



SAEC Board Meeting Agenda

August 7, 2018 8:00 AM – 10:00 AM

College of the Sequoias: Sequoia Room 1

Co-Chairs: Brent Calvin and Yolanda Valdez

1. Opening Business
 - 1.1 Call to Order
 - 1.2 Establish Quorum
 - 1.3 Welcome and Introductions
2. Approval of Minutes – May 1, 2018
3. Public Comment – General public comment on any SAEC related topic may be heard at this time. The SAEC Board asks that any public comment on an item listed on today's agenda be addressed at the time the item comes up for discussion by the SAEC Board. Pursuant to SAEC Policy the SAEC Board may limit individual comments to no more 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.
4. Information Items:
 - 4.1 Cal Vans—Ron Hughes
 - 4.2 ESL Digital Badges—Carmen Becerra
 - 4.3 SAEC Staff Update: ABE/HSD Navigator, Alida Mora and Advance Manufacturing Navigator, Janine Medina—John Werner
 - 4.4 California Adult Education Program Technical Update—John Werner
5. Action Items:
 - 5.1 Partnership Application: F.I.E.L.D—John Werner
 - 5.2 Innovators by Design 2018, Joint Workforce Development and Adult Ed Summit—Andre Brasil and John Werner
 - 5.3 SAEC 2018/19 Annual Plan—John Werner
 - 5.4 COABE Annual Conference 2019—John Werner
6. Adjournment

2018/19 SAEC Board Meeting Schedule: 08/07/18, 09/04/18, 10/02/18, 11/06/18, 12/04/18, 01/08/19*,
02/05/19, 03/05/19, 04/02/19, 05/07/19, 06/04/19*

SAEC Board Meeting
College of the Sequoias Board Room 1
Meeting 05/01/18, 8:00 - 10:00 am
Co-chairs: Stan Carrizosa & Drew Sorensen

In Attendance:

John Arriola, Corcoran Joint Unified School District; Wende Ayers, ABLE Industries; Stan Carrizosa, College of the Sequoias; Randy DeGraw, Farmersville Unified School District; Maribel Delgado, SAEC Healthcare Navigator; Robert Gonzales, Cutler-Orosi Joint Unified School District; Tim Hire, Exeter Unified School District; Heather Keran, Hanford Adult School; Ken Kurts, Proteus – WMSE; Gary Mekeel, Alpaugh Unified School District; Rich Merlo, Corcoran Joint Unified School District; Lori Morton, Tulare County Office of Education; Michael Niehoff, College of the Sequoias; Todd Oto, Visalia Unified School District; Tony Rodriguez, Tulare Joint Union High School District; Tom Rooney, Lindsay Unified School District; Drew Sorensen, Woodlake Unified School District; Larriann Torrez, Tulare Joint Unified School District; Yolanda Valdez, Cutler-Orosi Joint Unified School District; John Werner, Sequoias Adult Education Director; Edward William, Tulare County Library; Nicola Wissler, Visalia Chamber; Craig Wheaton, Tulare County Office of Education.

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	<ul style="list-style-type: none"> Stan Carrizosa called the meeting to order and welcomed all to the meeting at 8:02 am. 	
1.2	Establish Quorum	<ul style="list-style-type: none"> Quorum Established 	
1.3	Welcome and Introductions	<ul style="list-style-type: none"> All present introduced themselves and the school or place they represent. 	
2	Review and approval of meeting minutes:	<ul style="list-style-type: none"> Minutes from April 3, 2018 SAEC Board Meeting reviewed. <ul style="list-style-type: none"> Motioned with the following changes <ul style="list-style-type: none"> Add Tony Rodriguez, Tulare Joint Union High School District as in attendance 	<ul style="list-style-type: none"> Motioned by Tony Rodriguez, Tulare Joint Union High School District with noted changes Seconded by John Arriola, Corcoran Joint Unified School District Vote: All approved, None opposed, Motion Carried
3	Public Comment	<ul style="list-style-type: none"> John Werner presented shadow boxes to Stan Carrizosa and Drew Sorensen, thanking them for their service to the Sequoias Adult Education Consortium Board 	

4	Information Items		
4.1	County Superintendent of Schools Candidates, 2018 – Stan Carrizosa	<ul style="list-style-type: none"> • Candidates Tim Hire and Craig Wheaton spoke to the SAEC Board and answered questions • No other candidates were present 	
4.2	Velocity Tour – Maribel Delgado	<ul style="list-style-type: none"> • Increased community awareness <ul style="list-style-type: none"> ➢ Brand recognition • Participated in events that were already taking place in the various cities <ul style="list-style-type: none"> ➢ Orange Blossom, Swap Meets, Food Distribution Sites and Farmer Markets ➢ Shift in strategy from hosting events to participating in existing community events • Partnered with Family Health Care Network who offered free health screenings • Approximately 300 participants in previous year and approximately 1,300 participants this year 	
4.3	Welding Curriculum Alignment – Heather Keran	<ul style="list-style-type: none"> • Goal – Greater alignment between COS and the adult schools <ul style="list-style-type: none"> ➢ Aligns with COS welding program • American Welding Society (AWS) curriculum <ul style="list-style-type: none"> ➢ Implementation at all adult education sites ➢ 220 different modules and over 100 hours of curriculum ➢ Online = Flexibility and cost savings to student <ul style="list-style-type: none"> ▪ Cost is about \$70 per student ➢ Industry created and aligned • Webinar with Leadership team and welding instructors on May 14, 2018 <ul style="list-style-type: none"> ➢ Next will bring administration and instructors in to get a deeper dive into the curriculum and implementation • Discussion <ul style="list-style-type: none"> ➢ We are selling skills not titles ➢ Digital badges for welding could be developed in the future 	
4.4	COS 2018/19 President, Brent Calvin Introduction – Stan Carrizosa	<ul style="list-style-type: none"> • Brent Calvin was introduced to the SAEC Board 	

4.5	SAEC Leadership Committee Co-Chairs 2018/19 – Heather Keran	<ul style="list-style-type: none"> • Leadership Team has been in place since the beginning <ul style="list-style-type: none"> ➢ They meet regularly to work out the logistics of the new laws and protocols that need to be established • Heather Keran, Hanford Adult School will continue as K12 Co-Chair for the Leadership Committee • Thad Russell, College of the Sequoias has been voted in by the Leadership Committee to fill the Community College Co-Chair position 	<ul style="list-style-type: none"> • Voting took place at the April 3, 2018 SAEC Leadership Committee Meeting
4.6	CCAE 2018 State Conference Reminder – John Werner	<ul style="list-style-type: none"> • Reminder that the CCAE 2018 State Conference will be May 3 – 5, 2018 in Fresno <ul style="list-style-type: none"> ➢ Next year it will be in San Diego 	
5	Action Items		
5.1	SAEC 2018/19 Governance Document Approval – Stan/Drew	<ul style="list-style-type: none"> • SAEC Board took action to approve the SAEC 2018/19 Governance Document <ul style="list-style-type: none"> ➢ Everyone will be emailed a master copy to take to their school boards <ul style="list-style-type: none"> ▪ Need original signatures from Superintendents on Governance Document, send to John Werner ▪ Need Board Agenda and Board Minutes, send to John Werner 	<ul style="list-style-type: none"> • Motioned by Todd Oto, Visalia Unified School District • Seconded by Tom Rooney, Lindsay Unified School District • Vote: All approved, None opposed, Motion Carried
5.2	SAEC 2018-21 MOU Approval – Stan/Drew	<ul style="list-style-type: none"> • SAEC Board took action to approve the SAEC 2018-21 MOU <ul style="list-style-type: none"> ➢ Everyone will be emailed a master copy to take to their school boards ➢ Need original signatures from Board President and Superintendent on MOU, send to John Werner ➢ Need Board Agenda and Board Minutes, send to John Werner 	<ul style="list-style-type: none"> • Motioned by Tom Rooney, Lindsay Unified School District • Seconded by Tim Hire, Exeter Unified School District • Vote: All approved, None opposed, Motion Carried
5.3	2018-2019 SAEC Board Meeting Dates – Stan/Drew	<ul style="list-style-type: none"> • SAEC Board took action on the 2018-2019 SAEC Board Meeting Dates <ul style="list-style-type: none"> ➢ First Tuesday of each month ➢ 8:00 am – 10:00 am ➢ COS, Sequoias 1 ➢ July Recess and January as needed 	<ul style="list-style-type: none"> • Motioned by Yolanda Valdez, Cutler-Orosi Joint Unified School District • Seconded by Todd Oto, Visalia Unified School District • Vote: All approved, None opposed, Motion Carried

5.4	SAEC 2018 Partner Approval – Stan/Drew	<ul style="list-style-type: none"> • SAEC Board members took action to approve three of the four Partner Approvals applications <ul style="list-style-type: none"> ➢ Kings County Office of Education ➢ Tulare County Office of Education ➢ Visalia Chamber of Commerce • F.I.E.L.D: Farmworker Institute of Education and Leadership application approval suspended pending further review • It was noted that these are not exclusive partnerships. SAEC does create exclusive partnerships as is noted in the MOU and Governance Documents • Discussion <ul style="list-style-type: none"> ➢ Partners are expected to collaborate with consortium, members, and existing partners to meet regional adult education needs ➢ Board seeks further understanding of F.I.E.L.D's intended program and level of collaboration ➢ Services and programs should support, not supplant, current efforts by regional members and existing partners ➢ Executive Director report requested by Board at the August meeting <ul style="list-style-type: none"> ○ John Werner will provide this report in August 	<ul style="list-style-type: none"> • Motioned to approve by Todd Oto, Visalia Unified School District: Approve Kings COE, Tulare COE, Visalia Chamber of Commerce, suspend approval of F.I.E.L.D. pending further review • Seconded by Yolanda Valdez, Cutler-Orosi Joint Unified School District • Vote: All approved, None opposed, Motion Carried • Tom Rooney, Lindsay Unified School District left prior to the final vote on this item. He did not return to the meeting
5.5	SAEC Board 2018/19 Co-Chair Selection – Stan/Drew	<ul style="list-style-type: none"> • Co-chairs conduct SAEC Board meetings • 2 Co-Chairs: 1 from K12 and 1 from CC • 1 year term • SAEC Regional Comprehensive plan describes the Board Co-Chair structure. To ensure balanced representation, the Board self-selects 2 Chair persons: One representative from the community college and one representative from a K12 school district <ul style="list-style-type: none"> ➢ Established that it is COS superintendent responsibility to serve as a co-chair ➢ Tony Rodriguez, Tulare Union High School District Nominated Yolanda as the other co-chair 	<ul style="list-style-type: none"> • Motioned by Tony Rodriguez, Tulare Joint Union High School District that Brent Calvin, COS Superintendent and Yolanda Valdez, Cutler-Orosi Joint Unified School District be co-chairs • Seconded by John Arriola, Corcoran Joint Unified School District • Vote: All approved, None opposed, Motion Carried

6	Discussion Items	<ul style="list-style-type: none"> • Discussion regarding having no SAEC Board Meeting in June and July • If there is no business to bring before the Board we will not meet until August, unless John Werner informs the Board that something from the State has to be dealt with 	<ul style="list-style-type: none"> • Motioned by Stan Carrizosa, College of the Sequoias that we recess June and July and come back in August • Seconded by Tony Rodriguez, Tulare Joint Union High School District • Vote: All approved, None opposed, Motion Carried
7	Adjournment	<ul style="list-style-type: none"> • Next meeting will be August 7, 2018 at 8:00 a.m. at COS, in the Sequoias Room 1 • Meeting adjourned at 9:45 a.m. 	



Consortium Board Meeting

8.7.18

1

1.0 Opening Business

- 1.1 Call to Order
- 1.2 Establish Quorum
- 1.3 Welcome and Introductions

2

Agenda: Consortium Board Meeting

- 1.0 Opening Business
- 2.0 Approval of Minutes –May 1, 2018
- 3.0 Public Comment
- 4.0 Information Item:
 - 4.1 Call Vans—Ron Hughes
 - 4.2 ESL Digital Badges—Carmen Becerra
 - 4.3 SAEC Staff Update: ABE/HSD Navigator, Alida Mora and Advance Manufacturing Navigator, Janine Medina—John Werner
 - 4.4 California Adult Education Program Technical Update—John Werner
- 5.0 Action Items:
 - 5.1 Partnership Application: F.I.E.L.D.—John Werner
 - 5.2 Innovators by Design 2018, Joint Workforce Development and Adult Ed Summit—Andre Brasil and John Werner
 - 5.3 SAEC 2018/19 Annual Plan—John Werner
 - 5.4 COABE Annual Conference 2019—John Werner
- 6.0 Discussion Items:
 - N/A
- 7.0 Adjournment

3

2.0 Approval Minutes: May 1, 2018

2.1 Review of Minutes

2.2 Discussion

2.3 Action

4

3.0 Public Comment



5

4.0 Information Items:

4.1 Cal Vans—Ron Hughes



*Board Packet Enclosure 4.1

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4.0 Information Items: Update

4.2 ESL Digital Badges—Carmen Becerra

City&Guilds Group

The diagram shows a hand holding a yellow hexagonal badge. To the left, a stack of yellow hexagons is labeled 'Stackable'. Below the hand, a 'College' badge is shown transferring to a 'Job' badge, labeled 'Transferable'. A blue badge is labeled 'Evidence based' with a note 'THERE'S DATA INSIDE!'. The text 'Free & Open' is written next to the hand.

*Board Packet Enclosure 4.2

4.0 Information Items: Update

#06101 What's inside an Open Badge?

City&Guilds

The diagram features a central blue hexagonal badge with a red basketball. Surrounding it are various components: 'issuer' (a blue hexagon), 'image' (a red basketball), 'recipient' (a person icon), 'name' (a yellow banner), 'description' (a text box), 'criteria' (a list), 'standards' (a checkmark), 'tags' (a tag icon), 'URL' (a magnifying glass), 'evidence' (a document), 'issued: 10/12/16', 'expires: 10/12/17', and 'verification' (a magnifying glass). The text 'BADGE CLASS' and 'ASSERTION' are written at the bottom.

*Board Packet Enclosure 4.2

4.0 Information Items: Update

Civic Integration Framework

Developed by ALLIES, South Bay Adult Education Consortium, and other Silicon Valley Partners

8 Map Areas

- English Proficiency
- Education & Career Advancement
- Health & Well-being
- Providing for Children and Family
- Participation in Civic and Community Life
- Economic Security
- Credentials & Residency
- 1st Language Literacy

*Board Packet Enclosure 4.2

4.0 Information Items: Update

4.3 SAEC Staff Update—John Werner

ABE/HSD Navigator

Alida Mora

Advanced Manufacturing Navigator

Janine Medina

*Board Packet Enclosure 4.3

4.0 Information Items:

4.4 California Adult Education Program Technical Update—John Werner


➤ NEW NAME!
AEBG is out.
California Adult Education Program is in.

NOT A GRANT.

*Board Packet Enclosure 4.4

4.0 Information Items:

➤ New Website: <https://caladulthood.org/>



*Board Packet Enclosure 4.4

4.0 Information Items:

➤ Statewide Student Identifier

SEC. 4. Section 52523 of the Education Code is amended to read:

(f) Students enrolled in adult education programs, courses, and classes shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K-12 education programs, if the student is not already identified by a social security number in the data system of the adult school or other local educational agency providing the adult education programs, courses, or classes. Adult schools shall share the assigned identifiers with the California Community Colleges for inclusion in the student data system.

SEC. 23. Section 78401 of the Education Code is amended to read:

(f) Commencing with the 2019-20 fiscal year, the Chancellor's Office of the California Community Colleges and the State Department of Education shall coordinate so that students enrolled in classes established pursuant to subdivision (a) shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K-12 education programs, if the student is not already identified by a social security number in a community college district's data system. For students who formerly attended a California public school in kindergarten or any of grades 1 to 12, inclusive, or participated in another adult education program, the same statewide student identifier utilized for that student in the past programs shall be assigned. The chancellor's office shall collect and maintain the identifiers of adult school students in the Adult Education Program data system.

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*Board Packet Enclosure 4.4

4.0 Information Items:

➤ Education Code Update

Planning Cycle: Three Year
Comprehensive Plan and
Annual Plan language added

Indirect Costs Capped (5% or less of
direct costs, not total allocation)

14

4.0 Information Items:

➤ Due Dates (see enclosure for complete list)

AUGUST 2018

Aug 01: Final program year report due and student data report due (Q4)

Aug 15: Annual plans due for 18/19

Aug (TBA): AEBG 18/19 funding is disbursed from the State

SEPTEMBER 2018

Sep 1: 16/17 & 17/18 member expense report due in NOVA (Q4). Will also include end of the year reporting on leveraged funds, fees, and other financial breakdowns

Sep 30: 16/17 & 17/18 member expense report certified by consortia in NOVA (Q4). Will also include Year End Financial Report (Narrative)

Sep 30: Program Year Budget Due in NOVA (Includes 17/18 carry over and 18/19 new funds)

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Sep 30: End of Q1

*Board Packet Enclosure 4.4

4.0 Information Items:

➤ Field Teams

Field Council Structure



*Board Packet Enclosure 4.4

4.0 Information Items:

SAEC MOU and Governance Documents

SCHOOL DISTRICT	AGENDA	MOU	GOVERNANCE DOCUMENT	MINUTES
ALPAUGH	X	X	X	
COLLEGE OF THE SEQUOIAS	X	X		
CORCORAN				
CUTLER-OROSI	X			
EXETER	X	X		X
FARMERSVILLE				
LINDSAY				
HANFORD	X	X	X	
TULARE	X	X	X	X
VISALIA	X	X	X	X
WOODLAKE	X	X	X	

*Board Packet Enclosure 4.4

5.0 Action Items: New Partners

5.1 SAEC 2018 Partnership Application: F.I.E.L.D

ESL (community college cooperative grant funding and instructional service agreements)
Tipton, Tulare, and Cutler-Orosi
Anticipated start date 8/27/18
AM and PM classes

Adult High School Diploma (pending accreditation. EPIC was accredited in May 2018)
Tulare

GED
Tulare

Industrial Services Work Experience and Training
Solar Industrial Technology (charter high school embedded) and connected to Solar FIELD and FIELD Works both for profit subsidiaries of F.I.E.L.D.
Occupational Health and Safety
Communication & Conflict Resolution
Leadership & Supervision Training
Process Improvement
*As needed based on employer involvement and funding

Energy Conservation

*Board Packet Enclosure 5.1

5.0 Action Items: New Partners

5.2 Innovators By Design 2018—Andre Brasil and John Werner

- what: Driving Economic Mobility
- who: Workforce, Education, and Industry
- when: Wednesday October 3, 2018 7:30am-3:30pm
- where: Visalia Convention Center
- Jointly presented by the Workforce Investment Board of Tulare County and Sequoias Adult Education Consortium
- Fiscal Impact \$5,000.00

*Board Packet Enclosure 5.2

19

5.0 Action Items: New Partners

5.3 SAEC 2018/19 Annual Plan—John Werner

- Due 8/15/18
- Developed over the summer
- Continuation of previous strategies
- New work: Digital Badges
- Not new work, but a new section: Describe the Three Year Planning Process
- New Submission Process

*Board Packet Enclosure 5.3

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5.0 Action Items: New Partners

5.4 COABE Annual Conference 2019—John Werner

March 31-April 3, 2019
New Orleans, FL

Estimated Costs per Person: \$2,007.00
Registration: \$600.00
Lodging: \$627.00
Travel: \$600.00
Meals: \$180.00

*Board Packet Enclosure 5.4

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Adjournment: Next Meeting 9/4/18

Thank you!

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SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.1

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: Ron Hughes, CalVans

APPROVED BY: John Werner, Director

PRESENTED BY: Ron Hughes, CalVans

AGENDA TITLE: Cal Vans

AGENDA SECTION:

_____ Public Recognition/Proclamations

 X Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

Ron Hughes will provide information on CalVans. Sponsored by California Vanpool Authority, a public transit agency, CalVans supplies qualified drivers with late model vans to drive themselves and others to work or school. CalVans pays for the gas, maintenance, repairs and a \$10 million insurance policy. CalVans supports individuals in rural communities with transportation options. CalVans can be contacted at (866) 655-5444 or by e-mail at calvans@co.kings.ca.us.

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 align to regional economic workforce development plans. Per Objective 7 of AB104, consortium efforts will leverage regional resources.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.2

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Carmen Becerra, ESL Navigator

AGENDA TITLE: ESL Digital Badges

AGENDA SECTION:

_____ Public Recognition/Proclamations

 X Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

During the 2017/18 program year, the SAEC ESL Committee explored options for creating a standardized and uniform certificate process for the ESL programs at the adult schools of SAEC. The term *certificate* is defined differently between the CCCC and the K12 systems and alignment would be difficult due to differences in policy between the two systems. Digital badges can serve as an alternative method to accomplish the goals of the ESL Committee and provide students with a valuable endorsement their learning accomplishments. The ESL Committee has explored the digital badge process and moved forward to create a series, or pathway of digital badges for civic integration. This project will work to define Civic Integration Digital Badges during the 2018/19 program year in partnership with Riverside About Students Adult Education Consortium, South Bay Adult Education Consortium, and ALLIES Adult Education Consortium. By 2019/20 students will be able to earn a series of digital badges related to milestone accomplishments in a civic integration pathway. Furthermore, Assembly Bill 2098 (McCarty) will modify existing California Education Code to include language that directs the CCC Chancellor and State Superintendent of Public Education, in conjunction with the Statewide Director of Immigrant Integration to identify measures for assessing the effectiveness of consortia in immigrant integration.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

Approximately \$2,000 to \$3,000 dollars in year one.

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

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

Encl. No. 4.3

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: John Werner, Director

AGENDA TITLE: SAEC Staff Update

AGENDA SECTION:

_____ Public Recognition/Proclamations

 X Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

SAEC has filled two Navigator vacancies over the summer. Alida Mora joined SAEC as the new Adult Basic Education/High School Diploma Navigator in July. Alida will serve students in Pixley, Alpaugh, Corcoran, and Hanford. Janine Medina has accepted the position of Advance Manufacturing Navigator and will begin work on August 14th. Janine will serve students in Visalia, Exeter, and Farmersville. Both bring exceptional knowledge and experience to the consortium.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

Replacement for existing positions. No new costs. Approximately \$45,600.00 per Navigator per year.

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Regional Comprehensive Plan: Provision of Adult Education Services via the Regional Integrated Service Delivery System strategy.

SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Encl. No. 4.4

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: John Werner, Director

AGENDA TITLE: California Adult Education Program Technical Update

AGENDA SECTION:

_____ Public Recognition/Proclamations

 X Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

Periodic technical updates provide the SAEC Board and Partners with information regarding overall AEBG program compliance and policy changes. This update includes information on legislative action and policy updates. Specific topics will include: Adult Education Program name change, new Adult Education Program website, Statewide Student Identifier, Statewide Planning Cycle, Indirect Costs, Due Dates, Field Teams, SAEC governance and MOUs.

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.

California Adult Education Program 2018-2019

Trailer Bill Language:

http://dof.ca.gov/Budget/Trailer_Bill_Language/

Adult Education Block Grant Planning Cycle

Adult Education Block Grant Indirect Costs

Budget Bill Language:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1809

SEC. 4. Section 52523 of the Education Code is amended to read:

(f) Students enrolled in adult education programs, courses, and classes shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K–12 education programs, if the student is not already identified by a social security number in the data system of the adult school or other local educational agency providing the adult education programs, courses, or classes. Adult schools shall share the assigned identifiers with the California Community Colleges for inclusion in the student data system.

SEC. 23. Section 78401 of the Education Code is amended to read:

(f) Commencing with the 2019–20 fiscal year, the Chancellor’s Office of the California Community Colleges and the State Department of Education shall coordinate so that students enrolled in classes established pursuant to subdivision (a) shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K–12 education programs, if the student is not already identified by a social security number in a community college district’s data system. For students who formerly attended a California public school in kindergarten or any of grades 1 to 12, inclusive, or participated in another adult education program, the same statewide student identifier utilized for that student in the past programs shall be assigned. The chancellor’s office shall collect and maintain the identifiers of adult school students in the Adult Education Program data system.

66327

02/07/18 03:07 PM
RN 18 07871 PAGE 1

An act to amend Section 84906 of the Education Code, relating to adult education.



180787166327BILL

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84906 of the Education Code is amended to read:

84906. (a) As (1) Commencing with the 2019-20 fiscal year, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have approved an a consortium-approved three-year adult education plan that addresses that fiscal year a three-year fiscal planning cycle. The plan shall be updated at least once each year based on available data pertaining to the requirements of subdivision (b).

(2) For the 2018-19 fiscal year, as a condition of receipt of an apportionment of funds from this program, the members of a consortium shall have a consortium-approved adult education plan that satisfies subdivision (c).

(b) An adult education plan shall include all of the following:

(1) An evaluation of the educational needs of adults in the region.

(2) A list of the following:

(A) Entities that provide education and workforce services to adults in the region.

(B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services.

(3) A description of the services provided by entities listed pursuant to paragraph (2).

(4) An evaluation of current levels and types of education and workforce services for adults in the region.

(5) An evaluation of the funds available to the members of the consortium and the entities listed pursuant to paragraph (2), including funds other than those apportioned pursuant to this article.

(6) Actions that the members of the consortium will take to address the educational needs identified pursuant to paragraph (1).

(7) Actions that the members of the consortium will take to improve the effectiveness of their services.

(8) Actions that the members of the consortium, the entities listed pursuant to paragraph (2), and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:

(A) Placement of adults seeking education and workforce services into adult education programs.

(B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.

(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.

(D) Collection and availability of data.

(9) A description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(10) A description of the ways in which each of the entities identified in paragraph (2) contributed to the development of the plan.



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RN 18 07871 PAGE 3

~~(c) The members of a consortium shall approve an adult education plan at least once every three years. The plan shall be updated at least once each year based on available data.~~

~~(d)~~

~~(c)~~ For the 2015-16, 2016-17, and ~~2017-18~~ 2017-18, and 2018-19 fiscal years, a regional plan developed pursuant to Section 84830 shall satisfy the requirements of this section.

- 0 -



1807271-627812

LEGISLATIVE COUNSEL'S DIGEST

Bill No. _____
as introduced, _____
General Subject: Adult Education Block Grant Program.

Existing law requires that adult schools and evening high schools consist of classes for adults. Existing law authorizes minors to be admitted into those classes pursuant to policies adopted by the governing board of the school district if those minors meet certain eligibility requirements.

Existing law creates the Adult Education Block Grant Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Under this program, the chancellor and Superintendent, with the advice of the executive director of the State Board of Education, are required to divide the state into adult education regions and approve one adult education consortium in each adult education region. Existing law also requires, as a condition of receipt of an apportionment of funds from this program for a fiscal year, that members of a consortium approve an adult education plan, as specified.

This bill instead would require, commencing with the 2019–20 fiscal year, as a condition of receipt of an apportionment of funds from the program for a fiscal year, that members of a consortium approve a consortium-approved 3-year adult education plan that addresses a 3-year fiscal planning cycle. The bill would require the plan to be updated at least once each year, as specified. The bill also would provide, for the 2018–19 fiscal year, as a condition of receipt of an apportionment of funds from the program, the members of a consortium to have a consortium-approved adult education plan that meets specified requirements.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.



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An act to amend Section 84913 of the Education Code, relating to adult education.



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THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84913 of the Education Code is amended to read:

84913. (a) Funds apportioned for the program shall be used only for support of the following:

(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.

(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.

(3) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

(4) 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.

(5) Programs for adults with disabilities.

(6) Programs in career technical education that are short term in nature and have high employment potential.

(7) 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.

(8) (A) Indirect costs of the program's consortium members.(B) For purposes of this paragraph, "indirect costs" means either of the following:(i) For consortium members that are school districts and county offices of education, the lesser of the member's prior year indirect cost rate, as approved by the department, or no more than five percent of the total funding received from the program.(ii) For community college consortium members, the lesser of the member's prior year negotiated indirect cost rate or no more than five percent of the total funding received from the program.(b) A consortium may use no more than ~~5~~ five percent of funds allocated in a given fiscal year for the sum of the following:

(1) The costs of administration of these programs.

(2) The costs of the consortium.



LEGISLATIVE COUNSEL'S DIGEST

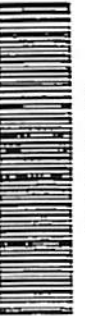
Bill No. _____
as introduced, _____.
General Subject: Adult Education Block Grant Program.

Existing law requires that adult schools and evening high schools consist of classes for adults. Existing law authorizes minors to be admitted into those classes pursuant to policies adopted by the governing board of the school district if those minors meet certain eligibility requirements.

Existing law establishes the Adult Education Block Grant Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Under this program, the chancellor and Superintendent, with the advice of the executive director of the State Board of Education, are required to divide the state into adult education regions and approve one adult education consortium in each adult education region. Existing law requires funds apportioned for the program to be used only for the support of specified programs, including, among others, programs in elementary and secondary basic skills and programs for adults that are primarily related to the entry or reentry into the workforce.

This bill would additionally include the indirect costs of the program's consortium members, as specified, among the purposes that funds apportioned for the program may be used.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.





July 30, 2018

To: Adult Education Block Grant Fiscal Agent or Fiscal Coordinator

From: California Adult Education Office

Subject: Approval of FY 18-19 Consortium Fiscal Administration Declaration

Please accept this formal notification of the contingent approval of your Consortium Fiscal Administration Declaration (CFAD) for the 18-19 fiscal year. The CFAD is intended to provide information regarding each consortium's disbursement method, allocation schedule of funding to members, and to inform the CA Adult Education Office of reasons associated with any changes in allocations, fiscal responsibilities, and/or fiscal structure. The CA Adult Education Office anticipates apportionment schedules to be released by August 2018.

During the CFAD process, member agencies had the option of designating a consortium member to serve as the fiscal agent to receive and distribute funds to members. If a member agency is selected to be the fiscal agent, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. Consortia will no longer track the pass through of funds as revenue. In addition, the pass through of funds should not be reported in the NOVA system.

The Governor's Budget for FY 18-19 included trailer bill language that changed the reporting of the member agency indirect expenditures. For K12 and County Offices, the allowed indirect rate will be the lesser of the CDE approved rate for 18-19 or 5%. For community colleges, the allowed indirect rate will be the lesser of the negotiated rate for 18-19 or 5% (see link for CA Adult Education Indirect Costs).

All consortia members will be required to submit their FY 18-19 budget and workplan by **September 30, 2018** into the NOVA system. Consortium primary contacts will certify budgets and work plans by **October 30, 2018**. The member work plans will be based on the consortium level annual plans that will be submitted in the NOVA system by August 15, 2018. Quarterly expenditure reporting for FY 18-19 will begin December 1, 2018 for Quarter 1, and every quarter thereafter.

For additional details, please reference the CA Adult Education Program Guidance, Allowable Uses, and the NOVA system via the CA Adult Education website at <https://caladulthood.org/Home>.

If you have any questions regarding this letter, please contact the CA Adult Education Office at tap@aebg.org.

Sincerely,

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



Javier Romero
California Community Colleges Chancellor's Office
Adult Education Block Grant Office





Due Dates

* Items with an asterisk are consortium deliverables

JULY 2018

AUGUST 2018

- Aug 01: Final program year report due and student data report due (Q4)
- Aug 15: Annual plans due for 18/19
- Aug (TBA): AEBG 18/19 funding is disbursed from the State

SEPTEMBER 2018

- Sep 1: 16/17 & 17/18 member expense report due in NOVA (Q4). Will also include end of the year reporting on leveraged funds, fees, and other financial breakdowns
- Sep 30: 16/17 & 17/18 member expense report certified by consortia in NOVA (Q4); Will also include Year End Financial Report (Narrative)
- Sep 30: Program Year Budget Due in NOVA (Includes 17/18 carry over and 18/19 new funds)
- Sep 30: End of Q1

OCTOBER 2018

- Oct 31: Student data due in TOPSPro (Q1) *Note – MIS 18/19 reporting schedule will be released in early 2018

NOVEMBER 2018

DECEMBER 2018

- Dec 1: 17/18 & 18/19 member expense report certified by members in NOVA (Q1)
- Dec 20: Data and Accountability Budget Changes due (old system)
- Dec 31: Data and Accountability funded activities end
- Dec 31: 17/18 & 18/19 member expense report certified by consortia in NOVA (Q1)
- Dec 31: End of Q2

JANUARY 2019

- Jan 31: Student data due in TOPSPro (Q2)
- Jan 31: Final Data and Accountability expense report due (old system)

FEBRUARY 2019

- Feb 25: Data and Accountability close out financial report due (old system). Will include final report (narrative)
- Feb 28: Preliminary allocations for 2019-20 & 2020-21 released by this date

MARCH 2019

- Mar 1: 17/18 & 18/19 member expense report due in NOVA (Q2)
- Mar 31: 17/18 & 18/19 member expense report certified by consortia in NOVA (Q2)
- Mar 31: End of Q3

APRIL 2019

- Apr 30: Student data due in TOPSPro (Q3)

MAY 2019

- May (or June): 3-year strategic plan and evaluation report due from consortia
- May 02: CFADs for 2019-20 due

AEBG Framework Milestones

Performance Based Programming

As student data systems align to planning and funding, it will provide the opportunity to shift to performance incentivizing and target high priority areas of focus.

Adult Education Policy Alignment

Adult Education code alignment has begun with a review of current K12 adult code. Next steps involve review of Community College noncredit code, and creating new adult education code to bring the systems together.

Data & Accountability Systems

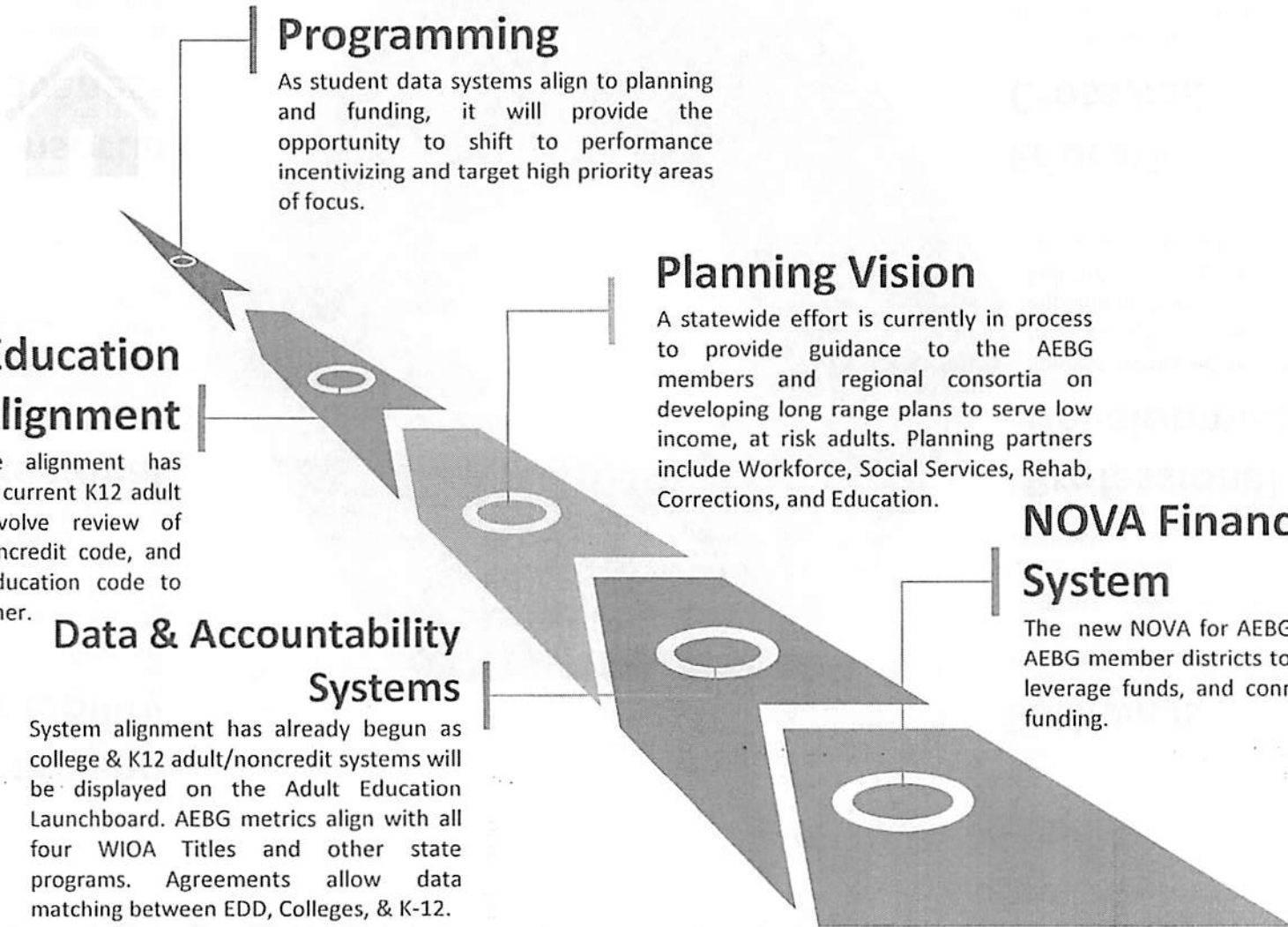
System alignment has already begun as college & K12 adult/noncredit systems will be displayed on the Adult Education Launchboard. AEBG metrics align with all four WIOA Titles and other state programs. Agreements allow data matching between EDD, Colleges, & K-12.

Planning Vision

A statewide effort is currently in process to provide guidance to the AEBG members and regional consortia on developing long range plans to serve low income, at risk adults. Planning partners include Workforce, Social Services, Rehab, Corrections, and Education.

NOVA Financial System

The new NOVA for AEBG will allow 400+ AEBG member districts to track expenses, leverage funds, and connect planning to funding.



AEBG Field Council Structure



Data and Accountability

Ongoing review of the AEBG Data and Accountability System. Team reviews metrics changes, improves local data collection, and defines interplay between AEBG metrics and planning efforts.



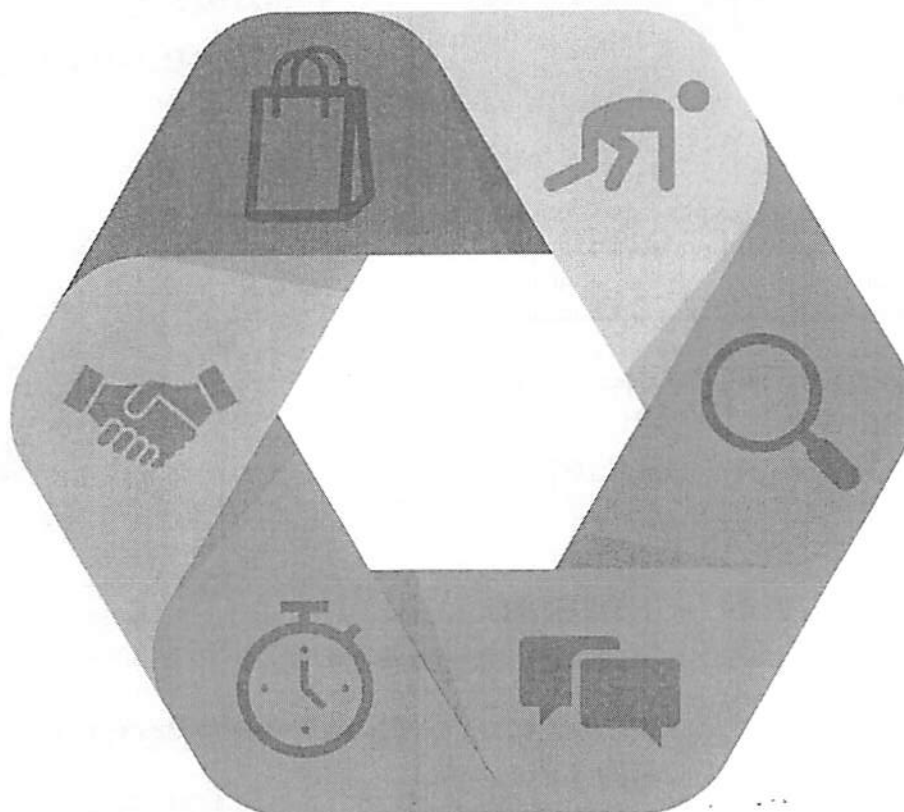
Regional Collaboration

Recommend policies/guidance local leaders need to collaborate across agencies, and defines shared populations and strengthen the "priority of service" link among AEBG, WIOA, Immigration Integration, and Social Services.



Member/Consortia Effectiveness

Define characteristics of effectiveness for activities, progress framework, and quality & quantity indicators. Develop plan to increase regional consortia capacity for using effectiveness in planning & evaluation.



Pathways



Promote alignment & strategies for coordinating state investments for pathway development (Chancellor's Office, CDE, WDB, EDD, Rehab, and Social Services).

Professional Development



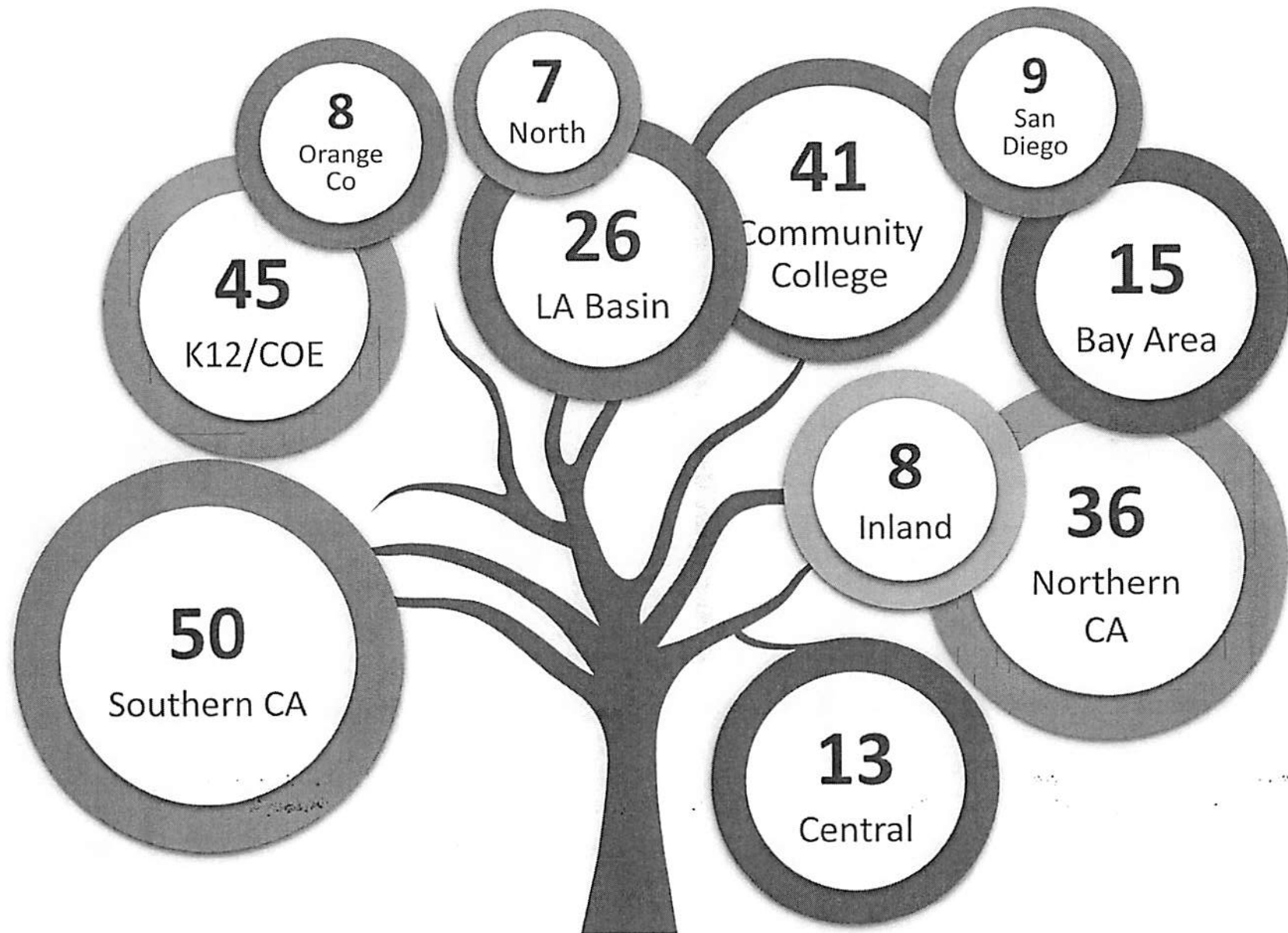
Support increased practitioner capacity for career pathway design and implementation, use of effectiveness indicators, improved local data collection, and define skills/training for leaders to collaborate across agencies.

Education Crosswalk



Create a unified crosswalk that will allow for alignment and consistent measuring of skills across WIOA and CB21 levels, with the ability to access the more granular information available in the college assessment test when it becomes available.

AEBG Field Representation



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

Encl. No. 5.1

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: John Werner, Director

AGENDA TITLE: Partnership Application: F.I.E.L.D

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

SAEC began involving key community stake holders as partners in 2013. SAEC leadership sees value in renewing those relationships and providing opportunity for new organizations to join as partners beginning in the 2018/19. SAEC current regional partners are: ABLE Industries, CSET, Dinuba School District, Kings County JTO, Kings County Rehab, Tulare County Library, Porterville Unified School District, Proteus, Tulare County Sheriff's Department and Workforce Investment Board of Tulare County. Partner organizations are selected by the Consortium Board through an application process. Farmworker Institute of Education & Leadership Development (FIELD) has applied for partnership. FIELD provides services which would duplicate services already provided by current SAEC members and partners. SAEC members are meeting current regional need throughout the region.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Do not approve.

FINANCIAL IMPACT:

N/A

ALIGNS TO SAEC IMPLEMENTATION PLAN:

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

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

Encl. No. 5.2

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Andre Brasil and John Werner, Director

AGENDA TITLE: **Innovators by Design 2018, Joint Workforce Development and Adult Ed Summit**

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

SAEC has provided annual adult education summits to the region. These summits focus on topics which are important to the development and maintenance of a regional adult education consortium. SAEC began partnering with other agencies on these summits beginning in 2017 when the consortium partnered with the Tulare County Office of Education. This year SAEC will partner with the Workforce Investment Board of Tulare County to host Innovators by Design, 2018. The event will address topics and issues connected to economic mobility in the region. Event attendance is appropriate to all regional partners/stakeholders with an interest in regional economic and educational effort alignment. The event will support staff at all levels. Date: 10/3/18. 7:30am-3:30pm. Location: Visalia Convention Center.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

Approve

FINANCIAL IMPACT:

\$5,000.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Aligns to regional annual plan and three year comprehensive plan: provide professional development.

THE WORKFORCE INVESTMENT BOARD OF TULARE COUNTY
+ SEQUOIAS ADULT EDUCATION CONSORTIUM PRESENT

INNOVATORS BY DESIGN 2018

Driving Economic Mobility

WEDNESDAY
OCTOBER 3, 2018
7:30 A.M. - 3:30 P.M.

**SAVE THE
DATE**

Workforce, Education, and Industry partners are invited to this collaborative event to explore strategies that drive economic mobility.

INNOVATORS
by Design

REGISTER HERE



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

Encl. No. 5.3

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: John Werner, Director

AGENDA TITLE: SAEC 2018/19 Annual Plan

AGENDA SECTION:

☐ Public Recognition/Proclamations

☐ Public Comment/Public Interest Announcements/Status Reports

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

BACKGROUND/SUMMARY:

Each program year the Sequoias Adult Education Consortium must submit an annual plan in accordance with CA Education Code 84830. The SAEC Annual Plan 2018/19 (Program Year 4) will be submitted to the AEBG Office on or before August 15, 2018. The SAEC Annual Plan 2018/19 will articulate consortium participants (members and partners) and funding allocations. It will describe the actions SAEC and its members will take in 2018/19 to enhance the delivery of adult education services in the region. It will be aligned to the SAEC Regional Comprehensive (Three Year) Plan and applicable state law. All member districts are bound to the implementation of the plan and the Program Assurances. The SAEC Executive Director will facilitate development and submission of the plan with contribution from members, partners, and community stakeholders and in accordance with the SAEC Governance Plan. To date SAEC Program Committees, Leadership Committee, and subcommittees have participate in providing guidance to the SAEC Director for the 2018/19 Annual Plan.

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

N/A

FINANCIAL IMPACT:

\$9,503,869

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Annual Plan 2018/19 will align to the SAEC Regional Comprehensive Plan.

SAEC 2018/19 Annual Plan Working Document.

(This document version is provided for working groups, including the SAEC Board, to provide reviews, input, and take actions to approve. The formal submission of the SAEC 2018/19 Annual Plan will be loaded into the NOVA reporting system and subsequently approved by SAEC Member Representatives.)

Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the **2018-19** Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

During the 2014/15 planning phase, Sequoias Adult Education Consortium (SAEC) members and partners convened to write a comprehensive strategic plan. Members and partners analyzed the then current levels of adult education and compared them with regional needs. From that analysis, SAEC developed its Regional Comprehensive Plan. The plan articulates strategies to fill gaps, transition students, accelerate students through transitions, provides professional development to staff, and leverages regional resources. Funding was then distributed to members on a needs basis to implement strategies. The strategies identified in that plan remain relevant to the region today.

Since the 2015/16 program year members made significant progress towards implementing the strategies identified in the SAEC Regional Comprehensive Plan. Each strategy had a three year implementation timeline. The current 2018/19 SAEC Annual Plan reflects the progress made to implement those strategies and the work that will be accomplished during 2018/19. The 2018/19 Program Year Plan describe few new strategies. The majority of any new work described is the continued refinement of existing strategies. SAEC will engage a few new strategies in 2018/19 (e.g. Civic Integration Digital Badges). SAEC will also see the full, independent implementation of Lindsay Adult School. SAEC members have participate in Three Year, Comprehensive Plan activities since last year and this work will continue in 2018/19.

Furthermore, as noted in the SAEC Regional Comprehensive Plan, the AEBG objectives to provide professional development and leverage regional resources are addressed in SAEC strategies focused on filling gaps, transitions, and acceleration. For example, to fill gaps SAEC planned, and implemented, a strategy to provide courses in Adult Basic Skills, Adult Secondary

Education, and English as a Second Language and courses for recent immigrants. The delivery of those courses by existing adult schools into communities that did not have adult education programs is built on members leveraging resources to host the classes at K-12 schools. This strategy also leverages existing administrative capacity and relieves the burden of creating new management structures.

SAEC members have engaged many new strategies that address and support regional adult education needs, in many areas and in creative ways. These strategies successfully address all of the AEBG objectives. SAEC members, with support from regional partners, will continue to refine strategy implementation and adhere to the three year timeline described in the SAEC Regional Comprehensive Plan to improve adult education. The limiting factor moving forward for the regions efforts in adult education will be dedicated funding. It is currently estimated that the adult education providers are meeting less than 10% of the regional adult education needs. Based on current adult education funding levels, SAEC members are providing services at fiscal capacity and will face an imminent decline in service provision to the region without additional funding. This concern was identified in the 2017/18 Annual Plan and continues to affect programs.

Regional Planning Overview

Although this 2018-19 annual plan, and the strategies, are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2019? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

SAEC began the 3-year planning process in the 2017/18 program year. Standing program area committees have met to evaluate regional needs, current efforts to meet those needs, and develop either current strategy refinement or develop new strategies to meet regional needs. SAEC has five standing governance committees. They are:

1. Adult Basic Education/High School Diploma Committee
2. English as a Second Language Committee
3. Career Technical Education Committee
4. Adults with Disabilities Committee
5. SAEC Leadership Committee

Each committee has co-chairs and is affiliated with a SAEC Navigator. The navigators facilitate committee activities and collaboration. The SAEC Executive Director coordinates the efforts of all committees and facilitates communication between the SAEC Board and the committees. As committees have provided planning information or recommended action, that information is shared with other committees and the board. Each able to then provide feedback to ensure all have participated in providing input to the planning process. Committee participation is open to anyone in the community with an interest in the work or focus of the committee. Committee meeting dates, times, locations, and agendas are provided to the public through several

communication strategies to facilitate stakeholder participation. The SAEC Board meetings are public and participation is encouraged. SAEC has cultivated a culture of stakeholder participation and will continue to benefit from strong regional relationships and collaboration.

During the 2018/19 Program Year those committees will continue to meet. Strategies will be shared and discussed over the course of this planning year in multiple forums, including with the SAEC Board. Strategies and refinements from each committee will be incorporated into the new 3-year plan and SAEC anticipates final board approval of the plan in the spring of 2019.

The current 3-year planning process differs from our first 3-year planning process. The first 3-year planning process was facilitated by consultants. Consultants assisted with regional economic data collection, regional adult education effort data collection, evaluation of need, and formulation of appropriate strategies to meet needs. Current planning will be coordinated and facilitated by SAEC staff and adult education staff. The planning and drafting process will be done *in house*. Current staff are proficient in developing, implementing, and monitoring strategic plans at a regional level. Data collection will be done in partnership with regional workforce development partners and through higher education resources. Other than access to regional economic data, SAEC will not be dependent on outside consultants for development of a new 3-year regional plan.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1

Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as

appropriate. Specifically, SAEC has identified the need for additional training for logistics technicians based on regional economic development partner plans and anticipates the launch of an additional logistics technician program. No new offerings in Pre-Apprenticeship or Apprenticeship Programs are planned for the 2018/19 year. Resource limitations prevent the addition of adequate programs in this area.

Regional Need #2

Deficiency of Technical or Computer Skills. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC will monitor course description descriptions for inclusion of computer and technical standards. Student digital literacy skills will be monitored through educator survey and teacher created assessments. SAEC will monitor staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

Regional Need #3

Sharing of Information and Resources. This gap was identified through the survey administered to education providers. SAEC will monitor the participation of staff in consortium meetings, committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data.

Regional Need #4

Students' Access to Programs. The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to program is caused primarily by student proximity to current program offerings. Providers are unable to fund programs near students and students often lack adequate transportation to travel to existing programs.

Regional Need #5

The Lack of Classes at Varying Times and Locations. The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. Several SAEC members either historically offered Adult Education courses and discontinued them, or never offered service. Additionally, districts that currently offer Adult Education courses have added new offerings in the past 2 years, but are still offering fewer courses than they did previous to program reductions. Regional demographic data indicate that SAEC members are currently meeting less than of the regional adult education need. SAEC will monitor the number of courses offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

Gaps in Service

2018-19 Strategies

What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? **You must list at least one.**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

Strategy #1

Regional Integrated Service Delivery System (RISDS): The Regional Integrated Service Delivery System will continue to address multiple regional needs. This strategy addresses the need to student support services as student engage pathways, the sharing of information, collaboration amongst members and partners, identification of needs, strategies to meet regional needs, and coordination of efforts by members and partners. RISDS, as a strategy, will maintain the SAEC Navigators, coordinate professional development (new staff, administrators, faculty), and conduct comprehensive community outreach. The coordination of SAEC committees and their work is also facilitated through the RISDS strategy. These committees maintain a host of activities which include regional intake alignment, regional curriculum alignment, sharing of best practices using a community of practice model, and evaluation of overall program area need and performance.

Strategy #2

Offer additional Adult Basic Education, HSD, GED/HSE, ESL and Classes and Courses for Immigrants Classes: SAEC members will continue implementation of classes that where new during the 2017/18 program year. New classes have been offered in all member communities. SAEC members and partners will continue to coordinate the delivery of courses to best meet the needs of each community. SAEC will continue to monitor levels of effort and need. Limited expansion of offerings in 2018/19 are due to limited funding levels.

Strategy #3

Embed computer skills into program area courses at the adult schools: Program area committees have identified ISTE Standards that align to WIOA Title II Technology and Distance Learning Plans (TDLPs). Staff will development awareness of the ISTE Standards through professional development and engage instructional practices to support student engagement of the standards.

Strategy #4

Offer access to computers and internet at regional centers and member school district locations:

This strategy was implemented in 2016/17. Members will continue provision of access to hardware and internet service to students. Member have achieved a near 1 to 1 ratio of computers to students. All members provide high quality internet accessibility, with most providing campus wide wi-fi.

Strategy #5

Employer input to incorporate appropriate technical skills into CTE curriculum: Members will participate in joint advisory committees and seek input through local workforce development board advisory in 2018/19. SAEC seeks to leverage existing structures to avoid duplication of effort. This strategy is ongoing.

Strategy #6

Work-based learning (WBL) incorporated into CTE courses: Work-based learning activities will continue to be implemented in select CTE courses in 2018/19. SAEC members began implementation of this strategy in 2017/18. Members, in partnership with the Tulare County Office of Education, began the development of a WBL framework appropriate to adult education and engaged CTE staff in professional development. Limited instances of WBL activities for students occurred during that first year as the focus was on staff development. In 2018/19, SAEC Navigators and member CTE staff will implement more student activities to support this goal. Implementation will be monitored directly and evidence in student participation numbers, the creation of student artifacts, and evaluation of student learning outcomes.

Strategy #7

Add more CTE certificate programs/classes: In 2016/17 members added several new CTE courses. Current new offerings (Stainless Steel Purge Welding, Medical Billing and Coding, and QuickBooks) will continue in 2018/19. A VESL Food Safety Pathway will be implemented in 2018/19. A VESL janitorial training course will be implemented in 2018/19. VESL logistics training pathway curriculum will be developed in 2018/19. A Logistics Technician program will begin implementation in 2018/19. Jail Education Vocational Preparation (with support services from Probation and the One Stop) will be implemented in 2018/19.

Seamless Transitions

2018-19 Strategies

What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? **You must list at least one.**

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Strategy #1

Online Pathway Mapping Tool: The SAEC Online Pathway Mapping Tool is largely completed and in use by staff and students. SAEC convened a first responder subject matter expert group to design a new section of the online tool late in 2017/18. The new section will be available for use in the Fall of 2018. Occupational/economic outlook and training program information will be available on fire, police, criminal justice, and paramedic occupations and programs. The addition of a first responder section will assist students seeking to engage that pathway. Routine maintenance to the entire online resource and updating of regional employment data will continue from year to year as needed.

Strategy #2

CTE Contextualized Basic Skills: SAEC will continue implementation in 2018/19. Incremental adjustments and improvements to the curriculum of the course will continue in 2018/19. SAEC members will identify potential new offerings in 2018/19 as needed. Instructors will be engaged in professional development as needed.

Strategy #3

Expanded college campus tours for Adult Basic/ Secondary Ed and ESL students at adult schools: This strategy has enjoyed success in past years. Students have benefited from the coordinated efforts of the adult schools and community college. This strategy will continue through 2018/19. Program specific tours will be added in 2018/19 for students seeking transition to specific CTE programs. These will likely be small group tours highly customized to the students' interests. SAEC Navigators will facilitate the coordination of tours.

Strategy #4

Adult education counselor at adult schools currently without counselors: This strategy has been implemented with the support of funding for one full time counselor. This strategy will continue as needed. Current funding levels do not support the addition of any new counselors at adult schools. The expansion of this strategy would require a reduction of service provision in another area.

Strategy #5

Counselor for ESL students: This strategy has been fully implemented at the community college. It will continue as needed. The provision of an ESL counselor at the community college has facilitated transition of students from the adult school programs to the community college programs and visa-versa. Furthermore, the position has facilitated the transition of ESL students to other certificate and degree programs.

Strategy #6

Outreach to employers to educate them on hiring Adults with Disabilities: This strategy is being implemented in accordance with the SAEC Regional Plan timeline. SAEC will leverage the SAEC Navigators to implement this strategy in 2018/19.

Strategy #7

Occupational Work Skills Curriculum Updates (AWD): This strategy will continue with development of occupation specific work skills curriculum during the 2018/19 year. The development of curriculum will support member and partner alignment while ensuring that students have access to current industry aligned training and readiness. The AWD Committee will prioritize occupations for curriculum development based on regional employer needs and current offerings. They will determine expected student outcomes and develop methods for assessing student mastery. The committee anticipates designing sharable lesson plans by the summer of 2019. The challenge this strategy faces is the lack of learning standards or an authoritative source for curriculum. Various curriculum models reviewed by staff have not been satisfactory or aligned to the strategies intended outcomes. Staff are designing from the ground up.

Strategy #8

Joint Advisory Committees: SAEC members will participate in joint CTE advisory committees as they develop in the region. Participation in joint advisory committees will facilitate program alignment and sharing of resources.

Strategy #9

Adult School Curriculum Alignment: All adult schools have aligned their HSD, HSE, ABE, and ESL curriculums. Staff will continue to participate in committees and professional learning communities to share best practices and student outcome data. This is a continuation of a previous strategies, but will be new work.

Strategy #10

ESL off-site coordinated delivery: In 2016/17 SAEC members experimented with intentional coordinated delivery of ESL courses at off-site locations. The pilot was successful. SAEC members will continue to expand coordination in other communities/towns in 2018/19.

Student Acceleration

2018-19 Strategies

What new and/or existing strategies are planned to accelerate student progress? **You must list at least one.**

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Strategy #1

Open Entry Skills Primer: The ABE/HSD Committee has developed a short term skills review and preparation class for students preparing to enter college. The course will be open entry, and scheduled to support the community college intake schedule. Implementation of the class will begin in 2018/19.

Strategy #2

Supportive services at regional centers: SAEC Navigators connect students to regional services at centers. This strategy has been fully implemented and will continue in 2018/19. Navigators will receive additional training in case management strategy during the summer of 2018. The region would benefit from the addition of navigator to serve the AWD population and facilitate work in that program area. Limited funding restricts the consortium's ability to add another navigator.

Strategy #3

VESL Advance Food Manufacturing Class (HACCP Certification): A class was designed and implemented. The implementation provided feedback which led to a new strategy—VESL Pathways. The existing class will continue and serve as a capstone class to a pathway. Two lower level classes (an entry level and concentrator level) have been developed to support the capstone course. The series of 3 courses will provide a pathway to ESL student wishing to enter industry. The total pathway will be implemented in the 2018/19 school year. The concept for an additional VESL Pathway focused on Logistics is being explored. The VESL Logistics Pathway will enter the design phase during the coming year.

Strategy #4

Regional Student Success Team: Beginning in 2017/18, SAEC Navigators, key member staff, and key partner staff participated in the development of a Regional Student Success Team. This is an extension of the Regional Integrated Service Delivery System and will provides two resources to the community. The first goal is the strategy was to enhance service connection to the regions hardest to serve population: recently released inmates and homeless youth. The second goal of the strategy was to help develop understanding and awareness of regional support service between the agencies providing those supports—agencies become more aware of each other's work through participating on the team. The team facilitated implementation of best

practices by team members to education others from their native agency. The concept for this team stemmed out of the regional need to develop greater inter agency awareness for stronger referrals to services. This strategy will continue through 2018/19.

Strategy #5

Professional Learning Community (PLC) Data Analysis: SAEC Member staff have participated in PLCs. The PLC process will be refined in 2018/19 and staff will move from norming group behaviors and dynamics to analyzing student performance outcomes. This is not necessarily an entirely new strategy, but a planned refinement of an existing strategy. SAEC will continue to organize and facilitate PLCs for staff through the consortiums program area committees.

Strategy #6

Digital Badges for Civic Integration in English as a Second Language Programs at Adult Schools: SAEC members with adult schools that provide ESL will develop a digital badges to support students on a pathway to civic integration or immigrant integration. The badges will be developed in partnership with Riverside Adult Education Consortium, South Bay Adult Education Consortium, and ALLIES adult education consortium. The basis for the badges will be framed on the Immigrant Integration Framework as developed by the ALLIES adult education consortium. The digital badge creation process will occur during the 2018/19 program year. Student access to the badges is expected in the 2019/2020 program year.

Shared Professional Development

2018-19 Strategies

What new and/or existing strategies are planned to provide shared professional development? **You must list at least one.**

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Strategy #1

Teacher and faculty training on how to identify and make accommodations for students with disabilities: Staff and students have benefited from professional development focused on support students with disabilities. Many students in adult education have an undiagnosed learning disability and are beyond the age limits of some supportive programs. Staff must be aware of strategies to support such learners. This strategy will continue implementation in 2018/19.

Strategy #2

Shared professional development activities: SAEC members have done well to share professional development activities throughout the region. Professional development

opportunities are organized and implemented by program area, but based on total consortium need. One member typically takes the lead on facilitating the delivery and all members send staff to participate. Members will continue to share activities with staff from other schools. For example, adult school staff from multiple districts, through program area committees, have identified and scheduled curriculum specific trainings. Professional development planning and completion will continue. Such planning and delivery strategies will expand to other program areas. It has been difficult to include college instructors because they are not available. Schools will better communicate and coordinate events in 2018/19.

Strategy #3

Staff will participate in local, state, and national conferences to learn and share best practices in adult education: While much of the professional development needed can be developed and delivered by regional subject matter experts or by consultants brought into the area, sometimes staff must travel outside the region to gain access to the most current professional development. Part of this strategy will be the delivery of a conference, or summit, for members and stakeholders. For 2018/19 this conference will be delivered in partnership with the Workforce Investment Board of Tulare County. The conference with focus on regional economic mobility. The conference will be held in the Fall.

Leveraging Resources

2018-19 Strategies

What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? **You must list at least one.**

Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Strategy #1

Expanded adult education course offerings in districts where adult education was terminated, or never existed: Member districts without adult education courses provide classroom space (for courses offered after K-12 schools are out of class), computers, internet access, parent education funds, and other services such as after school programs that could provide childcare. Districts with adult education programs will continue to provide course in communities of districts who do not. By the third program year, SAEC had planned to implement 107 new courses. SAEC members have added 55 new course...while implementing other strategies. SAEC has been funded at half the amount requested.

Strategy #2

Co-Location of SAEC Navigators: SAEC Navigators are co-located at member and partner sites. SAEC Navigators provide student facing service to help students engage adult education and related services. (sub strategy of the SAEC Regional Integrated Service Delivery System). As part of the Regional Integrated Service Delivery System, SAEC Navigators will work with partner organizations to bring partner representatives into established resource centers throughout the consortium. For example, space at the Adult Schools and at regional partners has been set aside for use as a regional center for use by the SAEC Navigators. Additionally, in order to provide reach into the rural communities who have a need for these services, the SAEC school district Members have made use of existing school sites in the community such as elementary, middle or high schools and their resources. Partner agency staff would travel to these community sites once a week or perhaps once a month (dependent on need) to bring the services out into the community by making use of an elementary school's computer lab or computer cart and wireless internet. This would be done after school hours and perhaps during the time children are at an after school program. Leveraging of these types of resources to help alleviate challenges such as childcare, transportation, or lack of internet access will make the regional centers more effective and more cost efficient. The delivery of these services can be facilitated by the SAEC Navigators.

Strategy #3

WIOA Title II participation: Five of six members with adult education programs successfully completed WIOA Title II applications for 2017/18. Those members coordinated their application completion through the consortium to ensure alignment. Participating members will continue to share resources and maintain alignment to the degree possible under WIOA Title II.

Strategy #4

Shared professional development opportunities: Members will continue to share professional development activities with other members. Members communicate professional development needs and events during regular leadership committee meetings. This is an ongoing strategy.

Strategy #5

Adult Perkins: Members with CTE programs participate in the Adult Perkins Grant.

Strategy #6

CalWORKS: Members with adult education programs participate in CalWORKS programs.

Strategy #7

Partners: SAEC enjoys partnerships with all major social safety net providers in the region. Partners include county offices of education, workforce development boards, all WIOA core partners, county libraries, county sheriff departments, and several community based organizations. Furthermore, SAEC participates in the Tulare Kings Collaborative. SAEC will continue to leverage these partnerships to benefit students and community. An example of a partner outcome is SAEC and the Tulare County WDB partnering this year to deliver a workforce development conference called Innovators by Design. This event will SAEC will focus on regional workforce trends and increasing economic mobility of those we jointly serve. SAEC partners will also participate on WDB committees which support adult education.

Specifically, SAEC members participate on the Tulare County WIB Referral Committee (chaired by an adult education director), Communication Committee, Cross Training Committee, and MOU Committee. Another example of regional partnership is between SAEC and the Family Health Care Network, a regional health provider, as they jointly deliver the annual SAEC Velocity Tours. The Velocity Tours are awareness campaigns focused on adult education and health.

Strategy #8

Jail Education CTE: Visalia Adult School, in partnership with the Tulare County Sheriff's Department, County Board of Supervisors, Tulare County Probation Department, and the Tulare County Workforce Innovation Board will pilot a new Career Technical Education program at the Tulare County Jail facility. The new courses will provide inmates with basic AC/DC control systems training and adult basic education. Support services in the form of enhanced post release care from Probation (RESET Program) and career readiness and placement from the Tulare County WIB through their mobile one stop in the jail. This new program will serve up to 96 inmates each year.

Fiscal Management

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The SAEC 2018/19 annual plan strategies align with the SAEC 3-Year Regional Comprehensive plan. Both plans have been reviewed for alignment. Member allocations have been determined and approved by the SAEC Board and are reflected in the SAEC 2018/19 CFAD. All strategies listed in the SAEC 2018/19 Annual Plan align to the SAEC member allocation schedule. Approval of this plan by the SAEC Board signifies that alignment.

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

SAEC members follow a first in, first out expenditure model. All 2017/18 work is a continuation of existing strategies with new work being refinement in implementation. SAEC will also evaluate member expenditures and possibly reallocate unspent funds to other members to provide relief to member districts with unspent funds. This process is evidenced and explained in detail in the SAEC 2018/19 Consortium Memorandum of Understanding. The SAEC members and Board review allocation of resources periodically throughout the year. As Consortium Allocation Amendments are needed, the SAEC Board will review and approve any amendments.

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

Encl. No. 5.4

Board Meeting Date of August 7, 2018

TO: Sequoias Adult Education Board
FROM: John Werner, Director
PREPARED BY: John Werner, Director
APPROVED BY: John Werner, Director
PRESENTED BY: John Werner, Director
AGENDA TITLE: COABE Annual Conference 2019

AGENDA SECTION:

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

BACKGROUND/SUMMARY:

The 2019 Council On Adult Basic Education (COABE) Conference, March 31- April 3, 2019 in New Orleans, Louisiana provides professional development for those who lead and work in adult education. The conference is a convening of experts in the field from across the country. Current national policy and emerging trends are the focus. Attendees will have the opportunity to engage professional development and learn about adult education trends emerging on the national stage. Information and best practices from the COABE national conference have shaped the vision and implementation of the SAEC regional consortium and this provides an opportunity to bring new information to our region. SAEC Board approval for John Werner and other member staff to attend the COABE 2019 Conference is requested.

CONTRACT CHANGES:

N/A

RECOMMENDED ACTION:

Approval

FINANCIAL IMPACT:

Approximately \$2,000.00 per person. Costs to be paid out of individual member allocation.

ALIGNS TO SAEC IMPLEMENTATION PLAN:

Aligns with the SAEC Annual Plan 2018/19 and SAEC Three Year Regional Comprehensive Plan: Members will participate in professional development conferences at the regional, state, and national levels as appropriate.