



SAEC Board Meeting Agenda

May 1, 2018 8:00 AM – 10:00 AM

College of the Sequoias: Sequoia Room 1

Co-Chairs: Stan Carrizosa and Drew Sorensen

1. Opening Business
 - 1.1 Call to Order
 - 1.2 Establish Quorum-Roll Call of Member Designees
 - 1.3 Welcome and Introductions
2. Approval of Minutes – April 3, 2018
3. Public Comment – General public comment on any SAEC related topic may be heard at this time. The SAEC 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 SAEC Board. Pursuant to SAEC Policy the SAEC 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 County Superintendent of Schools Candidates, 2018—Stan Carrizosa
 - 4.2 Velocity Tour 2.0 Update—Maribel Delgado
 - 4.3 Welding Curriculum Alignment—Heather Keran
 - 4.4 COS 2018/19 President, Brent Calvin Introduction—Stan Carrizosa
 - 4.5 SAEC Leadership Committee Co-Chairs 2018/19—Heather Keran
 - 4.6 CCAE 2018 State Conference Reminder—John Werner
5. Action Items:
 - 5.1 SAEC 2018/19 Governance Document Approval—*Stan/Drew*
 - 5.2 SAEC 2018-21 MOU Approval—*Stan/Drew*
 - 5.3 2018-2019 SAEC Board Meetings Dates—*Stan/Drew*
 - 5.4 SAEC 2018 Partner Approval—*Stan/Drew*
 - 5.5 SAEC Board 2018/19 Co-Chair Selection—*Stan/Drew*
6. Discussion Items
N/A
7. Adjournment
SAEC Board Meeting Schedule: 06/05/18*

SAEC Board Meeting
College of the Sequoias Board Room 1
Meeting 04/03/18, 8:00 - 10:00 am
Co-chairs: Stan Carrizosa & Drew Sorensen

In Attendance:

John Arriola, Corcoran Joint Unified School District; Stan Carrizosa, College of the Sequoias; Carmen Becerra, SAEC ESL Navigator; Carla Calhoun, CSET; Dennis Doan, Lindsay Unified School District; William Fishbough, Hanford Joint Union School District; Robert Gonzales, Cutler-Orosi Joint Unified School District; Tim Hire, Exeter Unified School District; Heather Keran, Hanford Adult School; Christina Luna, Farmersville Unified School District; Edward Mata, Cornerstone Community Transformation; Lori McClintick, Visalia Adult School; Lori Morton, Tulare County Office of Education; Todd Oto, Visalia Unified School District; Jennifer Reimer, Tulare County Office of Education; Thad Russell, College of the Sequoias; Drew Sorensen, Woodlake Unified School District; Larriann Torrez, Tulare Joint Unified School District; Yolanda Valdez, Cutler-Orosi Joint Unified School District; Chrissy Walter, SAEC Advance Manufacturing Navigator; John Werner, Sequoias Adult Education Director; Edward William, Tulare County Library; Nicola Wissler, Visalia Chamber; Craig Wheaton, Tulare County Office of Education.

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	<ul style="list-style-type: none"> Drew Sorensen called the meeting to order and welcomed all to the meeting at 8:04 am. 	
1.2	Establish Quorum	<ul style="list-style-type: none"> Quorum Established 	
1.3	Welcome and Introductions	<ul style="list-style-type: none"> All present introduced themselves and the school or place they represent. 	
2	Review and approval of meeting minutes:	<ul style="list-style-type: none"> Minutes from March 3, 2018 SAEC Board Meeting reviewed. 	<ul style="list-style-type: none"> Motioned by Yolanda Valdez, Cutler-Orosi Joint Unified School District Seconded by Tony Rodriguez, Tulare Joint Union High School District Vote: All approved, None opposed, Motion Carried
3	Public Comment	<ul style="list-style-type: none"> None 	

4	Information Items		
4.1	County Superintendent of Schools Candidates, 2018 – Stan Carrizosa	<ul style="list-style-type: none"> County Superintendent of School Candidates spoke to the SAEC Board <ul style="list-style-type: none"> ➤ Tim Hire, Superintendent of Exeter Unified School District ➤ Dr. Craig Wheaton, Deputy Superintendent of Administrative Services at Tulare County Office of Education We will hear from the other candidates at our next Board Meeting 	
4.2	AEBG Funding Support NASCAR Letter – John Werner	<ul style="list-style-type: none"> SAEC Letters regarding FY 18-19 Budget for Adult Education Support & Refinements were sent to: <ul style="list-style-type: none"> ➤ The Honorable Jerry Brown, Governor ➤ The Honorable Phil Ting, Chair, Assembly Budget Committee ➤ The Honorable Holly Mitchell, Chair, Senate Budget Committee 	
4.3	SAEC ABE/HSD Navigator Opening – John Werner	<ul style="list-style-type: none"> Don Rhyne, ABE Navigator has taken another job within VUSD <ul style="list-style-type: none"> ➤ Current Navigators are covering his assignments We have a list of screened candidates to interview and a new Navigator should be hired in May 2018 	
4.4	AEBG Technical Update – John Werner	<ul style="list-style-type: none"> Indirect Cap is 5% or less Upcoming due dates <ul style="list-style-type: none"> ➤ April 30th – Student data due in TOPSPro ➤ May 2nd – CFADs for 2018-19 due ➤ June 1st – 16/17 & 17/18 member expense report due in NOVA ➤ June 30th – 16/17 & 17/18 member expense report certified by consortia in NOVA ➤ August 1st – Final program report due and student data report due ➤ August (TBA) – AEBG 18/18 funding is disbursed from the State 	
4.5	SAEC Partner Application Process – John Werner	<ul style="list-style-type: none"> Application for partnership will be on line by April 6th <ul style="list-style-type: none"> ➤ Will send out an email to everyone who may be interested ➤ Applications need to be received by April 27th ➤ SAEC Board Action May 1st 	
4.6	Visalia Adult School Member Report – Lori McClintick	<ul style="list-style-type: none"> Current Structures <ul style="list-style-type: none"> ➤ ESL, Citizenship, ABE, HSE, Spanish GED, HSD, LVN, CAN, MA, Medical Billing and Coding, Medical Terminology, Welding, Stainless Steel Purge Welding, Office Skills, Adults with Disabilities 	

		<ul style="list-style-type: none"> • Barriers <ul style="list-style-type: none"> ➤ Funding, transportation, facilities, increasing costs to have classes without increased funding • Changes <ul style="list-style-type: none"> ➤ Chromebooks, Edgenuity, Aztec, full-time computer tech ➤ Increased classes on and off-site, hours of class availability, medical assistant externship, and SAEC Navigator • Successes <ul style="list-style-type: none"> ➤ Completed WASC review ➤ 2017: 147 graduates <ul style="list-style-type: none"> ▪ 81 HSD ▪ 66 HSE 	
5	Action Items		
5.1	SAEC 2018/19 CFAD Final – John Werner	<ul style="list-style-type: none"> • Consortium Fiscal Administration Declaration <ul style="list-style-type: none"> ➤ Membership will continue to be the original 11 ➤ Tulare and Kings County Office of Education have decided they are in a better situation to be partners <ul style="list-style-type: none"> ▪ Partners still get to engage they just do not vote ➤ Will need digital signature of member representative by 5/2/18 	<ul style="list-style-type: none"> • Motioned by William Fishbough, Hanford Joint Union School District • Seconded by John Arriola, Corcoran Joint Unified School District • Vote: All approved, None opposed, Motion Carried
6	Discussion Items		
6.1	SAEC 2018/19 Governance Document Draft Review – John Werner	<ul style="list-style-type: none"> • Second Reading on Governance Document <ul style="list-style-type: none"> ➤ Paragraph 12: Added a word and roll call vote will only be done when we need to know where everyone stands ➤ Paragraph 14: Consecutive or chronic absentee, new paragraph adding the limit of missing meetings in a year and progressive series of action steps • Discussion on dismissing a member <ul style="list-style-type: none"> ➤ Is it permanent or is it temporary? ➤ Currently re-entry pattern has been on a 3 year cycle. Do we stay with that? <ul style="list-style-type: none"> ▪ It was noted that we have never lost a member 	<ul style="list-style-type: none"> • To be added to CFAD: <ul style="list-style-type: none"> ➤ SAEC Boards decision for the remainder of the term is final ➤ MOU would be terminated as well ➤ Members who want back in need to apply to be a full member at the end of the 3 year cycle

		<ul style="list-style-type: none"> Members will be notified during the process that they are close to being terminated <ul style="list-style-type: none"> ➤ This will give members time to make appropriate changes ➤ Communication is an important part of our SAEC Board 	
6.2	SAEC 2018/21 MOU Draft Review – John Werner	<ul style="list-style-type: none"> Second Reading <ul style="list-style-type: none"> ➤ Section 1: Kings County Office of Ed removed ➤ Section 4: Will leave dollar amount highlighted ➤ Section 9: What it means to be a partnership ➤ Section 12: Reminder \$\$ changed (COLA) ➤ Section 14: Clearing up language regarding allowable expenses Final will come back in May for vote. Once approved <ul style="list-style-type: none"> ➤ Take MOU and Governance document back to local school boards <ul style="list-style-type: none"> ▪ Local school boards will name a representative from their district ▪ Board will need to sign off on it ➤ SAEC Board will need a copy of the local school boards agenda and minutes 	
6.3	SAEC Co-Chair Selection Planning – Stan Carrizosa	<ul style="list-style-type: none"> COS has completed their superintendent selection process <ul style="list-style-type: none"> ➤ Brent Calvin will be the next Superintendent for COS SAEC Member Representative Vote <ul style="list-style-type: none"> ➤ 2 Co-Chairs: 1 from a K-Adult District and one from the Community College District ➤ May 1st – Nominations during the SAEC Board Meeting 	<ul style="list-style-type: none"> Ask that everyone consider who they would like to nominate and we will vote on it at our May meeting
6.4	SAEC June 5th Meeting – Stan Carrizosa	<ul style="list-style-type: none"> Discussion regarding having a Board meeting in June 	<ul style="list-style-type: none"> Decision to keep June date with a minimal agenda and suspend July meeting
7	Adjournment	<ul style="list-style-type: none"> Next meeting will be May 1, 2018 at 8:00 a.m. at COS, in the Sequoias Room 1 Meeting adjourned at 9:48 a.m. 	

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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.1

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias

AGENDA TITLE: County Superintendent of School Candidates, 2018

AGENDA SECTION:

☐ Public Recognition/Proclamations

☒ Public Comment/Public Interest Announcements/Status Reports

☐ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

Tulare County Superintendent of Schools, Jim Vidak, is retiring June 30, 2018. His successor will be chosen by voters in the June 5, 2018 Primary Election. Candidates for the position include Tim Hire, Anthony Martin, and Craig Wheaton. Formal letters of invitation have been mailed to each candidate inviting them to attend the SAEC Board Meeting on May 1, 2018. Candidates will be provided time to share information about themselves and answer questions from the SAEC Board and meeting attendees.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Leverage regional resources and align the implementation and delivery of adult education.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.2

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Maribel Delgado, Healthcare Navigator

AGENDA TITLE: **SAEC Velocity Tour 2.0 2018 Update**

AGENDA SECTION:

☐ Public Recognition/Proclamations

☒ **Public Comment/Public Interest Announcements/Status Reports**

☐ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC Summer Velocity Tour 2.0 2018 is a community awareness campaign to provide information to potential adult school and college students on courses, programs, and services available to them through members and partners of SAEC. The tour began April 7th and ended April 22nd. SAEC staff provided information at locations all across Tulare and Kings Counties. This year, SAEC staff met with over 1000 people during tour. This is roughly 700 more people served than last year. The increase can be attributed to a change in implementation.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

\$1675.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC will employ approaches to accelerate a student's progress toward his or her academic goal. SAEC will leverage existing regional structures.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.3

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Heather Keran, Hanford Adult School

AGENDA TITLE: Welding Curriculum Alignment

AGENDA SECTION:

☐ Public Recognition/Proclamations

☒ Public Comment/Public Interest Announcements/Status Reports

☐ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

A goal within AEBG is the alignment of programs between providers to enhance and improve the overall student experience in the educational experience. Many students transition between our region's schools and alignment of processes and curriculum has helped ease the transition's impact of student engagement and performance. Curriculum alignment supports consistent, unified professional development plans and activities for our member district's staff. This leads to better instructional practice as teachers have opportunities to work with peers and other supports for training. Furthermore, alignment between adult schools through a high quality, rigorous, and industry aligned curriculum supports equity for all students in the consortium. SAEC has aligned curriculum between all adult schools in the ESL, ABE, and ASE/HSD program areas. It will begin the process of aligning curriculum in the welding programs using a digital curriculum provided by the American Welding Society. The curriculum is designed by industry and is industry aligned. This new curriculum will have a cost associated with it, but this cost can be offset by student fees. Currently, students are expected to purchase a textbook for the class. The AWS curriculum has a lower price per student than the current textbook and is more accessible to students in a variety of ways. Students will no longer be required to purchase a textbook.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

Approximately \$75.00 per student. Any cost will be offset by a new, or increased student curriculum fee.

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC Regional Comprehensive Plan: Objective 2, Identified Gaps in Service and Objective 4, Plans to Address Gaps.



American Welding Society®
LEARNING

awo.aws.org

AWS ONLINE EDUCATIONAL LIBRARY

Dimensions: Length—Location

(MEL)

(MEL)

TCW: Variables

Amperage—Wire Feed Speed

Matching is a series of standard lines that are placed on the area to be welded.

Travel

Angle

**THE AWS ONLINE
EDUCATIONAL LIBRARY:**
We make welder training
easier and more accessible.



American Welding Society®
LEARNING

awo.aws.org



The AWS Online Educational Library is designed to fit your needs. It is:

COMPREHENSIVE

- Each course provides in-depth coverage of key principles, characteristics, and applications.

FLEXIBLE

- Designed to complement different educational approaches, including traditional classroom, distance learning, blended learning, and flipped classroom models.
- Short, focused modules allow instructors to assign coursework in discrete units.
- Online delivery of knowledge-based content allows instructors to spend more time on hands-on training.

BASED ON PROVEN METHODS

- Interactive elements, practice exercises, and quizzes facilitate the mastery of concepts and measure content retention.
- Short, focused modules allow time-strapped students to easily digest information at their own pace.

EASY TO ACCESS

- Students can access courses and instructors can access student records 24/7 from any device with an Internet connection.

EASY TO USE

- Pause, advance, and rewind navigation features give students full of control their learning experience.
- The AWS learning management system allows instructors to easily manage student records from day one.

EASY TO UNDERSTAND

- Audio narration, animated graphics, and video footage make complex topics easy-to-understand.

RELIABLE

- Course content was developed by industry experts and learning professionals.
- AWS customer support is available Monday through Friday 7:30 AM to 4:00 PM EST.



American Welding Society®
LEARNING

awo.aws.org



What is the AWS Online Education Library?

- 220+ Modules
- 100+ Hours of Content
- Designed for schools and businesses to augment curriculums or provide asynchronous training
- Access 24/7 from any computer or mobile device with an internet connection
- Short 15 – 30 minute modules
- Each module contains:
 - Pre-assessment
 - Learning objectives
 - High definition content (Photos, diagrams, videos, interactives, etc.)
 - Reviews
 - Post-Assessment
- Micro credentialing
 - Destructive Testing
 - Fabrication Math
 - Metallurgy
 - Non-Destructive Testing
 - Welding Economics
 - Welding Fundamentals
 - Welding Safety
 - Welding Symbols
 - WPS/PQR

What does it include?

Welding Fundamentals I

MODULE 1 – What is Welding?

MODULE 2 – Welding Processes and Weld Types

MODULE 3 – Welding Hazards and Environmental Protection

MODULE 4 – Managing Hazards and Accident Prevention

MODULE 5 – Oxyfuel Welding: Basics of Combustion, Fuel Types, and Flame Characteristics

MODULE 6 – Oxyfuel Welding: Advantages, Disadvantages, and Equipment

MODULE 7 – The Science of Arc Welding: Basics of Electricity

MODULE 8 – The Science of Arc Welding: Electrical Polarity and Arc Welding Equipment

MODULE 9 – Shielded Metal Arc Welding: Process Characteristics and Electrodes

MODULE 10 – Shielded Metal Arc Welding: Operations, Equipment, and Process Variables

MODULE 11 – Gas Tungsten Arc Welding: Principles, Operations, and Equipment

MODULE 12 – Gas Tungsten Arc Welding: Shielding Gases, and Process Variables

MODULE 13 – Gas Metal Arc Welding: Principles, Equipment, and Metal Transfer Modes

MODULE 14 – Gas Metal Arc Welding: Consumables, Shielding Gases, Equipment, and Process Variables

MODULE 15 – Flux Cored Arc Welding: Principles, Equipment, and Consumables

MODULE 16 – Flux Cored Arc Welding: Shielding Gases, Equipment, and Process Variables

MODULE 17 – Submerged Arc Welding: Principles, Equipment, and Materials

MODULE 18 – Submerged Arc Welding: Electrodes, Flux, Equipment, and Process Variables

MODULE 19 – Basics of Welding Metallurgy: Atomic Structures and Properties of Metals

MODULE 20 – Basics of Welding Metallurgy: States of Matter, Alloys, and Heat Affected Zones

MODULE 21 – Welding Discontinuities and Their Causes: Process, Metallurgical, and Base Metal Discontinuities

MODULE 22 – Welding Discontinuities and Their Causes: Structural Discontinuities

MODULE 23 – Oxyfuel Cutting Basics and Equipment

MODULE 24 – Oxyfuel Cutting Flame Types, Gas Types, and Cutting Variables

MODULE 25 – Oxyfuel Cutting Quality Limitations and Safety

MODULE 26 – Carbon Arc Cutting Basics and Equipment

MODULE 27 – Carbon Arc Cutting Operating Procedures & Safety

MODULE 28 – Plasma Arc Cutting Basics and Equipment

MODULE 29 – Plasma Arc Cutting Variables, Metallurgical Effects, Secondary Functions, and Safety



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Welding Fundamentals II

- MODULE 1 – Resistance Welding I: History & Science
- MODULE 2 – Resistance Welding II: Equipment
- MODULE 3 – Resistance Welding III: Consumables & Materials
- MODULE 4 – Resistance Welding IV: Variables
- MODULE 5 – Resistance Welding V: Safety
- MODULE 6 – Resistance Welding VI: Spot & Projection Welding
- MODULE 7 – Resistance Welding VII: Seam Welding & Advantages Disadvantages
- MODULE 8 – Plasma Arc Welding I: History, Science & Equipment
- MODULE 9 – Plasma Arc Welding II: Variables & Advantages Disadvantages
- MODULE 10 – Electron Beam Welding I: History & Science I
- MODULE 11 – Electron Beam Welding II: Science II
- MODULE 12 – Electron Beam Welding III: Equipment I
- MODULE 13 – Electron Beam Welding IV: Equipment II
- MODULE 14 – Electron Beam Welding V: Variables & Safety
- MODULE 15 – Electron Beam Welding VI: Advantages & Disadvantages
- MODULE 16 – Laser Beam Processes I: History & Science
- MODULE 17 – Laser Beam Processes II: Equipment, Consumables & Materials

MODULE 18 – Laser Beam Processes III: Cutting & Drilling

MODULE 19 – Laser Beam Processes IV: Variables

MODULE 20 – Laser Beam Processes V: Safety

MODULE 21 – Laser Beam Processes VI: Advantages & Disadvantages

Welding Fundamentals III

- MODULE 1 – Brazing: Introduction
- MODULE 2 – Brazing: Equipment
- MODULE 3 – Brazing: Process Variations
- MODULE 4 – Brazing: Materials 1
- MODULE 5 – Brazing: Materials 2
- MODULE 6 – Brazing: Materials 3
- MODULE 7 – Brazing: Variables
- MODULE 8 – Soldering: Safety & Advantages/Disadvantages
- MODULE 9 – Soldering: Introduction
- MODULE 10 – Soldering: Equipment
- MODULE 11 – Soldering: Process Variations
- MODULE 12 – Soldering: Materials 1
- MODULE 13 – Soldering: Materials 2
- MODULE 14 – Soldering: Variables
- MODULE 15 – Soldering: Safety & Advantages/Disadvantages

Fabrication Math I

- MODULE 1 – Introduction to Whole Numbers
- MODULE 2 – Addition of Whole Numbers
- MODULE 3 – Subtraction of Whole Numbers

MODULE 4 – Multiplication of Whole Numbers

MODULE 5 – Division of Whole numbers

MODULE 6 – Introduction to Fractions: Identifying and Simplifying Fractions

MODULE 7 – Introduction to Fractions: Mixed Numbers and Improper Fractions

MODULE 8 – Addition of Fractions: Adding Like and Unlike Denominators

MODULE 9 – Addition of Fractions: Adding Unlike Denominators and Mixed Numbers

MODULE 10 – Subtraction of Fractions and Mixed Numbers

MODULE 11 – Multiplication of Fractions and Mixed Numbers

MODULE 12 – Division of Fractions and Mixed Numbers

MODULE 13 – Introduction to Decimal Numbers

MODULE 14 – Addition of Decimal Numbers

MODULE 15 – Subtraction of Decimal Numbers

MODULE 16 – Multiplication of Decimal Numbers

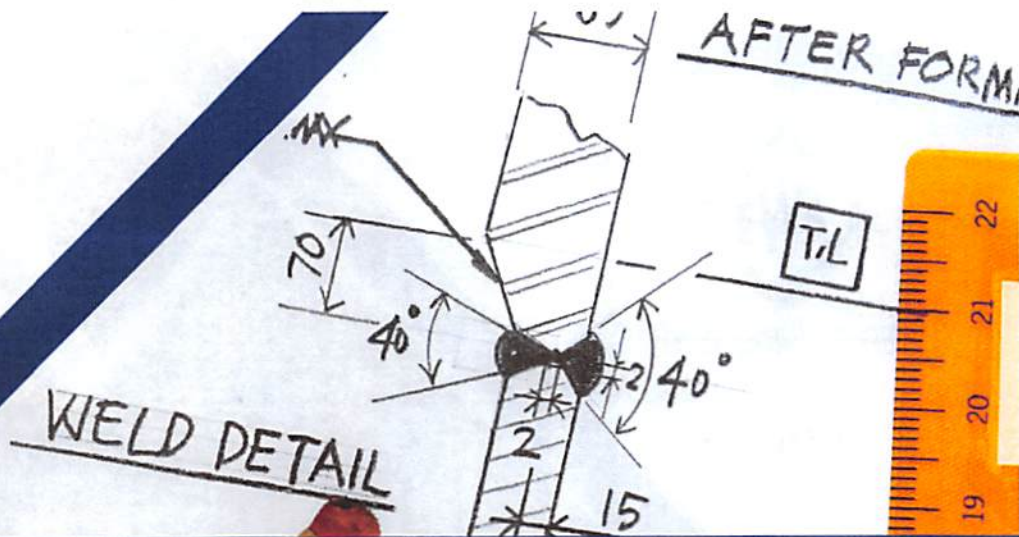
MODULE 17 – Division of Decimal Numbers

MODULE 18 – Conversion of Decimal Numbers and Fractions



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Fabrication Math II

- MODULE 1 – Introduction
- MODULE 2 – Percentages and Ratios
- MODULE 3 – Rates and Ratios
- MODULE 4 – Exponents and Scientific Notation
- MODULE 5 – Order of Operations
- MODULE 6 – Unit Conversions: Metric/U.S. Standard Characteristics
- MODULE 7 – Unit Conversions: Temperature and Time
- MODULE 8 – Lines and Angles
- MODULE 9 – Rectangles and Squares
- MODULE 10 – Area of Right Triangles
- MODULE 11 – Area of Non-Right Triangles
- MODULE 12 – Area of Circles
- MODULE 13 – Three Dimensional Shapes and Volume
- MODULE 14 – Three Dimensional Shapes and Volume: Cones
- MODULE 15 – Three Dimensional Shapes and Volume: Cylinders

Metallurgy I

- MODULE 1 – All about Atoms: The Elements
- MODULE 2 – All about Atoms: The Atom
- MODULE 3 – All about Atoms: Electrons
- MODULE 4 – The Periodic Table: Metals, Nonmetals, and Metalloids
- MODULE 5 – The Periodic Table: Periodicity and Valence Electrons
- MODULE 6 – Ionic Bonds: Main Group Elements

- MODULE 7 – Ionic Bonds: Transition Metals
- MODULE 8 – Ionic Bonds: Reactivity of Metals
- MODULE 9 – Ionic Bonds: The Structure of Crystal Lattices
- MODULE 10 – Covalent Bonds
- MODULE 11 – Metallic Bonds: Material Properties
- MODULE 12 – Metallic Bonds: Alloys and States of Matter

Metallurgy II

- MODULE 1 – Atoms, Unit Cells, and Crystal Structures
- MODULE 2 – Alloys, Diffusion, and Solid Solubility
- MODULE 3 – Phase Diagrams Part I
- MODULE 4 – Phase Diagrams Part II
- MODULE 5 – Physical and Mechanical Properties
- MODULE 6 – Thermal Characteristics: Thermal Conductivity and Density
- MODULE 7 – Thermal Characteristics: Specific Heat and Diffusivity
- MODULE 8 – Metallurgical Considerations for Welding
- MODULE 9 – Heat Treatments
- MODULE 10 – Stresses and Stress Relief
- MODULE 11 – Welding Metallurgy of Common Materials

Welding Symbols

- MODULE 1 – Fundamentals of Object Representation
- MODULE 2 – Lines and Weld Joints

- MODULE 3 – Weld Symbols: Groove, Fillet, Plug and Slot Welds

- MODULE 4 – Weld Symbols: Spot and Projection, Stud, Seam, Back and Backing, Surfacing, and Edge Welds

- MODULE 5 – Reading Welding Symbols: Basic Parts of a Welding Symbol, Weld Location, and Symbol Orientation

- MODULE 6 – Reading Welding Symbols: Arrow, Reference Lines, and Supplementary Data

- MODULE 7 – Reading Welding Symbols: Extent of Welding

- MODULE 8 – Reading Welding Symbols: Tail, Contour Symbols, and Melt-Through Symbol

- MODULE 9 – Groove Welds: Groove, Groove Welds, and Arrows

- MODULE 10 – Groove Welds: Depth of Groove and Size

- MODULE 11 – Groove Welds: Special Case Dimensions and Root Opening

- MODULE 12 – Groove Welds: Groove Angle, Groove Radius, and Length

- MODULE 13 – Groove Welds: Intermittent Welds and Weld Contours

- MODULE 14 – Groove Welds: Back and Backing Welds

- MODULE 15 – Groove Welds: Backing, Spacers, and Consumable Inserts

- MODULE 16 – Groove Welds: Backgouging, Seal Welds, and Skewed Joints



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- MODULE 17 – Fillet Welds: Anatomy of a Fillet Weld, Size, Dimension Lines, and Notes in the Tail
- MODULE 18 – Fillet Welds: Double Fillet Welds, Notes on a Print, Length, Hatching Lines, and Changes in Direction of Welding
- MODULE 19 – Fillet Welds: Length and Intermittent Fillet Welds
- MODULE 20 – Fillet Welds: Contours, Combined Weld Symbols, and Skewed Joints
- MODULE 21 – Plug and Slot Welds: Plug Weld Size, Slot Weld Width and Length
- MODULE 22 – Plug and Slot Welds: Angle of Countersink, Depth of Filling, and Number of Welds
- MODULE 23 – Plug and Slot Welds: Pitch, Centerlines, and Joints with Three or More Members
- MODULE 24 – Spot and Projection Welds: Size and Strength, Number of Welds, and Pitch
- MODULE 25 – Spot and Projection Welds: Weld Process Reference, Grouped Spot Welds, and Multiple Member Spot Welds
- MODULE 26 – Stud Welds
- MODULE 27 – Seam Welds: Size, Strength, Welding Process Reference, and Length
- MODULE 28 – Seam Welds: Intermittent Seam Welds, Number of Welds, Contours, and Multiple Member Seam Welds
- MODULE 29 – Surfacing Welds

- MODULE 30 – Edge Welds: Size, Length, Double Edge Welds, and Changes in Direction of Welding
- MODULE 31 – Edge Welds: Chain Intermittent Edge Welds and Staggered Intermittent Edge Welds
- MODULE 32 – Edge Welds: Extent, Location, Joints with Three or More Members, and Combined Weld Symbols
- MODULE 33 – Brazing Symbols
- MODULE 34 – Nondestructive Examination Symbols: Letter Designations, Side Significance, Multiple Tests, Combined Symbols, and Supplementary Symbols
- MODULE 35 – Nondestructive Examination Symbols: Specifying Location and Extent of Examination Testing Symbols

Economics of Welding

- MODULE 1 – Process Variables: Current, Amperage, Voltage
- MODULE 2 – Process Variables: Polarity, Inductance, Arc Length, CTTWD, Shielding Gas
- MODULE 3 – Process Variables: Travel Angle, Transverse Angle, Travel Speed, Electrode Position, Wire Feed Speed
- MODULE 4 – SMAW: Process Variables
- MODULE 5 – GTAW: Process Variables
- MODULE 6 – GMAW: Process Variables
- MODULE 7 – FCAW: Process Variables
- MODULE 8 – SAW: Process Variables

- MODULE 9 – Weld Process Comparison: Advantages and Disadvantages I
- MODULE 10 – Weld Process Comparison: Advantages and Disadvantages II
- MODULE 11 – Manufacturing Costs: Materials, Labor, Equipment, Overhead
- MODULE 12 – Welding Procedure Specification
- MODULE 13 – Determining the Cost of Weld: Calculating Area
- MODULE 14 – Determining the Cost of Weld: Calculating Volume
- MODULE 15 – Determining the Cost of Weld: Calculating Deposited Weight
- MODULE 16 – Determining the Cost of Weld: Calculating Deposition Efficiency
- MODULE 17 – Determining the Cost of Weld: Calculating Deposition Rate
- MODULE 18 – Calculating Labor Costs: Arc Time, Non-Arc Time, Total Labor Time
- MODULE 19 – Calculating Labor Costs: Operator Factor
- MODULE 20 – Calculating Labor Costs: Problem Solving
- MODULE 21 – Calculating Filler Metal and Labor Costs: Problem Solving
- MODULE 22 – Calculating Weld Job Costs: Problem Solving
- MODULE 23 – Managing Costs: Joint Design, Weld Design, WPS, Mistake Proofing, Production Planning



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MODULE 24 – Managing Costs: Eliminating Operations, Supporting Activities, Field Welding, process Selection

MODULE 25 – Managing Costs: Unforeseen Costs, Quality Issues, Overwelding

MODULE 26 – Practice Problems: 15 Problems

MODULE 27 – Practice Quiz 1

MODULE 28 – Practice Quiz 2

MODULE 29 – Practice Quiz 3

MODULE 30 – Practice Quiz 4

Safety in Welding

MODULE 1 – Introduction to Welding Safety and Workplace Roles & Responsibilities

MODULE 2 – Radiation: Hazards and Prevention

MODULE 3 – Electric Shock: Hazards and Prevention

MODULE 4 – Fires and Burns: Hazards and Prevention

MODULE 5 – Fumes and Gases: Hazards and Prevention

MODULE 6 – Noise: Hazards and Prevention

MODULE 7 – Managing Welding Hazards: Workplace Hazards and PPE

MODULE 8 – Managing Welding Hazards: Environmental Hazards, Confined Spaces, and Ventilation Safety

MODULE 9 – Process Specific Welding Safety: Oxyfuel Welding and Cutting

MODULE 10 – Process Specific Welding Safety: Arc Welding and Cutting

MODULE 11 – Process Specific Welding Safety: Resistance Welding, Electron Beam Welding, Brazing, and Soldering

The Science of Nondestructive Testing

MODULE 1 – Introduction to Nondestructive Testing and Discontinuities

MODULE 2 – Common Discontinuities and their Causes

MODULE 3 – The Science of Sight

MODULE 4 – How to Perform a Visual Test

MODULE 5 – The Science of Capillary Action

MODULE 6 – How Capillary Action Works in Penetrant Testing

MODULE 7 – The Science of Magnetism

MODULE 8 – How Magnetism Works in Magnetic Particle Testing

MODULE 9 – The Science of Radiation

MODULE 10 – Radiation Safety

MODULE 11 – How Radiation Works in Radiographic Testing

MODULE 12 – The Science of Sound

MODULE 13 – How Sound Works in Ultrasonic Testing

Destructive Testing

MODULE 1 – Introduction to Destructive Testing

MODULE 2 – Strength

MODULE 3 – Ductility

MODULE 4 – Strength Testing I

MODULE 5 – Strength Testing II

MODULE 6 – Strength Testing III

MODULE 7 – Hardness

MODULE 8 – Hardness Testing

MODULE 9 – Toughness

MODULE 10 – Toughness Testing

MODULE 11 – Fatigue I

MODULE 12 – Fatigue II

MODULE 13 – Fatigue Testing

MODULE 14 – Soundness

MODULE 15 – Chemical Properties

MODULE 16 – Corrosion Testing

MODULE 17 – Metallographic Testing

WPS/PQR Explained

MODULE 1 – Introduction to WPS and PQR

MODULE 2 – Welding Procedure Specifications I

MODULE 3 – Welding Procedure Specifications II

MODULE 4 – Procedure Specifications for Oxyfuel Welding, Resistance Welding, and Brazing

MODULE 5 – PQRs and Qualification Tests

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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.4

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias

AGENDA TITLE: COS 2018/19 President, Brent Calvin Introduction

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

☒ General Agenda: Review/Public Hearing/**Information**/Board Discussion/Action

BACKGROUND/SUMMARY:

College of the Sequoias has named Brent Calvin as its next superintendent/president. Brent joined COS as the athletic director in 2002 after a successful stint in private business. Over the past 16 years at the college, he has served as academic dean, vice president of administrative services and vice president of student services. He also served a one-year assignment as interim superintendent/president in 2011. Brent will begin his work as superintendent/president on July 1 replacing current Superintendent/President Stan Carrizosa who is retiring. Stan has served in his position since 2012. The COS superintendent/president also serves as one of two co-chairs on the SAEC Board. To ensure equity and balanced representation, one co-chair must be a k-12 school district representative and the other co-chair must be the community college representative.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Aligns to the SAEC governance structure and comprehensive three year plan.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.5

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Heather Keran, Hanford Adult School

AGENDA TITLE: SAEC Leadership Committee Co-Chair 2018/19

AGENDA SECTION:

☐ Public Recognition/Proclamations

☒ Public Comment/Public Interest Announcements/Status Reports

☐ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

Historically the SAEC Board has appoint the co-chairs of the SAEC Leadership Committee. This selection process was appropriate prior to the existence of the SAEC Leadership Committee when no committee existed to carry out the task for itself. However, this committee has been in place since 2015/16 and fully capable of selecting its own co-chair persons. All other SAEC governance committees select their own co-chairs. No law, code, or policy describes the selection of committee chairs for this consortium. The process is the discretion of the consortium.

The SAEC Leadership Committee hereby recommends that the co-chair selection process for the committee be left to the committee. The SAEC Leadership Committee self-selects Heather Keran as a co-chair to represent the k-12 member districts and Thad Russell as the other co-chair and to representative of the community college. No board action is needed to complete this activity.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Governance.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.6

Board Meeting Date of May 1, 2018

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: **CCAE 2018 State Conference Reminder**

AGENDA SECTION:

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

BACKGROUND/SUMMARY:

The California Council for Adult Education State Conference 2018 will be held in Fresno, California on May 3-5, 2018, at the DoubleTree by Hilton Fresno Convention Center. There will be 25 strands offered—comprised of more than 90 breakout sessions—providing valuable, state-of-the-art training for adult educator and staff. More information can be found at <https://www.ccaestate.org/2018-ccae-state-conference/>.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Objective Six in the SAEC Regional Comprehensive (3 Year) Plan: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.1

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias
Drew Sorensen, Superintendent, Woodlake Unified School District

AGENDA TITLE: SAEC 2018/19 Governance Document Approval

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

☒ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

SAEC must update the documents which describe how the consortium is structured and governed to maintain alignment with changing AEBG law and policy. SAEC annually updates its fiscal allocation declaration as funding levels change which was accepted by the Board on 4/3/18. SAEC will be review and approve its 2 remaining governance documents today. The SAEC Governance Document is attached here.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

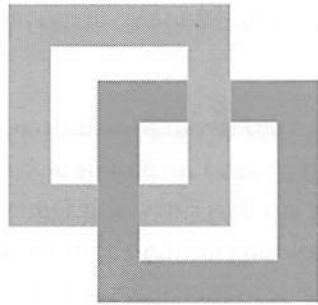
Approval

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC governance and fiscal documents will maintain alignment with AEBG law and policy.



AEBG

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Consortia Report on Governance Compliance of Rules and Procedures

Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AEBG inbox: aebg@ccccc.edu.

Consortium Name:

Sequoias Adult Education Regional Consortium (SAEC)

Fiscal Agent or Fiscal Coordinator:

Visalia Unified School District

Consortium Point Person (or person submitting this document):

Name:

John Werner

Consortium Role:

Consortium Director

E-Mail:

sequoiasadulthooddirector@gmail.com

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 AB104, 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.

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 AB104, 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 AEBG 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 AEBG 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 AB104 Adult Education Block Grant (AEBG), the SAEC Governance Plans, 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. Established partnerships will be considered “evergreen” partnerships without need for periodic renewal once established. Partnerships may be terminated at any time, by either party, as described below. Partnerships with SAEC shall exist at the sole discretion of the SAEC Board. New partners may join the SAEC through a partner application process and SAEC Board approval. SAEC opens the partnership application process every three years to coincide with the development and adoption of the SAEC Three Year Comprehensive Plan. This process established formal partnership with SAEC. Community agencies not benefiting from formal partnership with SAEC with an interest in adult education are encouraged to engage SAEC and its members to benefit the region as appropriate until formal partnership can be established. 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.

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

The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the Adult Education Block Grant (AEBG) and the SAEC Governance Plan, 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 roll 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.

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 AB104, education code, 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 AB104, and 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 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.

**SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR**

Encl. No. 5.2

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias
Drew Sorensen, Superintendent, Woodlake Unified School District

AGENDA TITLE: SAEC 2018-21 MOU Approval

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

☒ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

The Sequoias Adult Education Consortium has been formed, in accordance with AB86, Section 76, Article 3, to develop a regional plan to improve the delivery of adult education in the legislated program areas and to address existing gaps in programs and services. 2018/19 will be the fourth year the consortium will receive funding in accordance with California Adult Education Block Grant. Each funding year requires the consortium to renew its MOU to reflect the agreed upon participation and principles for governance. The 2018/19 SAEC MOU will be in force from July 1, 2018 through June 30, 2021 and will supersede previous MOUs. Member LEA Boards will need to take action on the MOU, as separate Boards, to fully authorize participation in the agreement. The MOU requires the signature of both LOCAL LEA Board Presidents and the LEA Superintendents (or lead administrative officer from the LEA to SAEC) once local board action is taken.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

Approval

FINANCIAL IMPACT:

None

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 to implement the SAEC Regional Three Year Plan.

MEMORANDUM OF UNDERSTANDING
SEQUOIAS ADULT EDUCATION CONSORTIUM

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

- Alpaugh Unified School District
 - College of the Sequoias
 - Corcoran Joint Unified School District
 - Cutler-Orosi Joint Unified School District
 - Exeter Unified School District
 - Farmersville Unified School District
 - Hanford Joint Union High School District
 - Lindsay Unified School District
 - Tulare Joint Union School District
 - Visalia Unified School District
 - Woodlake Unified School District
1. Visalia Unified School District shall serve as the Consortium Fiscal Coordinator, hereafter referred to as FISCAL COORDINATOR.
 2. Term: The term of this MOU shall become effective as of July 1, 2018 and shall expire June 30, 2021 and shall apply to the 2018-2019 fiscal year (Adult Education Block Grant Program Year Four).
 3. Cost of Services: The MEMBER shall be directly apportioned the sum declared in the SAEC Fiscal Administration Declaration as approved by the Sequoias Adult Education Consortium Board for the current program year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.
 4. Leveraging of Regional Resources: MEMBERS agree to disclose amounts received from other resources that may be used to address the Adult Education Block Grant program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any AEBG funds they may receive, to enhance the region's adult education delivery system and to do so in a coordinated effort with the Consortium. Additionally, there are several small districts that at one time offered Adult Education programs, but due to decreases in funding, were eliminated. This left geographic gaps in the offerings of Adult Education. To address this gap in service provision, MEMBER districts without adult schools (BENEFICIARY MEMBER) will contract with MEMBER districts that have adult schools (PROVIDER MEMBER) to provide courses at school sites such as elementary, middle, and high schools for the adults in the BENEFICIARY MEMBER's community. This strategy leverages existing resources such as the administrative capacity of existing Adult Education programs and trained teachers from existing programs. Also, resources (e.g. classroom space, meeting space, computers, internet access, locally controlled funds, and support staff, other services such as after school programs that could provide

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

PROVIDER MEMBER Cutler-Orosi Joint Unified School District will provide adult education services to BENEFICIARY MEMBER Woodlake Unified School District. Cutler-Orosi Joint Unified School District, in good faith, guarantees the use of \$50,292.00 in 2018/19 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 \$15,000.00 in 2018/19 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 \$37,800.00 in 2018/19 of their total AEBG allocation to provide adult education services in Exeter.

PROVIDER MEMBER Visalia Unified School District will provide adult education services to BENEFICIARY MEMBER Farmersville Unified School District. Visalia Unified School District, in good faith, guarantees the use of \$50,292 in 2018/19 of their total AEBG allocation to provide adult education services in Farmersville.

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

5. Eligible Member: A MEMBER is a member in good standing, as defined by California Education Code Sections 84900-84920 and the SAEC Governance Document, of the Consortium and agrees to maintain its membership and participation in the Consortium. Failure to maintain its membership in the consortium and demonstrate effectiveness will result in a loss of funding and membership status. In signing this Memorandum of Understanding, the Member understands that member status in the Consortium and

funding may be terminated for failure to demonstrate effectiveness as described herein, in Education Code Section 84900-84920, and in the SAEC Governance Document. This MOU shall serve as first notice.

6. **General:** The Sequoias Adult Education Consortium has been formed, in accordance with AB86, Section 76, Article 3, in accordance with AB 104, and Sections 84900-84920 of the California Education Code to develop a regional plan to improve the delivery of adult education and address existing gaps in programs and services. Funds apportioned shall be used only for supporting the following adult education programs designed for adult education students in the following areas:
 - A. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
 - B. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
 - C. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
 - D. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
 - E. Programs for adults with disabilities.
 - F. Programs in career technical education that are short term in nature and have high employment potential.
 - G. Programs offering preapprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.
7. **Mutuality, Shared Leadership, and Collaboration:** The Consortium's governance and decision-making processes are based on recognition of and respect for the interrelationships of the districts and their constituent groups. The commitment to this principle is demonstrated in the following ways:
 - Members of the Consortium publicly acknowledge the importance of participatory governance and the rewards to all for collaborative participation.
 - Members will vote to select co-chairs annually for the Consortium Board to ensure shared leadership between the Community College system and the K-12 Education system.
 - Members agree to participate and provide input throughout the implementation process to ensure shared leadership.
8. **Member Role and Participation:** This principle supports the use of democratic processes to ensure that the voices of all MEMBERS are included. Any MEMBER of the consortium can bring items and issues to the consortium as a whole. In order for this principle to be fully implemented, all members of the consortium are asked to fulfill the following responsibilities of Consortium membership:
 - Each MEMBER Board of Education will designate a voting representative to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each MEMBER district with fewer than 5,000 students will be allowed one vote. Each MEMBER district with more than 5,000 students will be allowed 2 votes. A simple majority of MEMBERS present constitutes a quorum. All

issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

- Only the designated representative officially appointed by Member District Governing Board through action may represent the interests of that Member District. Proxy voting and alternate designees are not permissible. Member District designated representatives must be present to cast a vote in SAEC decisions. Member District designated representatives must act in accordance with the Brown Act and all applicable laws with regards to SAEC business and decisions.
- MEMBERS will vote on items concerning fiscal and implementation decisions.
- Each MEMBER will provide data and information relevant to adult education as needed for the implementation, assessment, and revision of a regional plan and annual plans.
- Each MEMBER will agree to participate as necessary in the implementation process including participation as needed in sub-groups and or committees.
- MEMBERS agree that in the interest of the Consortium and key stakeholders they will function as a team member with other MEMBERS of the group, follow through on tasks, report meeting outcomes back to key stakeholders within their organizations, work toward common understanding and consensus in an atmosphere of respect, support the implementation of recommendations once group consensus is reached, and welcome change and innovation.

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

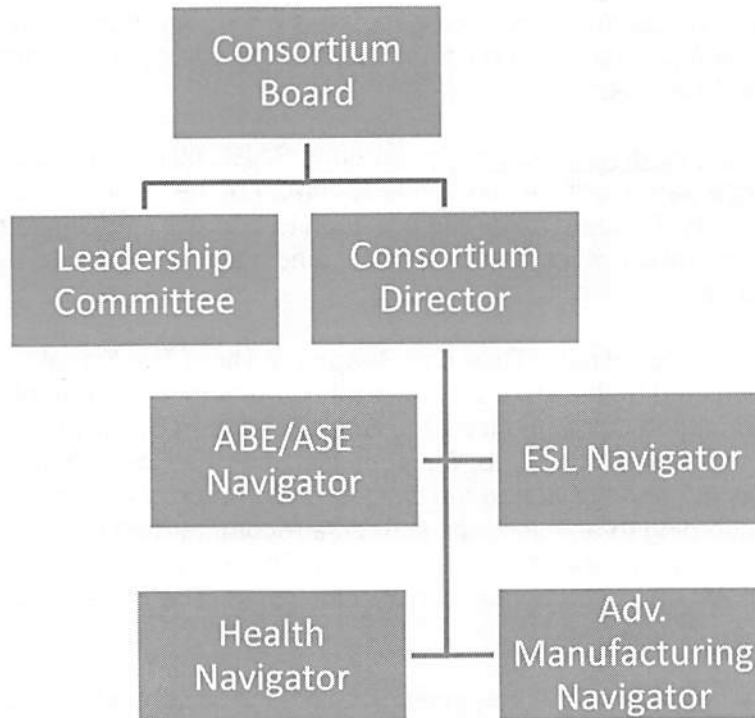
11. **Transparency:** The Consortium values transparency and strives to maintain an open and honest approach to decision-making, operations and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated by adherence to the Brown Act.
12. **Fiscal Administration of Consortium:** SAEC utilizes a direct funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the SAEC Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received by MEMBERS on a yearly basis.

Fiscal Coordinator Role and Responsibilities: The Fiscal Coordinator (FC) will be identified to the State as the fiscal coordinator on behalf of the Sequoias Adult Education Consortium for the Adult Education Block Grant. 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 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 Adult Education Block Grant
- Compliance with State requirements for administration of the Adult Education Block Grant

The Fiscal Coordinator shall receive in its allocation and hold separate from its regular adult education program, and from other funds, \$582,534.00 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 hired and supervised 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 AB86, AB104, 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 2018-2019 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 Adult Education Block Grant, the SAEC Regional Plan, and the SAEC Annual Plan for the 2018-2019 program year, the MEMBER agrees to provide fiscal records and measures of effectiveness performance data to the FISCAL COORDINATOR on a quarterly basis. Both FISCAL COORDINATOR and MEMBERS shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement.
16. Compliance with Law: All parties shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives. With respect to employees, parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, worker's compensation insurance, and discrimination in employment.
17. Indemnification: FISCAL COORDINATOR and MEMBERS shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of the FISCAL COORDINATOR or MEMBERS or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer—employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts of omissions occurring under this Agreement or any extension of this Agreement.
18. Amendments: This agreement may be amended by mutual agreement in writing by the parties.
19. Termination: Either party may terminate the Agreement without cause by giving thirty (30) calendar days advanced written notice to the other party.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.3

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias
Drew Sorensen, Superintendent, Woodlake Unified School District

AGENDA TITLE: 2018-2019 SAEC Board Meeting Dates

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

☒ General Agenda: Review/Public Hearing/Public Comment/Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC Board creates a calendar of board meetings for each fiscal year. A recommended schedule of meetings for 2018-2019 is attached.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

Approval.

FINANCIAL IMPACT:

None

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

2018 - 2019
Sequoias Adult Education Consortium Board Meetings

Date	Time	Room	Comments
*07/03/18	8:00 am - 10:00 am.	COS, Board Room 1	Meeting cancelled
08/07/18	8:00 am - 10:00 am	COS, Board Room 1	
09/04/18	8:00 am - 10:00 am	COS, Board Room 1	Will be the day after Holiday
10/02/18	8:00 am - 10:00 am	COS, Board Room 1	
11/06/18	8:00 am - 10:00 am	COS, Board Room 1	
12/04/18	8:00 am - 10:00 am	COS, Board Room 1	
* 01/08/19	8:00 am - 10:00 am	COS, Board Room 1	During Winter Break
02/05/19	8:00 am - 10:00 am	COS, Board Room 1	
03/05/19	8:00 am - 10:00 am	COS, Board Room 1	
04/02/19	8:00 am - 10:00 am	COS, Board Room 1	
05/07/19	8:00 am - 10:00 am	COS, Board Room 1	
* 06/04/19	8:00 am - 10:00 am	COS, Board Room 1	During Graduations

*Historically "As Needed Meetings".

**SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR**

Encl. No. 5.4

Board Meeting Date of May 1, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent/President, College of the Sequoias
Drew Sorensen, Superintendent, Woodlake Unified School District

AGENDA TITLE: SAEC 2018 Partner Approval

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

☒ General Agenda: Review/Public Hearing/Information/Board Discussion/Action

BACKGROUND/SUMMARY:

SAEC began involving key community stake holders as partners in 2013. SAEC leadership sees value in renewing those relationships and providing opportunity for new organizations to join as partners beginning in the 2018/19. SAEC current regional partners are: ABLE Industries, CSET, Dinuba School District, Kings County JTO, Kings County Rehab, Tulare County Library, Porterville Unified School District, Proteus, Tulare County Sheriff's Department and Workforce Investment Board of Tulare County. Partner organizations are selected by the Consortium Board through an application process. The SAEC Partner Application was available online beginning April 6, 2018 and applications were due by April 27, 2018. SAEC will select partners. Three new agencies have applied for partnership. They are: Farmworker Institute of Education & Leadership Development (FIELD), Kings County Office of Education, Tulare County Office of Education, and Visalia Chamber of Commerce.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approve all.

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Objective 7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment boards.

Sequoias Adult Education Partner Application 2018

The Sequoias Adult Education Consortium would like to invite your organization to participate in our consortium as a Partner Organization. The Consortium is made up College of the Sequoias and the ten school districts within their geographic region. It is tasked aligning and coordinating adult education in our region and the ongoing implementation of a regional comprehensive plan to better serve the educational needs of adults in our region which covers parts of Tulare and Kings Counties. To learn more about Sequoias Adult Education Consortium, please visit <http://sequoiasadulthood.com/>.

Your organization was identified as a key partner either providing adult education or services that benefit adults in our region and the Consortium would like to learn more about your organization. If your organization is interested in joining SAEC as a partner, please take a few moments to complete this short application.

The Partner Organizations will be invited to participate in SAEC Planning processes alongside the member school districts and COS. Partners will be asked to appoint a representative to participate in the Consortium meetings, participate in the data collection for planning and implementation, and participate with in the Sequoias Adult Education Consortium in events and activities that benefit adult education in our region. SAEC partnerships are non-exclusive.

Applications must be submitted by 4/27/2018. Current SAEC Partners do not need to apply again. A list of current partners can be found at <http://sequoiasadulthood.com/partners.asp>.

Name *

David Villarino

Organization

Farmworker Institute of Education & Leadership Development (FIELD)

Title

CEO/President

Email Address

davidv@fieldinstitute.org; tasatryan@fieldinstitute.org

Phone Number

6618224381

Which of the following best describes your organization?

- ☐ Workforce Investment Board
- ☐ County Office of Education
- ☐ Community Based Organization
- ☐ Correctional Facility
- ☐ Library

- ☒ Other:
Non-profit agency providing education to the community through ESL classes, a Charter High School, and a conservation corps.

Which Sequoias Consortium Members do you currently work with?

- ☐ Alpaugh Unified School District
- ☐ Corcoran Joint Unified School District
- ☒ College of Sequoias
- ☐ Cutler-Orosi Joint Unified School District
- ☐ Exeter Unified School District
- ☐ Farmersville Unified School District
- ☐ Hanford Joint Union School District
- ☐ Lindsey Unified School District
- ☐ Tulare Joint Unified School District
- ☐ Visalia Unified School District
- ☐ Woodlake Unified School District
- ☐ We do not currently partner with any of the members

Please briefly describe your current partnerships with the above selected organization(s).

Description of programs offered with College of Sequoias partnership is non-credit ESL in Tulare County to the hard to serve farmworkers in Tulare & Tipton.

Please briefly describe how you fund or provide adult education or services in the following area(s). Provide information for all that apply.

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

We have a charter high school for adults and provide ABE & ASE education to adults.

Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

We provide ESL classes with a citizenship component through a partnership with colleges.

Education programs for adults with disabilities

Our classes at all locations are accessible to persons with disabilities.

Short-term career technical education programs with high employment potential

We received a \$1.3 million grant from CDE for Career Technical Education and are partnering with colleges and universities to provide CTE programs.

Programs for preapprenticeship

We are in the process of partnering with employers, colleges, & universities to provide preapprenticeship.

Other programs or services that benefit adults

We have a conservation corps that benefits young adults.

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Sequoias Adult Education Partner Application 2018

The Sequoias Adult Education Consortium would like to invite your organization to participate in our consortium as a Partner Organization. The Consortium is made up College of the Sequoias and the ten school districts within their geographic region. It is tasked aligning and coordinating adult education in our region and the ongoing implementation of a regional comprehensive plan to better serve the educational needs of adults in our region which covers parts of Tulare and Kings Counties. To learn more about Sequoias Adult Education Consortium, please visit <http://sequoiasadulthood.com/>.

Your organization was identified as a key partner either providing adult education or services that benefit adults in our region and the Consortium would like to learn more about your organization. If your organization is interested in joining SAEC as a partner, please take a few moments to complete this short application.

The Partner Organizations will be invited to participate in SAEC Planning processes alongside the member school districts and COS. Partners will be asked to appoint a representative to participate in the Consortium meetings, participate in the data collection for planning and implementation, and participate with in the Sequoias Adult Education Consortium in events and activities that benefit adult education in our region. SAEC partnerships are non-exclusive.

Applications must be submitted by 4/27/2018. Current SAEC Partners do not need to apply again. A list of current partners can be found at <http://sequoiasadulthood.com/partners.asp>.

Name *

Lori Morton

Organization

Tulare County Office of Education

Title

Career Pathways Engagement Manager

Email Address

lori.morton@tcoe.org

Phone Number

559-733-6101

Which of the following best describes your organization?

- ☐ Workforce Investment Board
- ☒ County Office of Education
- ☐ Community Based Organization
- ☐ Correctional Facility
- ☐ Library
- ☐ Other:

Which Sequoias Consortium Members do you currently work with?

- ☒ Alpaugh Unified School District
- ☒ Corcoran Joint Unified School District
- ☒ College of Sequoias
- ☒ Cutler-Orosi Joint Unified School District
- ☒ Exeter Unified School District
- ☒ Farmersville Unified School District
- ☒ Hanford Joint Union School District
- ☒ Lindsey Unified School District
- ☒ Tulare Joint Unified School District
- ☒ Visalia Unified School District
- ☒ Woodlake Unified School District
- ☐ We do not currently partner with any of the members

Please briefly describe your current partnerships with the above selected organization(s).

We convene the Tulare Kings College + Career Collaborative, made up of K-12, post-secondary, and workforce partners. We also support Tulare County school district's efforts to prepare students for college and career.

Please briefly describe how you fund or provide adult education or services in the following area(s). Provide information for all that apply.

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

Education programs for adults with disabilities

Short-term career technical education programs with high employment potential

Programs for preapprenticeship

Other programs or services that benefit adults

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Sequoias Adult Education Partner Application 2018

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Your organization was identified as a key partner either providing adult education or services that benefit adults in our region and the Consortium would like to learn more about your organization. If your organization is interested in joining SAEC as a partner, please take a few moments to complete this short application.

The Partner Organizations will be invited to participate in SAEC Planning processes alongside the member school districts and COS. Partners will be asked to appoint a representative to participate in the Consortium meetings, participate in the data collection for planning and implementation, and participate with in the Sequoias Adult Education Consortium in events and activities that benefit adult education in our region. SAEC partnerships are non-exclusive.

Applications must be submitted by 4/27/2018. Current SAEC Partners do not need to apply again. A list of current partners can be found at <http://sequoiasadulthood.com/partners.asp>.

Name *

Jennifer Reimer

Organization

Tulare County Office of Education, Special Services Division

Title

Administrator, Mild/Moderate Programs

Email Address

jennifer.reimer@tcoe.org

Phone Number

559-730-2910 x 5141

Which of the following best describes your organization?

- ☐ Workforce Investment Board
- ☒ County Office of Education
- ☐ Community Based Organization
- ☐ Correctional Facility
- ☐ Library
- ☐ Other: _____

Which Sequoias Consortium Members do you currently work with?

- ☒ Alpaugh Unified School District
- ☐ Corcoran Joint Unified School District
- ☒ College of Sequoias
- ☒ Cutler-Orosi Joint Unified School District
- ☒ Exeter Unified School District
- ☒ Farmersville Unified School District
- ☐ Hanford Joint Union School District
- ☒ Lindsey Unified School District
- ☒ Tulare Joint Unified School District
- ☒ Visalia Unified School District
- ☒ Woodlake Unified School District
- ☐ We do not currently partner with any of the members

Please briefly describe your current partnerships with the above selected organization(s).

We work with all districts within Tulare County on all matters related to special education. We consult with all districts as concerns arise, and serve as a hub to disseminate pertinent information. Further, TCOE runs the county-wide moderate-severe program, which serves students in all Tulare County districts. In addition, we work with the COS Access and Ability Center via the WorkAbility Advisory Committee.

Please briefly describe how you fund or provide adult education or services in the following area(s). Provide information for all that apply.

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

We support districts as they seek best practices in how to support their students who are between 18-22 years old and who have not yet graduated. In addition, we serve inmates ages 18-22 who want to continue their special education services while incarcerated.

Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

Education programs for adults with disabilities

TCOE runs the county-wide program for students with moderate to severe disabilities, now called AcCEL (Academic Collaborative for Exceptional Learners). Eligible students may stay in this program until they turn 22. There are 11 Community-Based Instruction (CBI) classes throughout the county for adult students ages 18-22. These classes focus on further developing academics, independent living, functional and vocational skills.

Short-term career technical education programs with high employment potential

Programs for preapprenticeship

Other programs or services that benefit adults

TCOE has a WorkAbility I program which allows eligible students aged 18-22 in our Community Based Instruction classes to earn a paycheck while working at jobs in their communities. This supports the competitive integrated employment mandate, and has brought WorkAbility I programs, Central Valley Regional Center, and Department of Rehabilitation together to create a Local Partnership Agreement (LPA) to maximize opportunities for employment once students leave school. The LPA is in its infancy right now, but is anticipated to grow as community partners are identified and included in the process.

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Sequoias Adult Education Partner Application 2018

The Sequoias Adult Education Consortium would like to invite your organization to participate in our consortium as a Partner Organization. The Consortium is made up College of the Sequoias and the ten school districts within their geographic region. It is tasked aligning and coordinating adult education in our region and the ongoing implementation of a regional comprehensive plan to better serve the educational needs of adults in our region which covers parts of Tulare and Kings Counties. To learn more about Sequoias Adult Education Consortium, please visit <http://sequoiasadulthood.com/>.

Your organization was identified as a key partner either providing adult education or services that benefit adults in our region and the Consortium would like to learn more about your organization. If your organization is interested in joining SAEC as a partner, please take a few moments to complete this short application.

The Partner Organizations will be invited to participate in SAEC Planning processes alongside the member school districts and COS. Partners will be asked to appoint a representative to participate in the Consortium meetings, participate in the data collection for planning and implementation, and participate with in the Sequoias Adult Education Consortium in events and activities that benefit adult education in our region. SAEC partnerships are non-exclusive.

Applications must be submitted by 4/27/2018. Current SAEC Partners do not need to apply again. A list of current partners can be found at <http://sequoiasadulthood.com/partners.asp>.

Name *

Nicola Wissler

Organization

Visalia Chamber of Commerce

Title

Education and Workforce Development Manager

Email Address

nicola@visaliachamber.org

Phone Number

5597345876

Which of the following best describes your organization?

- ☐ Workforce Investment Board
- ☐ County Office of Education
- ☒ Community Based Organization
- ☐ Correctional Facility
- ☐ Library
- ☐ Other:

Which Sequoias Consortium Members do you currently work with?

- ☐ Alpaugh Unified School District
- ☐ Corcoran Joint Unified School District
- ☒ College of Sequoias
- ☐ Cutler-Orosi Joint Unified School District
- ☐ Exeter Unified School District
- ☐ Farmersville Unified School District
- ☐ Hanford Joint Union School District
- ☐ Lindsey Unified School District
- ☐ Tulare Joint Unified School District
- ☒ Visalia Unified School District
- ☐ Woodlake Unified School District
- ☐ We do not currently partner with any of the members

Please briefly describe your current partnerships with the above selected organization(s).

The Chamber partners with VUSD to help recruit businesses to participate in the linked learning and pathway programs. We support the programs through assistance with events, and connections to the business community. We are currently working with the CTE program at COS to help recruit local businesses to join CTE advisories and participate in programs like Entree to Employment and Coffee and Careers.

Please briefly describe how you fund or provide adult education or services in the following area(s). Provide information for all that apply.

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

Education programs for adults with disabilities

Short-term career technical education programs with high employment potential

The Chamber hosts a entrepreneurship academy focused on helping individuals start new businesses in our community. The program is 6 months long and runs twice a year.

Programs for preapprenticeship

Other programs or services that benefit adults

The Chamber works closely with VUSD and COS to support education, bringing the business community support and resources to the table. We also work closely with the WIB and the COS training center to promote and support workshops and classes focused on adult education.
