



SAEC BOARD MEETING AGENDA

May 3, 2021, 8:00am – 9:00am

Virtual Meeting: Zoom

Co-Chairs: Brent Calvin and Yolanda Valdez

Join Zoom Meeting

<https://us02web.zoom.us/j/87289434065?pwd=a2NlNUhkdUJzT1lMQXppWTFpUXN6QT09>

Meeting ID: 872 8943 4065

Passcode: 112110

One tap mobile

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1. Opening Business

Call to Order

Establish Quorum

Welcome and Introductions

2. Approval of Minutes – April 5, 2022

[SAEC Board Meeting Minutes 4.5.22.docx](#)

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

4. Information items

4.1. Board Recognition: Jonathan Kurts Excellence in Teaching Award, CCAE State Award – Yolanda Valdez and Karyn Ruiz, CCAE Central Section President

4.1.1. [Board Agenda Item 4.1 SAEC Board Recognition of CCAE Award Winners.docx](#)

4.2. Tony Moore Speaks – John Werner

4.2.1. [Board Agenda Item 4.2 Tony Moore Speaks.docx](#)

4.3. CAEP Technical Update – John Werner, Executive Director SAEC

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

4.3.2. WIOA II reauthorization window opens August, 2022

5. Action Items

5.1. 2022/25 Edgenuity Contract – Heather Keran

5.1.1. [Board Agenda Item 5.1 2022.25 Edgenuity Contract.docx](#)

5.1.2. [Board Agenda Item 5.1 Supporting Document Edgenuity Quotes 2022.25.pdf](#)

5.2. SAEC 2022/25 Three Year Plan – John Werner and Mitch Rosin

5.2.1. [Board Agenda Item 5.2 SAEC 2022.25 3 Year Annual Plan.docx](#)

5.2.2. [Board Agenda Item 5.2 Supporting Document 2022.25 Three-Year Plan FINAL](#)

5.3. SAEC 2022/23 Board Meeting and Leadership Committee Calendar – John Werner

5.3.1. [Board Agenda Item 5.3 SAEC 2022.23 Board Meeting Calendar.docx](#)

5.3.2. [Board Agenda Item 5.3 Supporting Document 2022.23 SAEC Board Meeting Calendar.docx](#)

5.3.3. [Board Agenda Item 5.3 Supporting Document 2022.23 SAEC Leadership Committee Meeting Calendar.docx](#)

5.4. SAEC Report on Consortium Governance 2022/23 – John Werner

5.4.1. [Board Agenda Item 5.4 SAEC Report on Consortium Governance 2022.23.docx](#)

5.4.2. [Board Agenda Item 5.4 Supporting Document: SAEC Report of Consortium Governance 2022/23 FINAL](#)

5.5. SAEC Memorandum of Understanding 2022/25 – John Werner

5.5.1. [Board Agenda Item 5.5 SAEC Memorandum of Understanding 2022.25.docx](#)

5.5.2. [Board Agenda Item 5.5 Supporting Document SAEC MOU 2022.25 FINAL DOCX.docx](#)

5.6. SAEC Fiscal Allocation Declaration 2022/23 – John Werner

5.6.1. Due 5/2/22

5.6.2. [Board Agenda Item 5.6 SAEC Fiscal Allocation Declaration 2022.23.docx](#)

5.6.3. [Board Agenda Item 5.6 Supporting Document Fiscal Allocation Declaration 2022.23.pdf](#)

5.7. SAEC CANCELLATION of Board Meeting 6.7.22 – Brent Calvin

5.7.1. [Board Agenda Item 5.7 SAEC Board Meeting 06.07.21 Cancellation.docx](#)

6. Adjournment

Next Meeting:8/2/2022 8AM via Zoom

SAEC Consortium Board Meeting
Zoom Virtual Meeting
Meeting 03/01/22, 8:00am – 9:00am
Co-chairs: Brent Calvin and Yolanda Valdez

In Attendance:

Carmen Becerra, SAEC; Brian Brazier, Corcoran Joint Unified School District; Harl Buckridge, Proteus; Carla Calhoun, CSET; Brent Calvin, College of the Sequoias; Doug Cardoza, Visalia Unified School District; Maribel Delgado, SAEC; Laura Gonzalez, Woodlake Unified School District; Victoria Guzman, Cutler-Orosi Education Center; Ken, Proteus; Heather Keran, Hanford Adult School; Barbara Marshall, Sequoias Adult Education Consortium; Lori Morton, Tulare Adult School; Eduardo Ochoa, Corcoran Joint Unified School District; Tami Olson, Visalia Adult School; Sylvia Perez, SAEC; Tom Rooney, Lindsay Unified School District; Victor Rosa, Hanford Joint Unified High School District; Mitch Rosin; McKenna Salazar, Tulare County of Education; Paul Sevillano, Farmersville Unified School District; Lucy VanScyoc, Tulare Joint Unified School District; John Werner, SAEC

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	<ul style="list-style-type: none"> Called to order by Brent Calvin at 8:05am 	
1.2	Establish Quorum	<ul style="list-style-type: none"> Quorum Established 	
1.3	Welcome and Introductions		
2	Review and approval of meeting minutes:	<ul style="list-style-type: none"> Minutes from March 1, 2022 SAEC Board Meeting 	<ul style="list-style-type: none"> Motioned by Tom Rooney, Lindsay Unified School District Seconded by Paul Sevillano, Farmersville Unified School District Vote: All approved None opposed Motion Carried
3	Public Comment	<ul style="list-style-type: none"> No Comments 	
4	Information Items		
4.1	SAEC Regional Integrated Service Delivery System (RISDS) Impact Report	<ul style="list-style-type: none"> John introduced the SAEC Navigators who presented a PowerPoint presentation on the SEC Regional Integrated Service Delivery System 	

4.2	SAEC 2022/25 Three Year Plan: First Read	<ul style="list-style-type: none"> ● SAEC Board Members have a opportunity to look over the 3-year plan <ul style="list-style-type: none"> ➤ Due June 22, 2022 ➤ Year long process involving all governance committees and stakeholder groups ➤ Highlighted items <ul style="list-style-type: none"> ▪ Greater alignment to the guided pathway effort between the colleges and schools ▪ Digital literacy and technology ▪ Opportunity to re-envision strategies and processes ➤ John Werner showed the SAEC Three Year Plan Conceptual View ● Barbara Marshall will be reaching out to each SAEC Board member to set up one-on-one meetings with John Werner (virtual or in person) 	
4.3	SAEC 2022/23 Board Meeting Calendar	<ul style="list-style-type: none"> ● Virtual meetings can be maintained through next year <ul style="list-style-type: none"> ➤ Do we want in person meetings? <ul style="list-style-type: none"> ▪ It was decided that 2 times in the year would work <ul style="list-style-type: none"> ○ Prefer beginning of fiscal year and end of fiscal year ▪ Calendar will be adjusted and brought before the SAEC Board as an action item on May 3, 2022 	
4.4	SAEC Report on Consortium Governance 2022/23 – John Werner	<ul style="list-style-type: none"> ● Governance document <ul style="list-style-type: none"> ➤ Ed. Code defines the requirements that we follow ➤ Dates have been cleaned up ➤ Clean out old AEBG and AB104 references ➤ Will take SAEC Board action on May 3, 2022 <ul style="list-style-type: none"> ▪ Local LEA boards take individual action to approve ▪ Superintendent signs document ▪ Sent copy with LEA board agenda and minutes to bmarshall@vusd.org 	
4.5	SAEC Memorandum of Understanding 2022/25 – John Werner	<ul style="list-style-type: none"> ● Memorandum of Understanding <ul style="list-style-type: none"> ➤ Dates have been cleaned up ➤ Beneficiary guarantee amounts have been updated ➤ Clean up remaining AB86, AB104 or AEBG references ➤ Change the organizational structure and staffing infograph to reflect current structure and relationships 	

		<ul style="list-style-type: none"> ➤ Will take SAEC Board action on May 3, 2022 <ul style="list-style-type: none"> ○ Member districts take the MOU and the SAEC Report on Consortium Governance to their local boards for action on document ○ MOU is signed by both the LEA board president and the superintendent ○ Return document, the LEA board agenda and the LEA board minutes to bmarshall@vusd.org 	
4.6	SAEC Fiscal Allocation Declaration 2022/23 – John Werner	<ul style="list-style-type: none"> ● Preliminary allocation is reflective of a preliminary budget from the governor with a 5.38% COLA <ul style="list-style-type: none"> ➤ Rebenched in 2021/22 ➤ Sunrising it today but may get an updated COLA on the Governor's May Revised report <ul style="list-style-type: none"> ▪ May need a CFAD amendment in late June ➤ Will take SAEC Board action on May 3, 2022 ➤ 	
4.7	CAEP Technical Update – John Werner	<ul style="list-style-type: none"> ● Went over due dates ● Reminder of professional development 	
5	Action Items		
5.1	SAEC Virtual Board Meeting 05.03.22 – Brent Calvin	<ul style="list-style-type: none"> ● Proposal to continue meeting virtually on May 3, 2022 	<ul style="list-style-type: none"> ● Motioned by Laura Gonzalez, Woodlake Unified School District ● Seconded by Lucy VanScyoc, Tulare Joint Unified School District ● Vote: All approved None opposed Motion Carried
6	Adjournment	<ul style="list-style-type: none"> ● Next meeting 05/03/2022 at 8:00am via Zoom ● Adjourned meeting at 8:55am 	

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.1

Board Meeting Date: May 3, 2022

TO: Sequoias Adult Education Board
FROM: John Werner, Executive Director
PREPARED BY: Karyn Ruiz, President, CCAE Central Section President
APPROVED BY: John Werner, Executive Director
PRESENTED BY: Karyn Ruiz, President, CCAE Central Section President

**AGENDA TITLE: SAEC Board Recognition of California Council for Adult Education
State and Central Section 2022 Award Winner**

AGENDA SECTION:

_____Public Comment

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

_____Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Jonathan Kurts, ESL instructor at Tulare Adult School, has been selected as the 2022 Excellence in Teaching Award recipient by the California Council for Adult Education. Jonathan will be recognized at the CCAE State Conference, along with other award recipients from across California on May 5, 2022. The SAEC Board recognizes Jonathan for his award and congratulates him on his accomplishment.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A.

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Aligns to SAEC Three Year Comprehensive Plan. Member districts will recruit and maintain highly qualified staff.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.2

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: Tony Moore Speaks

AGENDA SECTION:

_____ Public Comment

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

_____ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Tony Moore is a nationally recognized support provider and consultant to leaders at companies and agencies who seek to ensure equity-based cultures and focus on strategic realization of the mission. The SAEC Executive Director has considered engaging the services of Tony Moore Speaks to support local educational leaders to provide a framework of thoughts as they begin planning for the 2022/23 program year. This information item seeks to better understand the needs of SAEC board members, as educational leaders in our region, by considering the following ideas and question:

1. An extended crisis impacts the culture of the organization. Now that the crisis has subsided, what can we do to reset our culture and ensure alignment as we go into the new year?
2. An extended crisis has a way of exposing existing weaknesses and revealing strengths. How can we leverage what we learned to deepen our impact in the future?
3. An extended crisis requires us to make decisions in the moment and continually refine processes and change practices. What steps can we take to identify and capitalize on the changes that are aligned with our mission while shedding those that are not?
4. An extended crisis turns even the most planful leader into a firefighter. Now that the crisis has subsided, what steps can we take to move from firefighting to fire safety?

Does SAEC see benefit in engaging Tony Moore Speaks to support local educational leadership as they begin planning their 2022/23 program year?

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

The SAEC Three Year Comprehensive Plan and Annual Plans strategies that provide professional development align to this topic.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.3

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: California Adult Education Program Technical Update

AGENDA SECTION:

_____ Public Comment

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

_____ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

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

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.1

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: Heather Keran, Alternative Education Manager, HJUHSD

AGENDA TITLE: Edgenuity 2022/2025 Contract

AGENDA SECTION:

_____ Public Comment

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

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

A goal within the California Adult Education Program is alignment of programs between providers to enhance and improve the overall student experience and service provision. Many students transition between our region's schools and alignment of processes and curriculum has helped ease the transition's impact on 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, ASE/HSD, CTE, and AWD program areas.

In 2019, SAEC purchased Edgenuity as a consortium-wide strategy. The 2019 contract with Edgenuity expires on June 30, 2022. This new contract will begin July 1, 2022 and end June 30, 2025. SAEC members will be financially liable for their respective portion of the new, three-year contract.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

\$236,040.00 (a portion paid individually by each member, see attached quotes)

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.2

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director and Mitch Rosin, Consultant

AGENDA TITLE: SAEC 2022/25 Three Year Plan

AGENDA SECTION:

☐ Public Comment

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

☒ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

Every three years the Sequoias Adult Education Consortium must submit a Comprehensive Three-Year Plan in accordance with CA Education Code 84830. The SAEC Three Year Plan (2022-2025) will be submitted to the CAEP Office on or before June 22, 2022 via NOVA. The SAEC Three Year Plan will describe members and contain the following sections: an executive summary, assessment, metrics and barriers, spending targets, objectives, activities and outcomes, and a funds evaluation. SAEC has engaged in a year-long process to develop better understanding of the regional needs, resources, and gaps in the adult education system by convening stakeholders in multiple formats to contribute to the three-year planning process. From this, SAEC was able to develop a three-year plan in compliance with CAEP policy.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

\$14,345,417 (total leveraged funds)

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Regional adult education consortia must create a Three-Year Plan in accordance with California Education Code.

57 Sequoias Adult Education Consortium (SAEC): Draft

Details

Consortium Information

Consortium Name:
57 Sequoias Adult Education Consortium (SAEC)

Consortium Short Name:
57 Sequoias

Address:
630 South Atwood | Visalia, CA | 93277

Website:
<http://sequoiasadulted.com>

Funding Channel 2021-22:
Direct Funded

CAEP Funds 2021-22:
\$10,231,970

CAEP Funds 2020-21:
\$9,833,702

CAEP Funds 2019-20:
\$9,833,702



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	John Werner	sequoiasadulteddirector@gmail.com	Executive Director	(559) 967-5342
Fiscal Contact	Barbara Marshall	bmarshall@vusd.org	Senior Administrative Assisatnt	(559) 730-7347 ext: 271

Member Agencies

Member Agency	Member Type	Contact	Phone
Corcoran Joint Unified	Unified School District	Mr. Ed Ochoa	(559) 992-1224
Cutler-Orosi Joint Unified	Unified School District	Yolanda Valdez	(559) 528-4763
Hanford Joint Union High	High School District	Dr. Victor Rosa	(559) 503-5901 ext: 3103
Sequoias CCD	District	Brent Calvin	
Tulare Joint Union High	High School District	Lucy Van Scyoc Tulare Joint Union High School District	(559) 688-2021
Visalia Unified	Unified School District	Douglas Cardoza	(559) 290-6477
Alpaugh Unified	Unified School District	Mr. Troy Hayes	(559) 949-8413
Exeter Unified	Unified School District	George Eddy	(559) 592-9421
Farmersville Unified	Unified School District	Paul Sevillano Dr.	(559) 592-2010
Lindsay Unified	Unified School District	Tom Rooney Lindsay USD	(559) 562-5111 ext: 5109
Woodlake Unified	Unified School District	Laura Gonzalez Woodlake Unified	(559) 564-8081 ext: 8112

Executive Summary

Executive Summary *

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

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

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

Barriers:

Adult learners in the SAEC service area face a variety of barriers to success in their academic and career pathways. These include mental health issues, domestic violence, drug use, childcare, and transportation. Of these childcare and transportation are the most pervasive with limited options for both across the geography. Often, our adult learners are insecure about seeking educational opportunities and unclear regarding the time and energy requirements needed to be successful in the academic setting. Many lack family or community support as well as time management skills, study skills, and other executive functioning skills. Our learners often are low income or unemployed, have a low literacy level, are single parents, and often on public assistance. Of primary concern to many adult learners is childcare, as many are single parents and/or displaced homemakers who struggle with access to income, language skills, and technology access.

Aside from the academic and employability skills needed for success, our adult learners also need critical thinking skills, technology/digital literacy skills, job search skills, and knowledge about the employment opportunities in the region. The ability to navigate the job market and the educational systems is often a prevailing barrier for adult students. In recent years, unemployment insurance and public assistance payments, driven by the pandemic, have led many adult learners to leave the job market opting instead to rely on government payments. This lack of motivation has impacted enrollment at Member District programs. This has led to many jobs being filled by applicants who reside outside the SAEC service area, especially in fields of healthcare and transportation/logistics. The development of marketable skills is a key focus of SAEC Member District programs. Regional employers recognize that not everyone has the employability/soft skills needed for immediate employment, and Member Districts are quick to assist through the identification and application of transferable skills. Employers are willing to do the training, but adult schools need to help people identify those transferable skills and motivate them to apply for relevant jobs.

Assessment

Overview and Preparation *

To prepare for the Three-Year Plan, SAEC engaged in a series of activities starting in October 2021:

A. SAEC utilized its program area subcommittees committees, the leadership committee, and the governing board to examine regional adult education needs, service provision in the region, and refinements needed to the existing plans. Monthly meetings were conducted where “homework assignments” to each Member District were reviewed. These homework assignments included responses to the CAEP Three-Year Planning Guidance document question sets as they related to each of the sections of the Three-Year Plan Template. Compiled responses were submitted by each member of the leadership committee, which brought together input from certificated faculty and classified staff at each Member District. This information was synthesized and converted to draft text which was subsequently reviewed by all committees and the governing board.

B. SAEC utilized the CAEP Three-Year Planning Self-Assessment Tool once all input was gathered from each Member District. By waiting to use this tool at the end of the process, the leadership committee was better able to reflect on all information from Member District personnel and make a more holistic self-assessment of the Consortium.

C. SAEC utilized the CEP Consortium Factsheet, released in early 2022, as a cross-reference tool in developing this plan’s objectives, activities, and forecasted outcomes.

D. The 2020 U. S. Census and 2015 American Community Survey were used as updated demographic data sources.

E. Regional labor market information (LMI) was requested from the Workforce Development Board and shared with all Member Districts. This data was used to identify programs of study that meet gaps in services as well as validate existing programs of study.

F. Due to pandemic restrictions, stakeholder meetings were limited. Rather than conduct in-person meetings, Member Districts solicited information from their community partners and submitted that information during the monthly review meetings.

G. CASAS DIR reports (CAEP and NRS) were reviewed by the Leadership Committee and the Governing Board and used to inform decision about the Three-Year Plan.

H. NOVA Program Hours of Instruction and Leveraged Funds reports were reviewed during the planning process and used to inform decision about the Three-Year Plan.

I. WIOA CIP Plans were also incorporated into the Three-Year Plan to provide cohesion across funding streams.

Regional Alignment and Priorities *

SAEC adult education service providers are fully aligned with the workforce needs of the region. SAEC employs three adult education navigators who rotate their time in each of the Member District adult schools. These regional navigators are responsible for guiding adult education students into career pathways that align to the job market, provide family-sustaining wages, meet the individual needs of those seeking adult education services, and facilitate regional collaboration. To achieve this goal, the governing board, leadership committee, governing committees, and sector navigators utilize the following information:

Labor Market Information and Trends

Based on 2021 data, unemployment is trending closer to the 2019, pre-pandemic numbers, rather than the high experienced during the 2020 lockdown. However, the gap is not closing quickly. The overall labor market in the region continues to grow and is almost aligned with the pre-pandemic numbers of 2019. Economic recovery in the private sector industry jobs is trending in a positive direction but remains several thousand jobs lower than the 2019 high. Jobs in the education sector continue to lag significantly behind 2019 levels. According to BLS data, “other services” jobs remain significantly lower than the 2019 numbers. Government jobs remains strong, with a trend back toward pre-pandemic employment numbers. Leisure and hospitality jobs continue to rebound from a pre-pandemic high between 11, 500 and 12,000 to a current number at 10,400. Overall, the regional labor force has shrunk from 208,000 pre-pandemic to 198,000. Average weekly earnings, however, have risen across the region from \$760 pre-pandemic to \$880.

Tulare and Kings County Workforce Development Boards Local Plan Themes and Objectives

The Workforce Development Board's 2021-2024 Local Plans include specific initiatives that link to adult education service provision. These include:

Themes Pertaining to Adult Education Service Provision

1. Continue to identify the skills businesses need most, recognizing that the economic landscape may significantly change and evolve over the next four years and beyond.
3. Focus on foundational skills such as communication and mathematics, digital literacy, financial literacy, and workplace behaviors and attitudes.
8. Considering all of the changes brought by the pandemic and the likelihood the economy will reopen slowly with many changes in the labor market, develop a COVID recovery plan for the workforce system that identifies strategies and services that may need to be developed or enhanced to meet the evolving needs of business and job seekers.
9. Develop new partnerships and expand existing ones to connect to customer groups that are currently underserved.

12. Identify system challenges that could be improved by and otherwise benefit from an intensive application of human-centered design approaches that the WIB and system partners have previously used to achieve improvements.

Technology Objective

Technology Support for Remote Access: Three issues exist that the WIB is working with system stakeholders and others to address: broadband access; availability of hardware; and residents' digital literacy skills. . . The WIB and our education partners are ramping up digital literacy training, especially for those requiring basic technology skills that will enable them to effectively use web-based services.

Workforce Development Board's Local Plan WIOA II Alignment

WIOA Title II – Adult Education and Literacy: The Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, focuses on helping adults to increase their basic education skills; gain support in attaining a secondary school diploma or prepare for an equivalency exam; and, for English language learners, improving reading, writing, speaking, and comprehension skills in English. The Tulare and Kings Counties education agencies that are WIOA Title II grantees are partners of the four local adult education consortia. The WDB and local career service providers are consortium partners. Coordination comes in the form of cross-referrals between workforce and education partners, with Title II grantees serving as the primary resource for remedial and basic education and related programs.

Individuals Who Are Basic Skills Deficient: Priority for individuals in this category is established at the time of eligibility determination and does not change during participation. Basic skills deficiency criteria include:

- Lacks HS Diploma or equivalency and is not enrolled in postsecondary education;
- Enrolled in Title II Adult Education/Literacy program;
- English, reading, writing, or computing skills at an 8.9 or below grade level;
- Determined to be limited English skills proficient through staff-documented observations; or
- A standardized test may be used to assess basic skills that include reading, writing, or computing skills.

Evaluate the Educational Needs of Adults in the Region *

The Leadership Committee, governing committees, and consortium board engaged in a process of self-evaluation and reflection to evaluate the educational needs of adults in the SAEC region. Building on the success of the 2019-2022 Three-Year Plan the committees reviewed regional demographic data and regional workforce development data to better refine service delivery strategies and program of study. Furthermore, key members of SAEC governance committees participated on committees of regional core partners to develop a deeper understanding of programs and services beyond those of the Adult Education service providers, but directly related to the needs of the region. This level of participation provided further guidance to the refinement of SAEC strategies and the opportunity for SAEC members to provide input into the plans of regional core partner planning.

A guiding principle of the SAEC governing committees is that increasing the educational attainment level of adults in the region is directly correlated to their ability to earn a family sustaining income. Furthermore, it understood that when the adults in a household enjoy earnings that allow self-sufficiency through higher educational attainment, their children enjoy better health and advances in school performance. Adults in the region with at least a high school diploma or equivalent and some college or short-term technical training/certification meet the educational level needed to be employed in occupations that provide self-sufficiency and/or family sustaining wages. To that end, the committees of SAEC rely on data from the Tulare and Kings County Workforce Development Boards to verify that programs of study align to regional need.

Regional Demographics

The overall adult population of the area is roughly 300,000 with a breakdown of 49% female and 51% male. Hispanic residents make up 52% of the residents with 36% being white, 5% Asian, and the remainder comprising Black/African American, American Indian, and Pacific Islander. Twenty-seven percent speak English “less than well” and the region contains 25% of the population without a high school diploma or equivalency (75,000 people). The current unemployment rate is 5% representing 16,000 residents, with 41% opting out of the labor force. The poverty rate shows 63,000 people near or below the poverty line. The predominant languages spoken at home are English (56%) and Spanish (39%). There are approximately 44,000 adults with disabilities in the service area.

Tulare and Kings County Workforce Development Board's Occupational Forecasts

The following industry sectors have been identified by the Tulare Workforce Development Board with corresponding job supply and median salary (* indicates industry sectors with specific sub-sectors across the expanded region of Tulare, Kings, and Fresno Counties):

- *Agriculture and Natural Resources: 74,930 (\$28,052); Agri-Business: 114,652 (\$46,785)
- Arts, Media and Entertainment: 6,299 (\$52,870)
- *Building and Construction Trades: 28,196 (\$53,444); Construction: 26,150 (\$67,011)
- Business and Finance: 65,580 (\$61,615)
- Education, Child Development and Family Services: 88,223 (\$35,593)
- Energy, Environment and Utilities: 13,471 (\$53,933)
- Engineering and Architecture: 8,195 (\$84,917)
- Fashion and Interior Design: 2,286 (\$30,132)
- *Health Science and Medical Technology: 79,522 (\$37,978); Healthcare: 97,810 (\$58,103)
- Hospitality, Tourism and Recreation: 46,542 (\$28,842)
- Information and Communication Technologies: 7,975 (\$73,073)
- *Manufacturing and Product Development: 32,985 (\$35,801); Advanced Manufacturing: 43,772 (\$64,064)
- Marketing, Sales and Service: 36,696 (\$35,664)
- Public Services: 20,381 (\$62,878)
- *Transportation: 47,107 (\$35,084); Transportation and Logistics: 24,318 (\$56,665)

Contributions by Entities *

Monthly Leadership Committee meetings were conducted where “homework assignments” to each member district were reviewed. These homework assignments included responses to the CAEP Three-Year Planning Guidance document question sets as they related to each of the sections of the Three-Year Plan Template. Compiled responses were submitted by each member of the leadership committee, which brought together input from certificated faculty and classified staff at each Member District. This information was synthesized and converted to draft text which was subsequently reviewed by all committees and the governing board. The following Member Districts were invited to participate in this activity:

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

The other SAEC governance committees that participated in this activity, each with representation from all Member Districts and their partners, include:

- English as a Second Language
- Adult Basic Education/Adult Secondary Education
- Adults with Disabilities

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Alpaugh Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Corcoran Joint Unified	Member Representative	52	0	29	8	0	0	0	0	0	
*Cutler-Orosi Joint Unified	Member Representative	0	23	25	13	0	0	0	0	0	
*Exeter Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Farmersville Unified	Member Representative	22	34	37	0	0	0	0	0	0	
*Hanford Joint Union High	Member Representative	19	256	107	62	0	0	86	0	0	
*Lindsay Unified	Member Representative	26	21	0	0	0	0	0	0	5	
*Sequoias CCD	Member Representative	0	0	550	0	42	0	0	0	0	
*Tulare Joint Union High	Member Representative	357	291	271	53	0	0	489	24	0	
*Visalia Unified	Member Representative	1151	1412	289	0	157	0	732	0	0	
*Woodlake Unified	Member Representative	0	0	0	0	0	0	0	0	0	
Total Participants		1627	2037	1308	136	199	0	1307	24	5	6643

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Proteus, Inc.	Business	✓	✓	✓	×	×	×	✓	×	×
Tulare County Library	Other	✓	×	×	×	×	×	×	×	×
Kings County Job Training Office	Community Organization	×	×	×	×	×	×	×	✓	×
Workforce Development Board of Tulare County	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Kings View	Other	✓	✓	✓	✓	×	×	×	×	×
Kings Community Action Organization (KCAO) / Youth Services (Cal-Learn)	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Teen Outreach Program (TOP)	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Corcoran Emergency Aid	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Kings County Office of Education - Foster Youth Services	Other	✓	✓	✓	✓	×	×	×	×	×
211 Kings	Community Organization	✓	✓	✓	✓	×	×	×	×	×
California Department of Rehabilitation	Other	✓	✓	✓	✓	×	×	×	×	×
CalFresh	Other	✓	✓	✓	✓	×	×	×	×	×
Corcoran Family YMCA	Community Organization	✓	✓	✓	✓	×	×	×	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the types of services provided by each Member District and partner agencies.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

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

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	7,243			7,595	8,375	8,792
Student Barriers	English Language Learner (AE 305 - Overall)	1,418			1,488	1,563	1,640
Student Barriers	Low Literacy (AE 311 - Overall)	3,897			4,091	4,296	4,511
Student Barriers	Low Income (AE 310 - Overall)	6,073			6,376	6,695	7,030

Member Level Metric Targets

* Mandatory for all members

Alpaugh Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Corcoran Joint Unified (Reported by Corcoran Unified School District (CUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				87	89	91
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				17	18	18
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				6	7	8
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				11	121	3
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Cutler-Orosi Joint Unified (Reported by Cutler / Orosi Joint USD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	103			108	114	119
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				18	24	30
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	17			18	19	20
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	35			37	39	41
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	9
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	7	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Exeter Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Farmersville Unified (Reported by Farmersville Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	68			105	107	112
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				33	35	37
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				4	5	6
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	4	6
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	6	7
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				2	4	6
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	6	7
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				2	4	6
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	4	6
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	6
Transition	Participants with Transition to ASE (AE 500 - Overall)				2	4	6

Hanford Joint Union High (Reported by Hanford Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	386			610	640	675
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				340	360	380
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	31			131	140	145
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	157			18	19	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	41			33	35	37
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	83			80	84	88
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	85			30	45	60
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				14	15	16
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				14	15	16
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15
Transition	Participants with Transition to ASE (AE 500 - Overall)				32	34	36

Lindsay Unified (Reported by Lindsay Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	36			38	40	42
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				27	28	29
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				22	23	24
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				27	28	29
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				22	23	24

Sequoias CCD (Reported by Sequoias District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	920			966	1,014	1,065
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	244			256	269	282
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	19			20	21	22
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	142			149	157	164
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Tulare Joint Union High (Reported by Tulare Joint Union High School District (TJUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	930			977	1,025	1,077
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	197			207	217	228
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	196			207	217	228
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	77			81	85	90
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	76			81	85	90
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	52			55	58	62
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	88			92	96	100
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				92	96	100
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				92	96	100
Transition	Participants with Transition to ASE (AE 500 - Overall)				227	235	240

Visalia Unified (Reported by Visalia Unified School District (VUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,468			1,541	1,618	1,699
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				198	208	219
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	251			264	276	290
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	225			236	248	260
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	183			192	202	212
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	125			131	138	145
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	62			65	68	72
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	180			189	1,908	208
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				41	43	45
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				382	401	421
Transition	Participants with Transition to ASE (AE 500 - Overall)				57	59	62

Woodlake Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Corcoran Joint Unified	100%	69%	0%	85%	85%	85%
Cutler-Orosi Joint Unified	100%	72%	0%	85%	85%	85%
Farmersville Unified	0%	25%	0%	85%	85%	85%
Hanford Joint Union High	100%	83%	0%	85%	85%	85%
Lindsay Unified	100%	100%	0%	85%	85%	85%
Sequoias CCD	100%	73%	0%	85%	85%	85%
Tulare Joint Union High	100%	97%	0%	85%	85%	85%
Visalia Unified	100%	74%	0%	85%	85%	85%

Objectives

Address Educational Needs

Description of Objective *

SAEC will address the educational needs of the communities serve by focusing on Gaps in Service and Leveraging Resources across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Gaps in Service

- To continue to focus on gaps in services, SAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:
- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the Tulare and Kings Counties Workforce Development Boards
- Add classes to meet labor demands if qualified teachers are available
- Make adjustments to ELS Counselors and Regional Sector Navigators to fully meet the shifting needs of the region in providing career pathway, educational pipeline entry, and wrap around services for adult education students
- Continue the work of the Program Area Subcommittees who meet quarterly to identify and address emergent issues.

Leveraging Resources

- To fully leverage the resources of the region SAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:
- Continue to engage with Strong Workforce to identify emergent of career pathways
- Work to provide public transportation for education and employment accessible to low-income and underserved populations.
- Work with partner organizations and community members to coordinate space, funding, teachers and students for off-site language and soft skills classes.
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with the WDBs to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of the Leadership Committee who meet regularly to identify and address emergent issues.

Improve Integration of Services & Transitions

Description of Objective *

SAEC will Improve Integration of Services & Transitions across the Member Districts and partner agencies by focusing on Seamless Transitions and Student Acceleration across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Seamless Transitions Objectives

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of counselors with students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Increase frequency of FAFSA workshops
- Continue to improve the hand-off between adult school ESL and COS ESL while avoiding supplanting of services
- Improve the tracking of student transitions to postsecondary and the workforce

Student Acceleration Objectives

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at COS to increase transitions to the workforce

Improve Effectiveness of Services

Description of Objective *

SAEC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and Continuous Improvement Planning across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of

the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Professional Development Objectives

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

Continuous Improvement Planning Objectives

SAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Continue Member District self-evaluation / reporting to the Consortium Board (eg: Integrating FPM guidelines as self-evaluation process)

WIOA CIP Plans

Corcoran:

1. Increase the accuracy of student placement through pre/posttesting; 5% increase in student learning gains
2. Refine and improve practices of collecting & utilizing student data

Cutler-Orosi:

1. Use Pre/Post assessments to achieve a 10% increase of students with 40+ instructional hours
2. 80% of learners will complete one-month digital literacy course with a score of 70% or higher

Farmersville:

1. Student computer literacy mastery via score of 70%+ on assessment
2. Increase of 10% in students with 40 hours and 1 literacy gains

Hanford:

1. 65% of ESL students will increase one or more proficiency levels
2. Increase transitions by 65%

Lindsay:

1. 20% of learners attempting the HiSET exam will pass
2. Expand the advisory committee to include community members
3. Expand instructional technology support from a Blended Learning Assistant

Tulare:

1. Increase attendance in ABE/ASE/ESL classes to a minimum of 40 hours
2. Provide technology training to build asynchronous learning experiences for students through PLCs, one-on-one coaching, webinars, and Tech Cafes

Visalia:

1. Increase enrollment in CTE programs by 20% and certification pass rates by 10%
2. Increase ESL student participation in IET/CTE pathways by 20% over the next three years
3. Increase enrollment, completers, and employment by 15% over the next three years

Improve Effectiveness of Services

Description of Objective *

This is a duplicate section.

Activities & Outcomes

Activity Name *

Increased Course Offerings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

5% increase in literacy gains; better understanding of data usage

Intermediate Outcomes (1-3 Years) *

10% increase in literacy gains; Additional funding streams due to increased performance outcomes and graduation rates

Long-Term Outcomes (3-5 Years) *

15% increase in literacy gains; Ongoing community needs evaluation

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Increased Completion Rates

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce.
This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

5% completion growth

Intermediate Outcomes (1-3 Years) *

10% completion growth

Long-Term Outcomes (3-5 Years) *

15% completion growth

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
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- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Responsible person(s)

Name
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Tami Olson
Victoria Guzman

Activity Name *

Increased Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts.
This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

Intermediate Outcomes (1-3 Years) *

Increased social media presence; Enhanced print marketing campaign

Long-Term Outcomes (3-5 Years) *

Increased social media presence; Enhanced print marketing campaign

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Responsible person(s)

Name
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Activity Name *

Community Education

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Utilize Navigators to educate the community about what the Consortium does resulting in stronger and more established community partnerships.
This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Participate in scheduled Community Stakeholder meetings; Participate in community events and outreach

Intermediate Outcomes (1-3 Years) *

Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders; Participate in community events and outreach

Long-Term Outcomes (3-5 Years) *

Continued engagement of the SAEC Leadership Committee; Participate in community events and outreach

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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Responsible person(s)

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Victoria Guzman

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

The SAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

Intermediate Outcomes (1-3 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Long-Term Outcomes (3-5 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Victoria Guzman

Activity Name *

Articulation Agreements: AE/CC

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop articulation agreements between Adult Schools and the Colleges resulting in greater transition of students to postsecondary, for credit programs.
This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Two pathways aligned to college courses

Intermediate Outcomes (1-3 Years) *

Five pathways aligned to college courses

Long-Term Outcomes (3-5 Years) *

Pathways for all relevant courses

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

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Activity Name *

Articulation Agreements: CTE

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Implementation of two career CTE pathways

Intermediate Outcomes (1-3 Years) *

Increased transition to postsecondary & CTE; Explore Pre-Apprenticeship programs

Long-Term Outcomes (3-5 Years) *

Established apprenticeship programs

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

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Victoria Guzman

Activity Name *

Service Hours and Locations to meet Regional Needs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expanded service hours, locations of classes, and topics of classes offered across all Member Districts to provide increased accessibility to students, align to CIP goals, and meet shifting community needs emerging from the COVID-19 pandemic.

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

Short-Term Outcomes (12 Months) *

5% increase in enrollment and program completions

Intermediate Outcomes (1-3 Years) *

10% increase in enrollment and program completions

Long-Term Outcomes (3-5 Years) *

15% increase in enrollment and program completions

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
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Responsible person(s)

Name
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Victoria Guzman

Activity Name *

Digital Literacy and Technology

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Professional Development for all faculty/staff on embedding DL into instructional models

Intermediate Outcomes (1-3 Years) *

Fifty percent of classes have embedded digital literacy skills

Long-Term Outcomes (3-5 Years) *

Technology instruction pervasive across all classes and all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

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Activity Name *

Short-term / Long-term CTE Programs of Study

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Identify industry sectors aligned to Strong Workforce for additional courses

Intermediate Outcomes (1-3 Years) *

Increased CTE program offerings

Long-Term Outcomes (3-5 Years) *

Implement additional CTE programs as dictated by regional industry need

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Tami Olson
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Activity Name *

Contextualized ESL Programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Pilot new programs in Members Districts for contextualized ESL

Intermediate Outcomes (1-3 Years) *

Fully established VESL programs

Long-Term Outcomes (3-5 Years) *

Expanded program offerings by all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Tami Olson
Victoria Guzman

Activity Name *

College Courses Taught at Adult Schools

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Identification of courses to offer at Adult Schools

Intermediate Outcomes (1-3 Years) *

Pilot college courses at Adult Schools

Long-Term Outcomes (3-5 Years) *

Add courses to offerings at Adult Schools

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Victoria Guzman

Activity Name *

Improved Data Collection

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

5% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

Intermediate Outcomes (1-3 Years) *

10% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

Long-Term Outcomes (3-5 Years) *

15% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Victoria Guzman

Activity Name *

Increased Enrollment, Completions, Transitions

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

5% increase in transitions validated through DIR and MIS reports

Intermediate Outcomes (1-3 Years) *

10% increase in transitions validated through DIR and MIS reports

Long-Term Outcomes (3-5 Years) *

15% increase in transitions validated through DIR and MIS reports

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Activity Name *

Enhanced Career Pathways

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Conduct ongoing evaluation of community; Continue to implement Career Pathways; Improve community awareness of existing Career Pathways

Intermediate Outcomes (1-3 Years) *

Establish 1 - 3 additional Career Pathway pilot programs, as needed

Long-Term Outcomes (3-5 Years) *

Reevaluate program success and create next-steps for additional Career Pathways based on high growth industry needs

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

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Victoria Guzman

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

The SAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

Intermediate Outcomes (1-3 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Long-Term Outcomes (3-5 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

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Victoria Guzman

Activity Name *

Regional Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Host Pan-Consortium, Central Valley professional development events.

This activity aligns with CAEP Objective of Professional Development and the CAEP State Priority of Leadership.

Short-Term Outcomes (12 Months) *

Host Super-Consortium PD day; Host multiple internal PD trainings

Intermediate Outcomes (1-3 Years) *

Continue hosting professional development events

Long-Term Outcomes (3-5 Years) *

Continue hosting professional development events

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
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- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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Responsible person(s)

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Victoria Guzman

Activity Name *

Workforce Board Engagement

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Increase in labor force participation; increased job promotions; increased wages

Intermediate Outcomes (1-3 Years) *

Pilot programs with both Workforce Development Boards to meet local needs

Long-Term Outcomes (3-5 Years) *

Established partnerships with the Workforce Development Boards

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Strategic Planning

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Implementation of strategies to leverage existing resources

Intermediate Outcomes (1-3 Years) *

Ongoing evaluation and adjusting strategies in strategic plan

Long-Term Outcomes (3-5 Years) *

Reevaluation of strategies to align to current funding streams

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Expand OJT/WBL Opportunities

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Identified career pathways that support high growth industries identified by the Workforce Development Board

Intermediate Outcomes (1-3 Years) *

Pilot internships in three identified industry sectors

Long-Term Outcomes (3-5 Years) *

Established placement of students in work-based learning opportunities

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Employer Based Education Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Identify and sign MOUs with businesses for onsite classes

Intermediate Outcomes (1-3 Years) *

Established on-site courses at identified employers

Long-Term Outcomes (3-5 Years) *

Additional businesses added to employer-based course offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

AJCC Alignment

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

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

Short-Term Outcomes (12 Months) *

Maintain/Update MOUs with Tulare and Kings County Workforce Development Boards; Co-location of Adult Education Navigators at AJCCs

Intermediate Outcomes (1-3 Years) *

Dedicated American Job Center time at each Member site; Co-location of Adult Education Navigators at AJCCs

Long-Term Outcomes (3-5 Years) *

Expansion of programs to include all Members; Co-location of Adult Education Navigators at AJCCs

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Learning Management Systems

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Explore the use of CANVAS as a consortium learning management system

Short-Term Outcomes (12 Months) *

Implement/pilot CANVAS at one Member District

Intermediate Outcomes (1-3 Years) *

Evaluate program success and refine goals

Long-Term Outcomes (3-5 Years) *

Identify funding for a sustainable program implementation

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
Lori Morton
Tami Olson
Victoria Guzman

Activity Name *

Prepprenticeships

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Identify industry sectors that are open to the development of preapprenticeships

Short-Term Outcomes (12 Months) *

Explore and identify industry sectors

Intermediate Outcomes (1-3 Years) *

Implement grant funded programs for preapprenticeship

Long-Term Outcomes (3-5 Years) *

Conduct program evaluation and explore opportunities to add additional preapprenticeship offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
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Lori Morton
Tami Olson
Victoria Guzman

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Alpaugh Unified (Optional)	\$0	Draft
Corcoran Joint Unified	\$229,318	Certified
Cutler-Orosi Joint Unified	\$217,945	Certified
Exeter Unified (Optional)	\$0	Draft
Farmersville Unified	\$57,299	Certified
Hanford Joint Union High	\$994,866	Certified
Lindsay Unified	\$138,896	Certified
Sequoias CCD	\$1,347,962	Certified
Tulare Joint Union High	\$3,579,889	Certified
Visalia Unified	\$7,779,242	Certified
Woodlake Unified (Optional)	\$0	Draft
Totals	\$14,345,417	8/11 Certified

Funds Evaluation *

The SAEC Board and Leadership Committee meet regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA, Perkins, and grants awarded to each Member District. Further, the SAEC Board and Leadership Committee look forward to applying for the expected Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector.



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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.3

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board
FROM: John Werner, Executive Director
PREPARED BY: John Werner, Executive Director
APPROVED BY: John Werner, Executive Director
PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC 2022-2023 Board Meeting Calendar

AGENDA SECTION:

_____ Public Comment

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

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC creates a calendar of meetings for each fiscal year. These regularly scheduled meetings include SAEC Board Meetings and Governance Committee Meetings for 2022/23.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

2022-2023

Sequoias Adult Education Consortium Board Meetings

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

*Historically “As Needed Meetings”

Revised: 04/27/22

2022-2023

Sequoias Adult Education Consortium Leadership Committee Meetings

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

*Historically “As Needed Meetings”

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

REVISED: 03/24/2022

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.4

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC Report on Consortium Governance 2022/23

AGENDA SECTION:

☐ Public Comment

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

☒ Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

SAEC must update the documents which describe how the consortium is structured and governed to maintain alignment with changing law and policy. SAEC annually updates its Report on Consortium Governance to reflect governance changes.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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



Consortia Report on Governance Compliance of Rules and Procedures 2022/23

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

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

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

There are several small districts that at one time offered Adult Education programs, but due to decreases in funding, were eliminated. This left geographic gaps in the offerings of Adult Education. To address this gap in service provision, MEMBER districts without adult schools (BENEFICIARY MEMBER) will contract with MEMBER districts that have adult schools (PROVIDER MEMBER) to provide courses at school sites such as elementary, middle, and high schools for the adults in the BENEFICIARY MEMBER's community. This strategy leverages existing resources such as the administrative capacity of existing Adult Education programs and trained teachers from existing programs. Also, resources (e.g. classroom space, meeting space, computers, internet access, locally controlled funds, and support staff, other services such as after school programs that could provide childcare) that BENEFICIARY MEMBER districts without adult schools have to offer will be leveraged to support the provision of Adult Education. Furthermore, PROVIDER MEMBERS with adult schools agree to guarantee a portion of their CAEP allocation and related portion of their WIOA Title II: AEFLA grant funds (supplemental funding and to be determined in accordance with WIOA Title II: AEFLA funding award timelines) to service delivery on behalf of the BENEFICIARY MEMBER(S).

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

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

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

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

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

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

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

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

e.g. 1 member = 1 vote

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

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

Each member Board of Education will designate a voting representative to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each member district with fewer than 5,000 students will be allowed one vote. Each member district with more than 5,000 students will be allowed 2 votes. A simple majority of members present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

6. How will decisions be approved?

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

e.g. by consensus

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

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

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

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

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

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

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

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

A. For matters not listed on the agenda:

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

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

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

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

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

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

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

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

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

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

Fiscal Decision Making, Voting: The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the SAEC Governance policies, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. A 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.

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

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

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

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

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

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

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

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

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

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

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

Considerations for dismissal from the Consortium include:

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

In addition to the considerations specified in education code:

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

General SAEC Board Meeting Attendance:

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

described above shall pertain to general SAEC Board meeting attendance in a fiscal year regardless of absence sequence or absences in series.

Chronic or Consecutive Absenteeism:

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

Four (4) or more consecutive absences from SAEC Board meetings demonstrates that the Member Agency is not effective. Member effectiveness shall not be limited solely to SAEC Board meeting attendance. After the second (2nd) consecutive absence, the SAEC Executive Director shall notify the Member Designee, the AEBG Program Monitor, and the SAEC Board Co-Chairs shall prepare a written notice detailing the SAEC governance rule regarding attendance, a record of the designee's attendance, and corrective action. At the meeting of the third (3rd) consecutive absence, the written notice shall be read into the official SAEC Board minutes as an information item and delivered via United States Postal Service to the Member Agency's Governing Board and the AEBG Program Monitor with a Domestic Return Receipt. At the meeting of the fourth (4th) consecutive absence, the SAEC Board shall take official action to dismiss the Member Agency from the Consortium for Member ineffectiveness and failure to attend.

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

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

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

Consortium Member Signature Block

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Consortia Member:

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Date:

Signature Box:

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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.5

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC Memorandum of Understanding 2022/25

AGENDA SECTION:

_____ Public Comment

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

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The Sequoias Adult Education Consortium has been formed, in accordance with California Adult Education Program policies and applicable state laws, 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. 2022/25 will be the eighth year the consortium will receive funding. Each funding year requires the consortium to renew its MOU to reflect the agreed upon participation and principles for governance. The 2022/25 SAEC MOU will be in force from July 1, 2022 through June 30, 2025 and will supersede previous MOUs. Member LEA Boards will need to take action to approve the MOU after the SAEC Board has taken action to approve it. Once the Local LEA Board has approved the MOU, the Local LEA Board President and the LEA Superintendent (or lead administrative officer from the LEA to SAEC) must sign the MOU and return a signed copy to the SAEC Executive Director.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

MEMORANDUM OF UNDERSTANDING
SEQUOIAS ADULT EDUCATION CONSORTIUM

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

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

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

PROVIDER MEMBER Cutler-Orosi Joint Unified School District will provide adult education services to BENEFICIARY MEMBER Woodlake Unified School District. Cutler-Orosi Joint Unified School District, in good faith, guarantees the use of \$56,914 in 2022-2023 of their total AEBG allocation to provide adult education services in Woodlake.

PROVIDER MEMBER Corcoran Joint Unified School District will provide adult education services to BENEFICIARY MEMBER Alpaugh Unified School District. Corcoran Joint Unified School District, in good faith, guarantees the use of \$16,974 in 2022-2023 of their total AEBG allocation to provide adult education services in Alpaugh.

PROVIDER MEMBER Visalia Unified School District will provide adult education services to BENEFICIARY MEMBER Exeter Unified School District. Visalia Unified School District, in good faith, guarantees the use of \$44,961 in 2022-2023 of their total AEBG allocation to provide adult education services in Exeter.

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

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

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

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

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

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

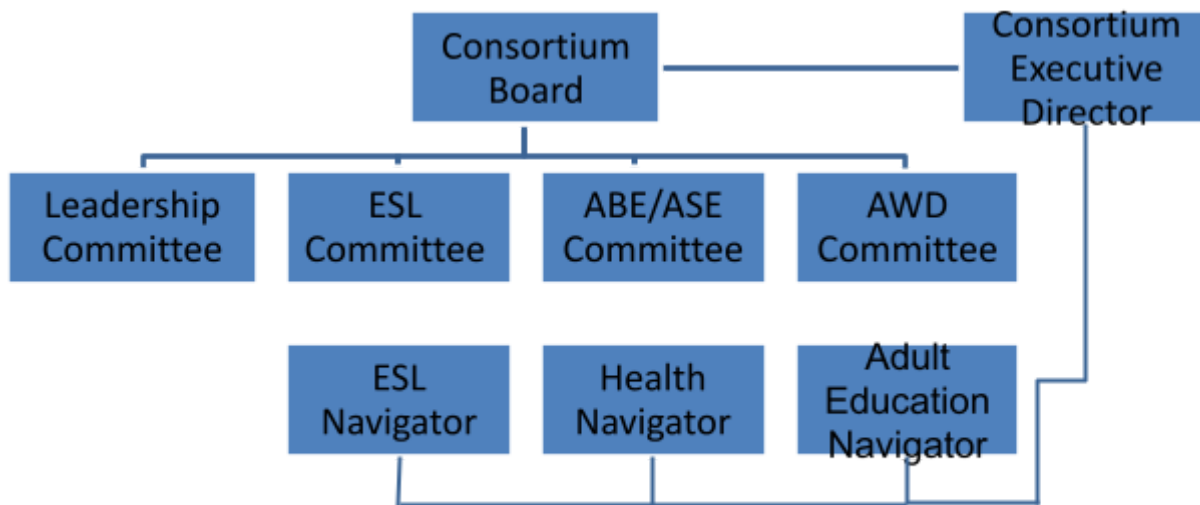
12. Fiscal Administration of Consortium: SAEC utilizes a direct funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the SAEC Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received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

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

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

The Fiscal Coordinator shall receive in its allocation and hold separate from its regular adult education program, and from other funds, \$659,232 for the implementation of the Regional Integrated Service Delivery System and the maintenance of Consortium staff. The Consortium Executive Director shall determine the annual budget for this amount in accordance with the SAEC Regional Plan, the SAEC Annual Plans and applicable laws.

13. Organizational Structure and Staffing:



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

Adult Education Navigators: The Adult Education Navigators are hired by the Fiscal Coordinator and supervised by the Consortium Executive Director. Each Navigator will have specialty knowledge in a Program Area. The Navigators will be well-trained and have a strong understanding of the Adult Education programs at both the SAEC Adult Schools and COS as well as the resources available at Partner organizations. These Navigators would be charged with representing the SAEC at regional locations and would be tasked with managing Program Area collaboration in all seven Program Areas as well as acting as liaisons between all agencies.

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

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

College of the Sequoias

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Trustees President

Date

Brent Calvin, President
College of the Sequoias

Date

Alpaugh Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Troy Hayes, Superintendent
Alpaugh Unified School District

Date

Corcoran Joint Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Eduardo Ochoa, Superintendent
Corcoran Joint Unified School District

Date

Cutler-Orosi Joint Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Yolanda Valdez, Superintendent
Cutler-Orosi Joint Unified School District

Date

Exeter Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

George Eddy, Superintendent
Exeter Unified School District

Date

Farmersville Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Paul Sevillano, Superintendent
Farmersville Unified School District

Date

Hanford Joint Union High School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Victor Rosa, Superintendent
Hanford Joint Union High School District

Date

Lindsay Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Tom Rooney, Superintendent
Lindsay Unified School District

Date

Tulare Joint Union School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

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

Date

Visalia Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Doug Cardoza, Interim Superintendent
Visalia Unified School District

Date

Woodlake Unified School District

Sequoias Adult Education Consortium Memorandum of Understanding
Signature Page

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

Board of Education President

Date

Laura Gonzalez, Superintendent
Woodlake Unified School District

Date

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.6

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board

FROM: John Werner, Executive Director

PREPARED BY: John Werner, Executive Director

APPROVED BY: John Werner, Executive Director

PRESENTED BY: John Werner, Executive Director

AGENDA TITLE: SAEC Fiscal Allocation Declaration 2022/23

AGENDA SECTION:

_____Public Comment

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

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The SAEC Consortium Fiscal Administration Declaration (CFAD) reporting enumerates and describes required elements for the Consortium Fiscal Administration Declaration. The CFAD is the process whereby the SAEC consortia members agree upon whether to designate a fiscal administrator or choose direct funding. Additionally, this is the process for members to agree upon their allocations for the 2022/23 fiscal year.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

\$10,782,449

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

California Adult Education Program : CFAD : 2022-23 Produced: Apr 30, 2022, 12:01 AM UTC John Werner

57 Sequoias Adult Education Consortium (SAEC)

Fiscal Declaration - Draft

Consortium Name: 57 Sequoias Adult Education Consortium (SAEC)

Funding Channel: Direct Funded

Narrative: All SAEC member base fund allocations were originally aligned with our consortium's first 3-year, comprehensive plan in 2015/16. That plan identified gaps in the regional adult education system and strategies which would fill those gaps, accelerate students towards goal attainment, create transitions for students to next program and/or work, and leverage regional resources. Currently, California Education Code § 84914(b)(1) states that, "[f]or any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced: (A) The member no longer wishes to provide services consistent with the adult education plan. (B) The member cannot provide services that address the needs identified in the adult education plan. (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements. Since 2015, all SAEC members have wished to provided services consistent with the adult education plan(s), have been able to provide services that address the needs identified in the adult education plan(s), and have been consistently effective in providing services that address the needs identified in the adult education plan(s). Furthermore, until the 2021/22 Program Year, no SAEC funded member has wished to have their allocation decreased, or desired to relinquish a part of their allocation. In 2021/22 College of the Sequoias released a portion of their allocation and that amount was allocated to small member districts

Changes: No Changes

Member Allocations

Member Name	(2022-23)	(2021-22)	(2020-21)
Corcoran Joint Unified	\$264,616	\$245,069	\$225,582
Cutler-Orosi Joint Unified	\$280,553	\$259,828	\$239,478
Farmersville Unified	\$63,415	\$58,729	\$53,121
Hanford Joint Union High	\$787,497	\$729,324	\$735,000
Lindsay Unified	\$100,675	\$93,237	\$65,124
Sequoias CCD	\$215,546	\$199,624	\$279,855
Tulare Joint Union High	\$3,266,096	\$3,024,825	\$3,048,368
Visalia Unified	\$5,798,935	\$5,370,563	\$5,412,364
Total Allocated to Members	\$10,777,333	\$9,981,199	\$10,058,892
Total CAEP Funds	\$10,777,333	\$10,231,970	\$9,833,702
Total Remaining	\$0	\$250,771	\$-225,190

Consortia Report on Governance Compliance of Rules and Procedures v.1

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

Yes

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? *

Yes

3. How will the available funds be reported and evaluated? *

The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the SAEC Governance policies, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. A 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.

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.

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

Individual member district LEAs appoint one designee to serve as their member representative on the SAEC board.

5. How will you assure that each member of the consortium participates in any decision made by the consortium? *

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

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

Other

6.1 (Other) If selected "Other" in Question 6, use the space below to describe the relative voting power of each member. If not applicable, leave question blank. *

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.

7. How will decisions be approved? *

by majority vote of 51%

8. 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.

9. 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.

10. 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.

11. 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.

12. 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. *

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.

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

Fiscal Decision Making, Voting: The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the SAEC Governance policies, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. A 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.

14. 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? *

B) chosen to have funds flow directly to the member districts based upon the approved distribution schedule

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

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

Considerations for dismissal from the Consortium include:

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

In addition to the considerations specified in education code:

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

16. How does the consortium monitor and administer carryover funds? *

SAEC monitors member annual expenditures through the NOVA reporting system.

17. What bylaws do you have that governs carryover? *

none

18. How does your consortium define member effectiveness? *

A member in good standing is one that upholds and abides by the SAEC three year plan.

19. What bylaws does your consortium have addressing member effectiveness? *

SAEC maintains a report on consortium governance.

20. Does the consortium have a formal document detailing its work beyond the questionnaire? *

Yes

20.1 (Yes) Use the space below to provide a link to the formal document. *

https://docs.google.com/document/d/11RyFeE6RwkWNaz8gt_-MzklonNCo_WRU/edit

Member Agencies

Member Agency	Member Type	Contact	Phone
Corcoran Joint Unified	Unified School District	Mr. Ed Ochoa	(559) 992-1224
Cutler-Orosi Joint Unified	Unified School District	Yolanda Valdez	(559) 528-4763
Hanford Joint Union High	High School District	Dr. Victor Rosa	(559) 503-5901 ext: 3103
Sequoias CCD	District	Brent Calvin	
Tulare Joint Union High	High School District	Lucy Van Scyoc Tulare Joint Union High School District	(559) 688-2021
Visalia Unified	Unified School District	Douglas Cardoza	(559) 290-6477
Alpaugh Unified	Unified School District	Mr. Troy Hayes	(559) 949-8413
Exeter Unified	Unified School District	George Eddy	(559) 592-9421
Farmersville Unified	Unified School District	Paul Sevillano Dr.	(559) 592-2010
Lindsay Unified	Unified School District	Tom Rooney Lindsay USD	(559) 562-5111 ext: 5109
Woodlake Unified	Unified School District	Laura Gonzalez Woodlake Unified	(559) 564-8081 ext: 8112

Certification & Assurances

By clicking "Approve" on the approval cards below, you are certifying the CFAD as well as confirming that you and ALL consortium members agree to the Assurances listed below.

Assurances

Membership & Decision-Making

- I certify that any community college district, school district, or county office 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 shall be permitted to join the consortium as a member (EC 84905 (a)(b). (See Membership Box above).

- I certify that only members as described above (and in EC 84905) are allowed to join my consortium as members and participate in decision making and approvals whether in a public meeting, or via the NOVA planning, budgeting & expense reporting system.
- I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.
- I certify that as a member of the consortium my district shall be represented only by an official designated by the governing board of the member (EC 84905 (c)).
- I certify that as a member of the consortium, I shall participate in any decision made by the consortium (EC 84905 (d)(1)(A)).
- I certify that all decision made by the consortium and its members is final (EC 84905 (d)(1)(F)).
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (EC 84905 (d)(1)(C)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).
- I certify that in addition to the meeting requirements listed in EC 84905, and as agreed upon by the consortium members, that I will follow the public meeting requirements listed in the Ralph M. Brown Act as the Brown Act applies to the governing body of any "local body created by state or federal statute." (Ed. Code, section 54952.)

Reporting Requirements

- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district's work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that my expenditures of CAEP funds match the objectives/activities included in the annual plan and the member work plan (EC 84906, 84914(a)).
- I certify that my expenditures of CAEP funds adhere to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
- I certify that I will report student level enrollment data and outcomes as prescribed by the State CAEP Office (EC 84920).
- I certify that I will share financial expenditure and progress reports with the members of my regional consortium.
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).
- I certify that all CAEP expenses have been expended only for the education of persons 18 years of age or older (EC 84901(a)).

No approver contacts.



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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 5.7

Board Meeting Date of May 3, 2022

TO: Sequoias Adult Education Board
FROM: John Werner, Executive Director
PREPARED BY: Brent Calvin, Superintendent/President, College of the Sequoias
APPROVED BY: John Werner, Executive Director
PRESENTED BY: Brent Calvin, Superintendent/President, College of the Sequoias
AGENDA TITLE: SAEC Board Meeting June 7, 2022 Cancellation

AGENDA SECTION:

_____Public Comment

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

 X Action Items: Board Discussion/Action

BACKGROUND/SUMMARY:

The next SAEC Board meeting is scheduled for June 7, 2022. Most member districts will be preparing for high school graduations. It is recommended that the SAEC Board take action to cancel the June 7, 2022 meeting. The next Board meeting will then be on July 5, 2022.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Cancellation of June 7, 2022 regularly scheduled SAEC Board meeting.

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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