - 1. The member no longer wishes to provide services consistent with the adult education plan.
 - 2. The member cannot provide services that address the needs identified in the adult education plan.
 - 3. The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements
- D. COLA: For any year for which the chancellor and the Superintendent allocate an amount of funds, to include an increase of funds, as determined by a Cost-of-Living Adjustment (COLA) as determined in the Governor's Final Budget, to the consortium more than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium may be increased by a percentage equal to the percentage by which the total amount of funds allocated to the consortium increased. Increases in allocation to the consortium due to COLA shall be allocated to consortium members at the same percentage of increase as the percentage increase to the consortium. For example, a 4% increase in consortium allocation may result in each funded member receiving a 4% increase in member allocation. COLA shall be calculated as an ongoing percentage increase and not a lump sum payment. Member allocation increases caused by COLA shall be ongoing and considered part of a member's base fund allocation subject to CA Education Code 84914. Any member may self elect to forgo receipt of COLA or a portion of their funding.
- E. Decreased Consortium Allocation: For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:
 - 1. The member no longer wishes to provide services consistent with the adult education plan.
 - 2. The member cannot provide services that address the needs identified in the adult education plan.
 - 3. 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 improvements.
- F. Above-base Funding, non-COLA: For any year for which the chancellor and Superintendent

allocate an amount of funds to the consortium greater than the amount allocated in the prior year and the increased amount is not a net result increase of a COLA, then those funds shall be subject to an above-base increase to the consortium's allocation. Above-base allocation shall be allocated to members at the discretion of the SAEC Board and pursuant to the SAEC Above-base Fund Allocation process described below.

1. Above-base funds shall be awarded to members.
2. Above-base funds shall be awarded based a number of criteria:
 - i. Above-base fund allocations will be included with a member's annual allocation as described in the Consortium Fiscal Administration Declaration (CFAD).
 - ii. Increases to consortium allocation as a result of COLA are not above-base funds and not subject to the above-base fund criteria.
 - iii. Any other fund resources beyond CAEP funds received by the consortium, or a member, are not above-base funds and not subject to the above-base fund criteria.
 - iv. Above-base funds may be used for ongoing expenditures if the increase to consortium allocation will also be ongoing. If the increase to consortium allocation is a one-time increase in the form of an above-base fund increase, then the member may only receive a one-time above-base allocation increase.
 - v. Above-base funds shall be used to implement strategies in one or more CAEP program areas and to address one or more CAEP objectives: identify and fill gaps, provide professional development, transition students, and accelerate student transitions.
 - vi. Strategies which utilize above-base funds must demonstrate alignment with the SAEC Three Year Plan, SAEC Annual Plan, and the corresponding member's annual plan.
 - vii. Above-base funds will be awarded on the basis that they will be used to implement a specific strategy. If the member fails to implement the strategy effectively, or decides not to implement the strategy, or decides that they can no longer implement the strategy, the increase in that member's allocation as a result of receiving an above-base fund increase will end and the member's annual allocation will return to an amount minus those above-base increases. This will also apply to any COLA increases to those above-base funds over time. Those funds will be subject to redistribution amongst SAEC members for other above-base strategy implementation. Any member who accepts an above-base allocation agrees to this upon acceptance of such an allocation increase.
 - viii. Above-base fund allocations will be prioritized by the SAEC Leadership Committee, with input from the SAEC Executive Director, and recommended to the SAEC Board for a final fund allocation decision.
 - ix. The SAEC Leadership Committee will use a rubric for ranking above-base funding resource requests. The rubric criteria shall be:

1. the funding request is linked to the SAEC Three Year Plan through its associated actions,
 2. the request clearly describes how the strategy will address a community of need and the actions of the strategy will have a positive effect on that community,
 3. data supports the rationale for the strategy and resource request,
 4. the request demonstrates potential to realize appropriate and attainable CAEP Program outcomes through clear action steps
 5. the request application is complete and follows the prescribed process for application
- x. Member process for requesting above-base fund increases to their annual allocation:
1. The member will submit an application for above-base funds. At a minimum, the application must include:
 - a. a title of the strategy,
 - b. the above-base fund amount requested,
 - c. a description of the target population and how the strategy will address their needs,
 - d. identification of activities and measurable goals to address community needs & improve student outcomes
 - e. as applicable, at least one of the following:
 - i. a description of activities to improve integration of services among and including, but not limited to alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards
 - ii. a description of activities to improve transitions into postsecondary education and the workforce
 - iii. a description of approaches to prototype new strategies and evaluate their effectiveness
 - f. a description of how data be used to evaluate progress and measure effectiveness,
 - g. a description of other funds (if any) in addition to the requested above-base funds to be leveraged on the strategy,
 - h. a completed Logic Model which describes the strategy goal, the problems sought to address, inputs, activities, outputs, immediate (short-term) outcomes, intermediate outcomes, long-term outcomes/impacts and describes assumptions and external factors.
 - i. a list of progress indicators (at least 1, no more than 5) in the form of SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which the member and consortium will assess progress and impact during the

implementation of the strategy. These objectives should map directly to the Logic Model activities, outputs, and/or outcomes.

- xi. Above-base fund allocations are revocable by majority consortium vote.
- xii. Above-base fund expenditures must comply with state law and the CAEP program assurances and allowable expenditures.

G. Carry-Over:

In accordance with Sections 84901 and 84914, Sequoias Adult Education Consortium shall follow state law and policies in its treatment of carry-over from one fiscal year to the next as follows:

- (a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:
 - (1) The amount of funds to be distributed to each member of the consortium for that fiscal year.
 - (2) A narrative justifying how the planned allocations are consistent with the adult education plan.
- (b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:
 - (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan, including having excessive (more than 20%) carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.
 - (D) The excessive carry over rule shall not apply to any SAEC member whose allocation is less than one (1) percent (1.0%) of the consortium total allocation.
- (2) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:
 - (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been ineffective in providing services that address the needs identified in the adult education plan, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each

fiscal year thereafter, and reasonable interventions have not resulted in improvements.

(c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

(d) (1) For purposes of this section, a finding made by a consortium shall require a majority vote of its membership.

(2) A consortium that makes a finding by majority vote pursuant to subparagraph (C) of paragraph (1) of subdivision (b) or subparagraph (C) of paragraph (2) of subdivision (b) based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover.

(e) (1) A consortium with carryover from one or more prior fiscal years exceeding 20 percent shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium's carryover to below 20 percent, to the chancellor and the Superintendent.

(2) For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.

(3) The chancellor and the Superintendent shall ensure that the consortium funding remains dedicated to that consortium's region.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

The Sequoias Adult Education Consortium has designated the Visalia Unified School District to serve as the fiscal coordinator and the role and responsibilities of the SAEC fiscal coordinator are described in the SAEC Memorandum of Understanding. SAEC follows a direct funding fiscal model.

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.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?
(Please provide a link)

At this time, the Consortium relies on MOUs that outline basic governance rules and have been voted on by each member's Board of Education.

Consortium Member Signature Block

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Board Meeting Date: August 20, 2024

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: Sinclair Broadcasting Group Marketing Agreement 2024/25

AGENDA SECTION:

Public Comment

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

Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

In accordance with the SAEC Three Year Plan, 2022-25, SAEC Members and the SAEC Consortium Office engage multiple marketing strategies to achieve increased community awareness and increased student enrollments. In addition to direct, in-person awareness, outreach and marketing, SAEC currently engages print, radio, and social media advertising. The Sinclair Broadcasting campaign will take SAEC marketing into television and direct streaming formats. SAEC will continue to leverage a unique strategy that will tell the story of SAEC regional partnerships through the lens of student success stories: the campaign relies on marketing student outcomes rather than institutions. The campaign will take place during the 2024/25 program year.

CONTRACT CHANGES:

New consultant contract: Sinclair Broadcasting Group

RECOMMENDED ACTION:

Approve

FINANCIAL IMPACT:

\$ 43,140.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Aligns to SAEC Three Year Comprehensive Plan to market and brand SAEC and its members.

Board Meeting Date of August 20, 2024

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, SAEC and Tami Olson, Principal, Visalia Adult School

AGENDA TITLE: SAEC High School Diploma Graduation Credit Requirement Alignment

AGENDA SECTION:

Public Comment

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

Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

In 2015 SAEC members worked to align member Adult Education program policy and procedures in accordance with AB104 during establishment of a regional adult education consortium. Members implemented many strategies to engage the call for greater alignment between member programs. One area left unaddressed, at that time, was the alignment of graduation requirements for the HSD programs at SAEC member adult schools. The SAEC Board took action during the COVID-19 pandemic to align member adult education HSD graduation requirements. Ongoing shifts to virtual curriculum delivery in many adult education programs has worked to further remove artificial geographic barriers between programs and make HSD programs more accessible to students. It has also created a circumstance where potential students may *shop* HSD programs. Furthermore, K12 Adult Education HSD students benefit from many legislated variances/exemptions to local graduation requirements and allow students to graduate using the CA state minimum graduation requirements. In May of 2024, the SAEC Board discussed adoption of CA state minimum graduation requirements for all SAEC HSD program providers. The SAEC Leadership Committee reviewed the potential impact of adoption during the summer of 2024. The SAEC Leadership Committee and SAEC Executive Director recommend that SAEC member districts work together to align and adopt revised Adult Education HSD graduation requirements in alignment with the CA minimum graduation requirements.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC 3-year plan: Improve Integration of Services and Transitions: Increased Completion Rates

Sequoias Adult Education Consortium High School Diploma Graduation Requirement Policy

This policy ensures that the Sequoias Adult Education Consortium (SAEC) provides tailored education plans that meet the diverse needs of its students while maintaining academic standards and to establish clear guidelines for students enrolled in SAEC Adult Schools pursuing a High School Diploma, ensuring they meet the appropriate credit requirements based on their high school district's enrollment status and age.

Sequoias Adult Education Consortium Adult Schools offers two distinct graduation tracks for students pursuing a High School Diploma:

Track 1:

- Students who are concurrently enrolled with their high school district **or** • Students who are 18 years of age, in their senior year of high school and not concurrently enrolled with their high school district.

Requirements:

Students will complete their High School Diploma with the current credit requirement as determined by their high school district.

Credits earned will be aligned with California state standards to ensure seamless integration and fulfillment of graduation requirements.

Track 2:

- Students who are 18 years old or older.
- Students who are 18 years old and attended four years of high school

Requirements:

Students will complete their Adult School Diploma according to the current California State Standards.

The curriculum and credit requirements will adhere to the guidelines set forth by the California Department of Education to ensure a comprehensive and state-recognized education.

Review:

This policy will be reviewed annually by the SAEC Leadership Committee to ensure alignment with state standards and each high school district's requirements.

EC Section 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

Unless otherwise specified, each course shall have a duration of one school year:

Three courses in English

Two courses in mathematics, including one year of Algebra I (EC Section 51224.5)

Two courses in science, including biological and physical sciences

Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics

One course in visual or performing arts, world language, or commencing with the 2012–13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241

One semester of Ethnic Studies, commencing with pupils graduating in the 2029–30 school year (a course based on the model curriculum developed pursuant to

Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the school district or charter school).