SEQUOIAS ADULT EDUCATION CONSORTIUM
OFFICE OF THE DIRECTOR

Board Meeting Date of August 2, 2016

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 Annual Plan 2016/17 (Program Year 2)**

AGENDA SECTION:

_____ Public Recognition/Proclamations

_____ Public Comment/Public Interest Announcements/Status Reports

___X___ 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 2016/17 (Program Year 2) will be submitted to the AEBG Office on or before August 15, 2016. The SAEC Annual Plan 2016/17 articulates consortium participants (members and partners) and funding allocations. This plan describes the implementation of the SAEC 2015/16 Annual Plan successes and challenges. It describes the actions SAEC and its members will take in 2016/17 to enhance the delivery of adult education services in the region. It is 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 (attached).

CONTRACT CHANGES:

None

RECOMMENDED ACTION:

Approve the SAEC Governance Plan 2016/17 Annual Plan 2016/17 (Program Year 2)

FINANCIAL IMPACT:

$9,129,557.00

ALIGNS TO SAEC IMPLEMENTATION PLAN:

SAEC Annual Plan 2016/17 (Program Year 2)

Sequoias Adult Education Consortium 2016/17 (PY2) Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked (🔒).** *Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by* **August 15, 2016.**

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number

🔒 15-328-65

Consortium Name

🔒 57 Sequoias

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two.** *Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.*

Name	Title	Phone	Email
John Werner	Director	(559) 967-5342	sequoiasadulteddirector@gmail.com

Funding Channel

🔒 The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below..

Name	Title	Phone	Email
John Werner	Director	(559) 967-5342	sequoiasadulteddirector@gmail.com

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below.

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Name	Member	Phone	Email	Date Approved
Drew Sorensen	Woodlake Unified School District	(559) 564-8081	dsorensen@w-usd.org	09/09/2015
Todd Oto	Visalia Unified School District	(559) 730-7300	toto@vusd.org	09/22/2015
Sarah Koligian	Tulare Joint Union High School District	(559) 688-2021	sarah.koligian@tjusd.org	09/17/2015
Tom Rooney	Lindsay Unified School District	(559) 562-5111	trooney@lindsay.k12.ca.us	09/28/2015

Name	Member	Phone	Email	Date Approved
William Fishbough	Hanford Joint Union High School District	(559) 583-5901	wfishbough@hjuhsd.org	09/22/2015
Frank Silveira	Farmersville Unified School District	(559) 592-2010	fsilveia@farmersville.k12.ca.us	09/15/2015
Tim Hire	Exeter Unified School District	(559) 592-9421	thire@exeter.k12.ca.us	10/12/2015
Yolanda Valdez	Cutler-Orosi Joint Unified School District	(559) 528-4763	yvaldez@cojusd.org	10/08/2015
Rich Merlo	Corcoran Joint Unified School District	(559) 992-2188	rmerlo@corcoranunified.com	09/15/2015
Stan Carrizosa	Sequoias Community College District	(559) 730-3745	stanc@cos.edu	10/14/2015
Rob Hudson	Alpaugh Unified School District	(559) 949-8413	robh@alpaugh.k12.ca.us	05/10/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No) ⊙ Yes ○ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan. See attached Governance Plan.

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

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                    ┌──────────────────┐
                    │  SAEC Board of   │
                    │    Directors     │
                    └────────┬─────────┘
                             │
        ┌──────────────┬─────┴──────┬──────────────┐
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│ Director/Fiscal│ │  Partner  │ │ Leadership  │
│  Coordinator   │ │Organizations│ │ Committee  │
└────────────────┘ └───────────┘ └─────────────┘

┌──────────┬──────────┬──────────┬──────────┐
│ ABE Sub  │   ESL    │   AWD    │   CTE    │
│Committee │Committee │Committee │Committee │
└──────────┴──────────┴──────────┴──────────┘
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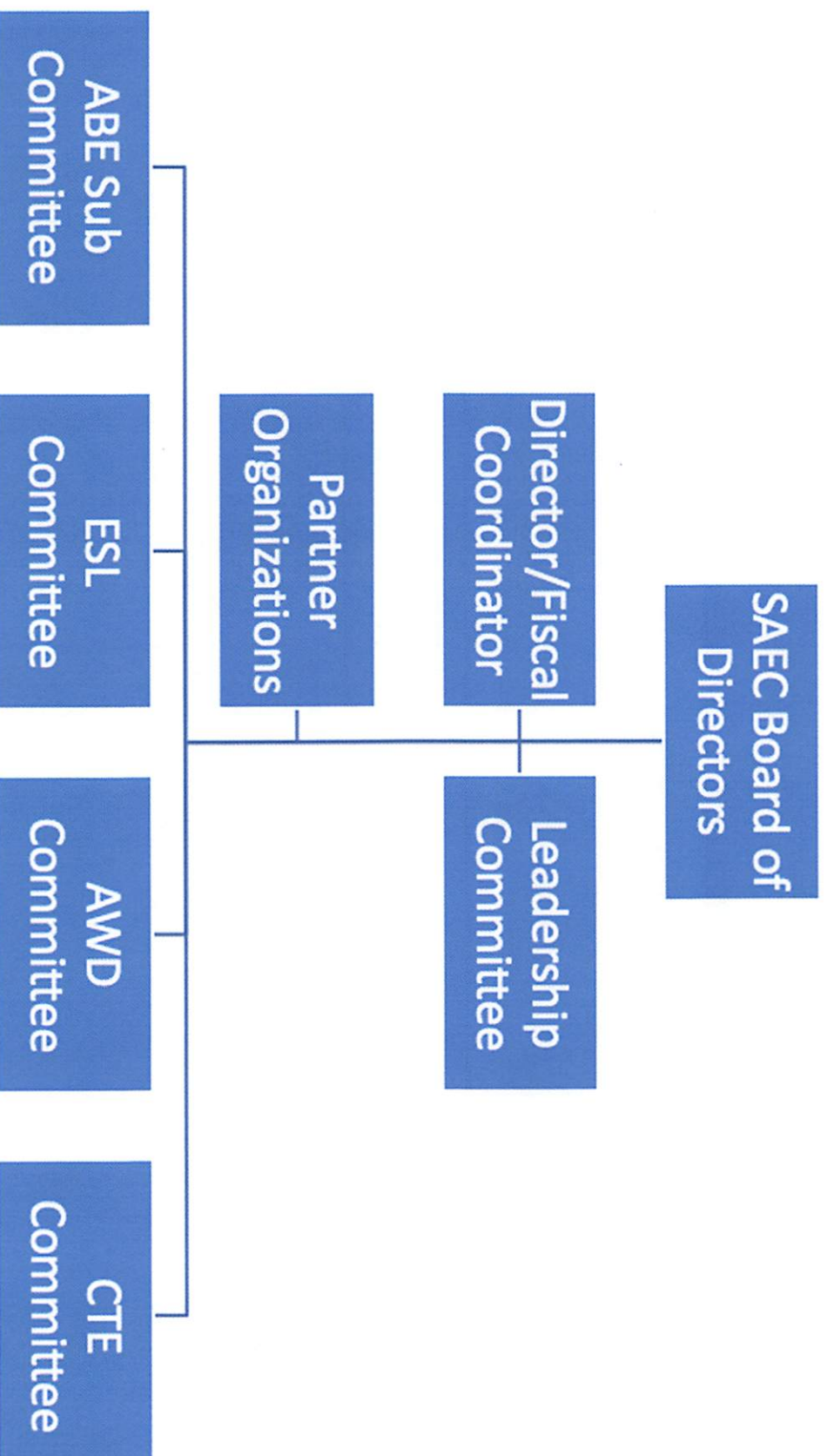
Do you have changes to your Organizational Chart? (Select Yes or No)   ○ Yes   ● No

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The SAEC Director will coordinate budgetary planning and fiscal reporting. Member districts will report data to the SAEC Director by object code, by program, and by objective.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No. ◌ Yes ◉ No

Consortium Allocation Schedule

*In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.*

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Member Name	District / LEA Code	Member_Type	16 - 17 Allocations
Exeter Unified School District	76836	SSD	$0
Woodlake Unified School District	76794	SSD	$0
Farmersville Unified School District	75325	SSD	$0
Visalia Unified School District	72256	SSD	$4,988,607
Tulare Joint Union High School District	72249	SSD	$2,806,811
Lindsay Unified School District	71993	SSD	$0

Member Name	District / LEA Code	Member_Type	16 - 17 Allocations
Cutler-Orosi Joint Unified School District	71860	SSD	$215,885
Alpaugh Unified School District	71803	SSD	$0
Hanford Joint Union High School District	63925	SSD	$662,604
Corcoran Joint Unified School District	63891	SSD	$203,366
Sequoias Community College District	00560	CCD	$252,284
		Total	$9,129,557

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary

goals for the the upcoming Program Year.
Response: (500 words max.)

Sequoias Adult Education Consortium (SAEC) will make progress towards the realization of the vision and goals of the SAEC AB104 Three-year Plan by continuing to implement strategies identified in the Sequoia Adult Education Consortium Regional Comprehensive Plan. The strategies identified in the Regional Comprehensive Plan were designed with input from regional adult educational stakeholders and address needs identified in the Regional Comprehensive Plan to fill regional delivery gaps, support the transition of students, and the acceleration of those transitions. SAEC made progress on strategy implementation during 2015/16 in accordance with its Regional Comprehensive Plan. The Consortium began year one implementation of all identified strategies. In year two, 2016/17, the Consortium will have finished building its Career Pathway Mapping Tool and begin implementation through member student support services, partner support service providers, and the SAEC Regional Integrated Delivery System. The Regional Integrated Delivery System will be fully staffed and begin offering services through its navigators at locations throughout the consortium. Navigators will be co-located at partner agencies. SAEC will continue to align and translate major assessments used by regional members. Curriculum development and pilot implementation will begin in CTE contextualized basic skills courses and non-credit level career development preparation courses. SAEC will continue to offer expanded community college tours in 2016/17. In 2015/16, the need for an additional adult school counselor was identified and the position was filled. This position will continue in 2016/17. The need for an additional English as a Second Language counselor was also identified in 2015/16 and the position has been filled. SAEC will work with local school districts and the county offices of education to create a program to serve adults with disabilities in career readiness. SAEC will continue to expand course offerings in adult basic skills, high school diploma, high school equivalency, courses for recent immigrants, and English as a Second Language. Instruction for recent immigrants in California Driver's License preparation have been embedded in English as a Second Language courses at some member adult schools. Curriculum for this strategy will be shared across adult education programs in 2016/17. SAEC will continue to work with regional members and partners to offer expanded access to computers and internet use for students. SAEC will work with local Workforce Development Boards in 2016/17 to identify opportunities for pre-apprenticeship training. Courses designed to support students in transitioning to higher educational levels will be piloted in 2016/17. Professional development will continue in 2016/17 to support staff at all levels. Professional development activities will include trainings, workshops, regional summits, attendance to professional conferences (both in state and out of state), and through the implementation of Professional Learning Communities. SAEC members will seek opportunities to develop and implement 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. SAEC will continue to engage regional partners in variety of ways to enhance service delivery for all.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others.

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Partner Name	Partner Type	Core Services
ABLE Industries	CBO	Disabled adult development: training in independent living, community integration, job training, and job readiness.
CSET	CBO	Community services. Employment training.
Dinuba Unified School District	K-12 School District	K-12 education and support services. (State Center Adult Ed. Consortium member)
Kings County HHSA	County Government	Employment training, financial support services, and at-risk population protection.
Kings County JTO (LWIB)	Workforce Development Board	Regional workforce development.
Kings County Rehabilitation	CBO	Disabled adult development.

Partner Name	Partner Type	Core Services
Kings County Sheriff's Department	County Sheriff's Department	Public safety.
Porterville Unified School District	K-12 Local Education Agency	K-12 education and support services. (Kern Adult Ed. Consortium member)
Proteus	CBO	Education, job training, job placement, and other support services to farm working families and other program participants
Tulare County HHSA	County Government	Public health, welfare, environmental health, child protective, mental health, veteran, conservatorship, and aging population services.
Tulare County Library	County Public Library	Literacy support services. Library resources
Tulare County Office of Education	County Office of Education	Education support and services.
Tulare County Sheriff's Department	County Sheriff's Department	Public safety.
Workforce Investment Board of Tulare County	Workforce Development Board	Regional workforce development.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Response: (200 words max.)

Tulare County Library: The Read to Succeed Adult Literacy program has a satellite office co-located in a member district's adult school and provides tutoring and literacy services. Another member contracted Read to Succeed to provide English literacy services in conjunction the districts ESL courses taught in that rural community.

Proteus: A SAEC member contracted with Proteus to provide instruction to fill gaps. The member district has not been able to hire staff to fill positions and Proteus will provide services until the adult school can staff out.

Tulare County Office of Education: TCOE has partnered with SAEC to provide input on several key consortium strategies. TCOE and SAEC will jointly deliver an education summit focused on transitions in 2016. TCOE has assisted SAEC with the development of the SAEC Career Pathway Mapping Tool and both are exploring the possibility of including CCPT pathways into the online tool.

Workforce Investment Board of Tulare County: Staff at the WIB have supported SAEC strategy design and implementation by providing regional economic outlook data. The WIB continues to be a strong partner as it hosts a focus group aimed at creating a universal referral system that includes SAEC and other WIB core partners.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Successes: (200 words max.)

All member districts that currently offer Adult Education services are expanding the number of courses, levels of courses, and frequency of course offerings. Additionally, five Member districts that have not provided Adult Education services in the past several years will begin offering services through collaborative agreements with neighboring Adult Education programs focused on the seven program areas of AB104. SAEC successfully aligned HSD curriculum across all service providers. The Consortium has successfully engaged staff in professional development and will work with County Office of Education efforts to align professional development opportunities. Successful work has also been completed to build out the SAEC Regional Integrated Delivery System. SAEC began curriculum development in 2015/16 to meet annual plan strategies and this work will continue into 2016/17. SAEC has largely completed the development of the Career Pathways Mapping Tool and plans its full release to staff and the community in Fall

2016. SAEC members and partners have successfully built a practicing culture of collaboration and communication. SAEC's efforts are marked by integrated delivery of services and a focus on leveraging existing resources to address gaps in service provision.

Challenges: (200 words max.)

The most difficult challenge faced by members has been the recruitment of qualified instructional staff. The regional pool of qualified applicants is not large enough to support the current expansion goals of SAEC. SAEC will continue to work with member districts to recruit highly qualified instructional staff. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Successes: (200 words max.)

There has been no substantive changes in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Annual 2015 Plan in December of 2015 or since the submission of the Regional Comprehensive Plan in March 2015. The Workforce Development Board of Tulare County is a regular participant at the SAEC monthly Board meetings and provides regular input and guidance on programming in the region based on sector analytics. Levels and types of service expansion noted above have target regional economic needs and have been successful as noted above. Members successfully expanded counseling and guidance support services. Member districts will continue to expand student supportive services in a variety of ways, particularly in transitional support services and guidance. SAEC had previously identified child care as a specific need at one adult school, but sees the need for student guidance as a greater, more immediate need.

Challenges: (200 words max.)

Again, challenges to service delivery are noted above. Additional to finding qualified teacher candidates, consortium members struggled with service delivery implementation due to fund allocation late in the program year. As members move into Program Year 2, (2016/17) they are poised to demonstrate rapid expansion of services. New class offerings of existing courses to relieve wait lists and new class types to fill gaps in service are planned to begin in Fall 2016.

Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

2016 - 17 Planned Expenditures

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 Noninstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	▼ $0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in

automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

- o   Download Consortium Expenditures Workbook

- o   Download Member Expenditures Form

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Response: *(200 words max.)*

The implementation of CASAS by adult schools will align placement of students into programs, allow for easier transition between programs, and standardize the curriculum levels of instruction across the region. SAEC will adopt CASAS for all member districts who currently do not utilize the assessment, as well as for all members providing ESL instruction. This will set the stage for non WIOA Title II funded programs to apply for funding. Promotion and progression through the CASAS levels will provide achievement benchmark indicators of student success. Members expect to see variation between agencies in CASAS score thresholds for student placement as each agency addresses program needs. Providers can roughly align entrance/exit score thresholds, but cannot support strict alignment. Increased graduation rates from HSD/HSE programs and increased enrollment to College of the Sequoias industry recognized certification programs will serve as progress indicators. SAEC has begun correlating the multiple assessments used by members to guide and inform instructional decisions at the classroom level. Nationally and/or industry recognized assessments for certification and/or licensure will continue to be used by members to determine student completion.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below.

Name	Vendor	Core Services	Participating Members
Accuplacer	College Board	Assesses reading, writing, math, and computer skills.	Sequoias Community College District
CASAS	Comprehensive Adult Student Assessment Sytems	Assessments of basic skills for youth and adults and curricular tools to target instruction.	Cutler-Orosi Joint Unified School District, Hanford Joint Union High School District, Tulare Joint Union High School District, Visalia Unified School District
CELSA	Association of Classroom Teacher Testers (ACTT)	Assesses and places high school, college and adult ESL students into beginning to advanced classes Approved by the U.S. Department of Education as an "Ability to Benefit" (ATB) test	Sequoias Community College District
GED	GED Testing Service	High school equivalency testing.	Cutler-Orosi Joint Unified School District, Visalia Unified School District, Tulare Joint Union High School District, Corcoran Joint Unified School District, Hanford Joint Union High School District

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Response: (200 words max.)

Data services via TOPSPro Enterprise will be deployed across all member districts providing adult education. This will allow common data collection for students between adult education service providers. Cutler-Orosi, Tulare, and Visalia all utilize ASAP for student registration and management. Hanford currently uses Schoolhouse. As the CASAS Assessment system is rolled out in all districts, the implementation of TOPSpro Enterprise will be explored as a means of unifying the system and types of data collected by each Member district. TOPSpro Enterprise allows faculty and administrators to use data to prepare learners to master skills, to incorporate content standards into the curriculum and to meet AEBG and federal reporting requirements. College of the Sequoias use three data tracking applications. As SAEC moves forward towards a federated data collection system, the consortium will involve other regional partners in exploring data reporting needs and the development of a comprehensive, federated data management system. Third party vendors capable of meeting this need have not yet been identified. Selection of such a vendor or the development of a capable application will be part of the SAEC Data and Accountability Plan objectives. SAEC will deliver its Data and Accountability Plan in December 2017.

List the systems used for student data tracking..

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Name	Vendor	Core Services	Participating Members
ASAP	Administrative Software Applications, Inc.	Registration and class management.	Visalia Unified School District, Cutler-Orosi Joint Unified School District, Tulare Joint Union High School District
Banner IS	Ellucian	Full range of functions from strategic management to records processing.	Sequoias Community College District
Canvas LMS	Instructure	Learning management system.	Sequoias Community College District
COS Custom Build	Oracle	Planning and instructional effectiveness. Classroom level data storage.	Sequoias Community College District
School City Data Collection	SchoolCity, Inc.	Assessment, accountability and data management.	Corcoran Joint Unified School District
Schoolhouse	Pearson	Student enrollment and data management. Academic managements application for students.	Hanford Joint Union High School District

Name	Vendor	Core Services	Participating Members
Topspro Enterprise	CASAS	A nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults	Visalia Unified School District, Corcoran Joint Unified School District,Cutler-Orosi Joint Unified School District, Hanford Joint Union High School District, Tulare Joint Union High School District

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- o *(A) Improved literacy skills*

- o *(B) Completion of high school diplomas or their recognized equivalents*

- o *(C) Completion of postsecondary certificates, degrees, or training programs*

- o *(D) Placement into jobs*

- o *(E) Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.
Response: *(200 words max.)*

SAEC began implementation of several strategies designed to improve integration and transition. The SAEC Pathway Mapping Tool (described in the Regional Comprehensive Plan) is near completion and public release is expected in the Fall of 2016. The Regional Integrated Service Delivery System (RISDS) is now partially staffed and is expected to finalize staffing in the Fall 2016 semester. Service delivery through RISDS has focus on consortium wide coordination to support program areas and objectives. Service delivery will expand to direct student support services in the Fall 2016. The translation of assessments strategy is progressing through the mapping and correlation. Curriculum for CTE contextualized basic skills course delivery is being developed and a pilot is expected in the Fall of 2016. An additional counselor has been added to a consortium adult school as planned. An additional ESL counselor has been provided at the community college as planned. Expanded college tours and informational workshops for target populations have been implemented as planned. Multi-Lingual Learner Sections of English 360 will not be implemented. Updates to Occupational Work Skills Curriculum for the AWD Program Area did not begin as planned in 2015/16, but will begin in 2016/17.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.
Response: *(200 words max.)*

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Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Pathway Mapping Tool Online Release	09/01/2016 to 12/16/2016	Corcoran Joint Unified School District Sequoias Community	Professional Development for student support services staff. Student use. Cross training with regional partners on use and implementation.	Professional development participants reached. Online tool access count.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		College District Visalia Unified School District Tulare Joint Union High School District Hanford Joint Union High School District Cutler-Orosi Joint Unified School District Woodlake Unified School District Exeter Unified School District Alpaugh Unified School District Farmersville Unified School District Lindsay Unified School District		
RISDS Navigator Rollout	08/22/2016 to 06/30/2017	Alpaugh Unified School District Woodlake	Professional development. Community outreach. Student support services delivery. Co-location at partner agencies	Number of adults served.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Unified School District	for service delivery. Navigator training on partner services.	
		Visalia Unified School District		
		Tulare Joint Union High School District		
		Lindsay Unified School District		
		Hanford Joint Union High School District		
		Farmersville Unified School District		
		Exeter Unified School District		
		Cutler-Orosi Joint Unified School District		
		Corcoran Joint Unified School District		
		Sequoias Community College District		

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Workforce Development Core Partner Common Referral	07/21/2016 to 12/31/2016	Lindsay Unified School District Farmersville Unified School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Cutler-Orosi Joint Unified School District Woodland Joint Unified School District Exeter Unified School District Alpaugh Unified School District	Development of a common referral systems across WDB core partners in Tulare County. Shared referral form across all WDB core partners and SAEC members and partners.	Common referral form.
Translation of Assessments	07/01/2016 to 12/31/2016	Sequoias Community College District	Translation of member assessments for student placement and instruction delivery support.	A multimedia professional development tool for instructional staff.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
CTE Contextualized Basic Skills	07/01/2016 to 06/30/2017	Sequoias Community College District	Finalization of curriculum and pilot of an embedded contextualized skills class.	Student enrollment in a pilot class.
Expanded college tours.	08/15/2016 to 05/31/2017	Cutler-Orosi Joint Unified School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Corcoran Joint Unified School District Hanford Joint Union High School District	Increased college tours and college information workshops at adult schools.	Student participation.
Adult Education Counselors	07/01/2016 to 06/30/2017	Visalia Unified School District Tulare Joint Union High School District	Recruit and hire counselors as needed at adult education providers.	Counselor(s) hired.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Hanford Joint Union High School District		
Additional ESL counselor at COS	07/01/2016 to 06/30/2017	Sequoias Community College District	Maintain an additional ESL counselor at the community college.	Counselor hired and retained.
Occupational Work Skills Curriculum Update	08/01/2016 to 06/30/2017	Visalia Unified School District	Develop updated curriculum for Occupational Work Skills Courses for adults with disabilities in coordination with SAEC partners that serve adults with disabilities.	Curriculum updated and implemented.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.
Response: (200 words max.)

 SAEC's priority work in addressing gaps of service has been focused on the implementation of new courses in Adult Basic Skills, HSE, HSD, ESL, and Courses for Immigrants. SAEC Members have made progress in implementation. During the Spring and Summer of 2016 new courses were offered, but members were not able to expand as hoped. Members are planning broader expansion in the Fall of 2016. Courses for California Driver's License were embedded into existing ESL classes as EL Civics instructional modules. Members continue to revise curriculum to embed computer skills into all program areas. While some gains have been made with this strategy, SAEC expects full implementation to take several years. Members have begun purchasing hardware to expand computer and internet access to students. The HSD programs have adopted an online curriculum for implementation beginning Fall

<u>2016. Pre-apprenticeship options are being explored in conjunction with the Office for Apprenticeship. SAEC members are moving ahead with plans and offering additional CTE courses in the coming year.</u>

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

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Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Additional courses in ABE, Basic Skills, HSD, HSE, ESL, Classes and courses for immigrants.	07/01/2016 to 06/30/2017	Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Hanford Joint Union High School District Corcoran Joint Unified School District Cutler-Orosi Joint Unified School District	Offer additional courses through out the region to fill gaps in adult education service. Curriculum alignment across HSD service providers.	Student enrollments.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
CDL training embedded into ESL courses	07/01/2016 to 06/30/2017	Corcoran Joint Unified School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Hanford Joint Union High School District Cutler-Orosi Joint Unified School District	Short instructional modules for California Driver's Licensure embedded into ESL courses.	Curriculum updates. Within WIOA agencies, increased EL Civics scores for the driver's license objective.
Embed computer skills into all program areas.	07/01/2016 to 06/30/2017	Corcoran Joint Unified School District Visalia Unified School District Tulare Joint Union High School District Hanford Joint	Courses in all program areas aligned to ISTE standards.	Curriculum aligned to ISTE standards.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Union High School District Cutler-Orosi Joint Unified School District		
Increase student access to computers and internet.	07/01/2016 to 06/30/2017	Alpaugh Unified School District Visalia Unified School District Sequoias Community College District Tulare Joint Union High School District Corcoran Joint Unified School District Hanford Joint Union High School District Cutler-Orosi Joint Unified School District Woodlake	Adult education students have increased access to internet and computers.	Provision of services and facilities.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Unified School District Lindsay Unified School District Exeter Unified School District Farmersville Unified School District		
Employer input into CTE Curriculum	07/01/2016 to 06/30/2017	Corcoran Joint Unified School District Sequoias Community College District Visalia Unified School District Hanford Joint Union High School District Tulare Joint Union High School District Cutler-Orosi	Employer input to incorporate appropriate technical skills into CTE curriculum.	Input provided to programs from advisory committees, through WBDs, and in course outline updates.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Joint Unified School District		
Pre-apprenticeship training	07/01/2016 to 06/30/2017	Hanford Joint Union High School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District	Work with WDBs, the Division of Apprenticeship Standards, and SAEC members to identify pre-apprenticeship subjects for course development. CTE subgroup defines pre-apprenticeship for SAEC. Sectors for pre-apprenticeship identified.	Meeting agendas and minutes. Professional development on pre-apprenticeship. Identified sectors for work in 2017/18.
Additional CTE certificate programs	07/01/2016 to 06/30/2017	Hanford Joint Union High School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High	Addition and/or enhancement of CTE certificate programs that support regional economic development. Programs that meet regional economic development need are being developed and/or added as capacity permits. Existing programs are being aligned to support WIOA performance outcomes. Members without CTE programs will study the feasibility of adding programs.	Course offerings. Student enrollments and certifications.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		School District Cutler-Orosi Joint Unified School District Corcoran Joint Unified School District		
Work-based learning in CTE Courses	07/01/2016 to 06/30/2017	Hanford Joint Union High School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Cutler-Orosi Joint Unified School District Corcoran Joint Unified School District	Identify CTE programs that would benefit from WBL. Regional navigator would be tasked with connecting with local industry groups. Establish agreements with local employers to offer WBL for selected CTE programs. Members without CTE programs will conduct a feasibility study based on CTE expansion capacity.	Development of industry partnerships for WBL. Student participation in WBL opportunities.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.
***Response:** (200 words max.)*

SAEC subcommittees identified six strategies to address acceleration. SAEC has begun developing curriculum for compressed basic skills courses and a pilot will be offered in 2016/17. This strategy will be combined with an open entry skill primer strategy. The strategies are similar in nature and target populations with the only substantive difference being the duration of the courses. SAEC will focus on short (2-4 week) courses. SAEC has moved forward with adding supportive student services through its RISDS strategy and will be fully staffed in 2016/17. SAEC is developing curriculum for a food safety VESL class and expects to pilot in 2016/17. Professional development to support the implementation of professional learning communities has been provided throughout the consortium and members will continue implementation into 2016/17. SAEC will not create articulation agreements as originally planned.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Compressed Basic Skills Courses	07/01/2016 to 06/30/2017	Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District	Curriculum design (Fall 2016). Pilot (Fall or Spring 2017)	Course offerings. Student enrollment. Increased assessment scores.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Student Support Services at Regional Centers	08/15/2016 to 06/30/2017	Alpaugh Unified School District Woodlake Unified School District Visalia Unified School District Tulare Joint Union High School District Lindsay Unified School District Hanford Joint Union High School District Farmersville Unified School District Exeter Unified School District Cutler-Orosi Joint Unified School District Corcoran Joint Unified School District Sequoias	As part of the RISDS, regional navigators will provide support services to adults, students, and participants throughout the region. Navigators will also support coordination of service delivery between members and partners.	Case management and numbers served.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		Community College District		
VESL Course	07/01/2016 to 06/30/2017	Sequoias Community College District	Design and implement Vocational ESL courses. In 2016/17 a single course focused on food safety ESL will be designed and piloted.	Course description with scope and sequence designed. Course pilot.
Professional Learning Communities	07/01/2016 to 06/30/2017	Corcoran Joint Unified School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Hanford Joint Union High School District Cutler-Orosi Joint Unified School District	Establish professional learning committees between the community college and the five adult schools. Provide professional development to support PLCs.	PLC agendas, minutes, and attendance sheets. PLC production of instructional planning based on student artifacts and data.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.
***Response:** (200 words max.)*

Objective 6 Activities

Professional development is ongoing through SAEC members. Members provide training to their individual staff and have begun including other members throughout the consortium. Professional development targeting consortium wide initiatives is being hosted by individual members on behalf of the consortium. The consortium has coordinated professional development efforts to include and support partner organizations. Professional development has also been implemented through the region's professional learning committees. SAEC has hosted summits to deliver professional development and will continue such delivery into the future. SAEC will be partnering with regional educational agencies to host a joint summit in the Fall of 2016. Training to support students with disabilities across program areas was held during the 2015/16 year and will continue into 2016/17. SAEC will evaluate the needs for professional development to support staff who work with data and accountability systems and provide training in a variety of ways. SAEC will explore using a third party agency or vendor to assist with enhancing the SAEC data and accountability program. SAEC members attend conferences locally, statewide, and out of state as part of the SAEC professional development plan.

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
SAEC Joint Summit with TCOE	10/18/2016	Alpaugh Unified School District Woodlake Unified School District Visalia Unified School District Tulare Joint Union High School District Lindsay Unified School District Hanford Joint Union High School District Farmersville Unified School District Exeter Unified School District Cutler-Orosi Joint Unified School District Corcoran Joint Unified	Provide a joint symposium/summit focused on transitions to regional education agencies. WBD core partners will participate as well. The summit will address transitions and provide an opportunity offer PD on transitions strategies.	Staff participation.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
		School District Sequoias Community College District		
Staff Training to identify and support AWD populations.	08/15/2016 to 06/30/2017	Corcoran Joint Unified School District Sequoias Community College District Visalia Unified School District Tulare Joint Union High School District Hanford Joint Union High School District Cutler-Orosi Joint Unified School District	Training coordinated by the SAEC RISDS for faculty and teachers on the identification of adults with disabilities and how to make instructional accommodations to support the target population.	Staff participation.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Evaluate Data and Accountability Staff Training Needs	08/01/2016 to 10/31/2016	Visalia Unified School District Sequoias Community College District Corcoran Joint Unified School District Cutler-Orosi Joint Unified School District Hanford Joint Union High School District Tulare Joint Union High School District	Identify professional development needs for staff who work with data and accountability systems. Identify staff (and their roles) who work with data and accountability systems and reporting.	Professional development needs and staff to be trained identified.
Deliver Professional Development for	10/03/2016 to 06/30/2017	Visalia Unified School District Sequoias	Staff who work with data and accountability will be trained. Data and accountability record keeping and	Staff participation in training. Aligned data and accountability practices, procedures, and policies across member district service

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Data and Accountability Staff		Community College District Corcoran Joint Unified School District Cutler-Orosi Joint Unified School District Hanford Joint Union High School District Tulare Joint Union High School District	reporting across the consortium will be more reliable and accurate. Develop consistency between service provision agencies on data and accountability practices, procedures, and policies.	providers. Reliable and accurate data and accountability data reporting across SAEC.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.
Response: *(200 words max.)*

 The local WIBs have played a critical role in the expansion of services for SAEC. Local workforce data is provided to SAEC to support the development and implementation of programs. Tulare County WIB has hosted a work group aimed at creating a common referral system across core partners and SAEC. Local WIBs also serve SAEC by facilitating advisory boards to SAEC programs. This has created a critical link between the SAEC educational efforts and regional employer needs. SAEC has partnered with the Tulare County Library to refer students and provide programs. SAEC has also partnered with a local CBO non-profit to provide classes for a

member who has not been able to build out instructional capacity on pace with needed service provision to fill gaps. This activity is expected to end once the member has built capacity to meet demand.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Partner Contributions	Partners	Outcomes Expected	Method of Assessing Impact
Workforce Development Council Meetings	07/01/2016 to 06/30/2017	Visalia Unified School District	Regional economic development data. Core partner coordination.	County Workforce Development Boards	WBDs will provide information and data in support of SAEC activities. WBDs serve as advisory to workforce development training provided by SAEC members. WDBs will support the cross braiding of services between their core partners. SAEC is a core partner.	Program design and implementation.
Coordination of Library Services	07/01/2016 to 06/30/2017	Cutler-Orosi Joint Unified School District Tulare	Student tutorials and training.	Tulare County Library--Read to Succeed Program	Identified students will engage library services. Cutler-Orosi, in coordination with the partner, will study feasibility of adding library services	Number of students served.

Activity	Timeline	Members	Partner Contributions	Partners	Outcomes Expected	Method of Assessing Impact
		Joint Union High School District Visalia Unified School District				
CBO Course Delivery	08/15/2016 to 06/30/2017	Cutler-Orosi Joint Unified School District	Proteus will provide course in the Cutler-Orosi area for ESL, Citizenship, and Spanish HSE.	Proteus	Course delivery.	Course offerings. AEBG student summary data.

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

   o   See attached Program Assurances Document

Certification (Required) ⌐   I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document. ⌐   I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following

established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

John Werner

Director, SAEC