



## **SAEC Consortium Board Meeting Agenda**

September 5, 2017 8:00 AM – 10:00 AM

College of the Sequoias: Sequoia Room 1

Co-Chairs: Stan Carrizosa and Drew Sorensen

1. Opening Business
  - 1.1 Call to Order
  - 1.2 Establish Quorum
  - 1.3 Welcome and Introductions
2. Approval of Minutes – July 11, 2017
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 Visalia Adult School and Tulare County Sheriff's Department Jail Education Career Technical Education Program Update—John Werner
  - 4.2 Workforce Investment Board of Kings County Phase II Memorandum of Understanding—John Werner
  - 4.3 College of the Sequoias Successor Superintendent/President Update—Stan Carrizosa
5. Action Items:
  - 5.1 Affirmation of SAEC 2017-18 Annual Plan—John Werner
  - 5.2 Workforce Investment Board of Tulare County Phase II Memorandum of Understanding—John Werner
6. Discussion Items
  - 6.1 None
7. Adjournment

SAEC Board Meeting Schedule: 10/03/17, 11/07/17, 12/05/17, 01/02/18\*, 02/06/18, 03/06/18, 04/03/18, 05/01/18, 06/05/18\*

**SAEC Consortium Board Meeting**  
**College of the Sequoias Board Room 1**  
**Meeting 7/11/17, 8:00 - 10:00 am**  
**Co-chairs: Stan Carrizosa**

**In Attendance:**

Carmen Becerra, SAEC ESL Navigator; Carla Calhoun, CSET; Stan Carrizosa, College of the Sequoias; Maribel Delgado, SAEC Healthcare Navigator; Robert Gonzales, Cutler-Orosi Joint Unified School District; Heather Keran, Hanford Adult School; Janine Medina, Proteus; Gladys Nazario, Visalia Adult School; Todd Oto, Visalia Unified School District; Darin Pace, Exeter Unified School District; Jennifer Reimer, Tulare County Office of Education; Don Rhyne, SAEC ABE Navigator; Tony Rodriguez, Tulare Joint Union Unified School District; Joy Soares, TK Collaborative – TCOE; Drew Sorensen, Woodlake Unified School District; Larriann Torres, Tulare Joint Unified School District; John Werner, Sequoias Adult Education Director

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	Stan Carrizosa called the meeting to order and welcomed all to the meeting at 8:00 am.	
1.2	Establish Quorum	Quorum Established	
1.3	Welcome and Introductions	All present introduced themselves and the school or place they represent.	
2	Review and approval of meeting minutes:	Minutes from June 6, 2017 SAEC Board meeting reviewed.	<ul style="list-style-type: none"> <li>• Motioned by Drew Sorensen, Woodlake Unified School District</li> <li>• Seconded by Todd Oto, Visalia Unified School District</li> <li>• Vote: All approved, None opposed, Motion Carried</li> </ul>
3	Public Comment	<ul style="list-style-type: none"> <li>• None</li> </ul>	
4	Information Items		
4.1	Introduction of Gladys Nazario, Principal Visalia Adult School – John Werner	<ul style="list-style-type: none"> <li>• Comes from Freemont Adult School</li> <li>• Has 29 years of experience in adult education</li> </ul>	

4.2	<b>The Employment Training Panel Grant - Larriann Torrez</b>	<ul style="list-style-type: none"> <li>• Tulare Adult School was awarded an \$182,894 dollar grant for their LVN program</li> <li>• This is the 2<sup>nd</sup> time Tulare Adult School has been awarded the grant</li> <li>• Performance period: July 1, 2017 thru June 30, 2019</li> </ul>	
4.3	<b>WIOA title II Grant Update – John Werner</b>	<ul style="list-style-type: none"> <li>• Received notice that we will be receiving the grant—applications successful <ul style="list-style-type: none"> <li>◦ Participating Members--Hanford Joint Unified, Cutler-Orosi Joint Unified, Tulare Joint Union and Visalia Unified</li> <li>◦ Proteus and Porterville Adult are also receiving the grant</li> <li>◦ Total award estimated at 5-9% of a members annual budget</li> </ul> </li> <li>• Thanks have been given to Jill Rojas for her help with the application process</li> </ul>	
4.4	<b>SAEC Summer Velocity Tour 17 – John Werner</b>	<ul style="list-style-type: none"> <li>• Goal is to bring awareness to potential adult education students in the communities of Tulare and Kings County <ul style="list-style-type: none"> <li>◦ Best way to do this is to get out into the community</li> <li>◦ Utilizing the Proteus mobile computer lab</li> <li>◦ Plan on signing people up for classes while out in the community</li> </ul> </li> <li>• Will take place July 31 – August 8</li> <li>• You can find the schedule on the Sequoia Adult Education website</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone invited to come by and visit</li> <li>• Posters and flyers will be provided</li> </ul>
5	<b>Action Items</b>		
5.1	<b>SAEC Board 2017/18 Co-Chair Election – Stan Carrizosa</b>	<ul style="list-style-type: none"> <li>• Recognition of Stan Carrizosa as 2016/17 Co-Chair</li> <li>• SAEC selects co-chairs each year <ul style="list-style-type: none"> <li>◦ Co-chairs will facilitate meetings</li> <li>◦ Meet with SAEC director a week before Board meeting</li> </ul> </li> <li>• Asked for nominations or volunteers <ul style="list-style-type: none"> <li>◦ Prefer one from college and one from K-Adult</li> <li>◦ Stan Carrizosa, College of Sequoias and Drew Sorensen, Woodlake Unified School District nominated</li> </ul> </li> </ul>	<p>Motion to approve Stan Carrizosa and Drew Sorensen as 2017/18 Co-Chairs</p> <ul style="list-style-type: none"> <li>• Motioned by Darin Pace, Exeter Union High School</li> <li>• Seconded Todd Oto, Visalia Unified School District</li> <li>• Vote: All approved, None opposed, Motion Carried.</li> </ul>
6	<b>Discussion Items</b>		

6.1	<b>SAEC Board 2017-18 Annual Plan – John Werner</b>	<ul style="list-style-type: none"> <li>• Strategies are built off of committee meetings</li> <li>• CTE Contextualized Basic Skills <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ Implement in welding again</li> <li>▪ Add 3<sup>rd</sup> party assessment instrument</li> <li>▪ Add work readiness</li> <li>▪ Long term monitoring</li> <li>▪ Explore other CTE courses for delivery options</li> <li>▪ Engage participating instructors in additional professional development as needed</li> </ul> </li> </ul> </li> <li>• Adult Education Counselor <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ Implemented</li> <li>▪ Continue to monitor effectiveness</li> </ul> </li> </ul> </li> <li>• Outreach to Employers: Hiring Adults with Disabilities <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ SAEC Navigators will develop a work group to create an outreach program</li> <li>▪ Working group will be established in the Fall of 2017</li> <li>▪ Navigators can begin an awareness campaign in the Spring of 2018</li> </ul> </li> </ul> </li> <li>• Occupational Work Skills Curriculum Updates <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ Identify Essential Skills</li> <li>▪ Develop Essential Skills rubrics</li> <li>▪ Develop certificates</li> <li>▪ Build sample/pilot lessons</li> <li>▪ Determine need for a capstone class</li> <li>▪ Explore the use of CASAS POWER as a 3<sup>rd</sup> party assessment instrument (needs AEBG authorization)</li> </ul> </li> </ul> </li> </ul>	
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6.1	<b>SAEC Board 2017-18 Annual Plan – John Werner cont....</b>	<ul style="list-style-type: none"> <li>• Additional CTE certificate programs/classes             <ul style="list-style-type: none"> <li>◦ 2017/18 Work                 <ul style="list-style-type: none"> <li>▪ VESL Food Manufacturing Safety Pathway</li> <li>▪ VESL Logistics Tech Pathway</li> <li>▪ Jail Ed: Basic electronics, Cohorts, 80-120 inmates annually, partnership between TCSO, VUSD, WDB, and Probation</li> </ul> </li> </ul> </li> <li>• Work-based learning incorporated into CTE courses             <ul style="list-style-type: none"> <li>◦ 2017/18 Work                 <ul style="list-style-type: none"> <li>▪ Advanced manufacturing navigator to support development of WBL opportunities</li> <li>▪ Provide additional professional development to instructional staff</li> <li>▪ Develop greater coordination between member activities</li> </ul> </li> </ul> </li> <li>• Employer input to incorporate appropriate technical skills into CTE curriculum             <ul style="list-style-type: none"> <li>◦ 2017/18 Work                 <ul style="list-style-type: none"> <li>▪ Engage adult school instructional staff in joint advisory committees – no new committees</li> </ul> </li> </ul> </li> <li>• Open Entry Skills Primer – “Bootcamp”             <ul style="list-style-type: none"> <li>◦ 2017/18 Work                 <ul style="list-style-type: none"> <li>▪ Finalize the course outline/description</li> <li>▪ Schedule courses at adult schools</li> <li>▪ Recruit students</li> <li>▪ Evaluate implementation</li> </ul> </li> </ul> </li> <li>• Vocational ESL Classes             <ul style="list-style-type: none"> <li>◦ 2017/18 Work                 <ul style="list-style-type: none"> <li>▪ VESL Pathway development – Advanced Food Manufacturing                     <ul style="list-style-type: none"> <li>• 2 new supporting courses</li> <li>• Make completed curriculum available to adult education programs</li> </ul> </li> <li>▪ 2<sup>nd</sup> VESL Pathway                     <ul style="list-style-type: none"> <li>• Logistics</li> <li>• Begin design after VESL Food Manufacturing is completed</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
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6.1	<b>SAEC Board 2017-18 Annual Plan – John Werner cont....</b>	<ul style="list-style-type: none"> <li>• PLCs: Professional Learning Communities <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ PLCs need to move towards data sharing based on locally created learning artifacts</li> <li>▪ Continue with sharing of best practices</li> <li>▪ Continue with shared professional development</li> </ul> </li> </ul> </li> <li>• Teacher and Faculty Training: How to Identify and Make Accommodations for Students with Disabilities <ul style="list-style-type: none"> <li>◦ 2017/18 Work <ul style="list-style-type: none"> <li>▪ Continue to provide training</li> </ul> </li> </ul> </li> <li>• Next 3 year phase <ul style="list-style-type: none"> <li>◦ Develop a new Regional Comprehensive Plan in 2017/18</li> <li>◦ Plan will span the years 18/19 to 20/21</li> <li>◦ Requires evaluation of needs and program</li> <li>◦ Similar process used to create current Regional Comprehensive Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It was suggested that we have Devon Jones come back and share what else is happening at the industrial park and what they have achieved</li> </ul>
7	<b>Adjournment</b>	<ul style="list-style-type: none"> <li>• Next meeting will be Tuesday, August 1, 2017 at 8:00 a.m. at COS, Board Room 1. Meeting adjourned at 9:23 a.m.</li> </ul>	

**SAEC Consortium Board Meeting**  
College of the Sequoias Board Room 1  
Meeting 8/01/17, 8:00 - 10:00 am  
Co-chairs: Stan Carrizosa

**In Attendance:**

Stan Carrizosa, College of the Sequoias; Liset Caudillo, Proteus; Randy DeGraw, Farmersville Unified School District; Maribel Guzman, Kings County Human Services Agency; Robert Gonzales, Cutler-Orosi Joint Unified School District; Lori McClintick, Visalia Adult School; Thad Russell, College of the Sequoias; Drew Sorensen, Woodlake Unified School District; John Werner, Sequoias Adult Education Director; Edward William, Tulare County Library

	Discussion Topic	Outcome	Action
1	Opening Business		
1.1	Call to Order	Stan Carrizosa called the meeting to order and welcomed all to the meeting at 8:07 am.	
1.2	Establish Quorum	No Quorum	
1.3	Welcome and Introductions	All present introduced themselves and the school or place they represent	
2	Review and approval of meeting minutes:	Minutes from July 11, 2017 SAEC Board meeting reviewed	<ul style="list-style-type: none"> <li>No Review or Action due to lack of Quorum</li> </ul>
3	Public Comment	<ul style="list-style-type: none"> <li>None</li> </ul>	
4	Information Items		
	Visalia Economic Development News – Devon Jones	<ul style="list-style-type: none"> <li>Devon Jones reviewed the economic development in the industrial park. <ul style="list-style-type: none"> <li>Visalia area is competitive to other areas.</li> <li>Available zoned land is a big deal. They have over 1,000 acres of zone land with 640 of it North of Plaza and Riggins</li> <li>Construction work being done on Betty Drive <ul style="list-style-type: none"> <li>This will improve access for trucks to the industrial park</li> </ul> </li> </ul> </li> </ul>	

4.1	<b>Visalia Economic Development News – Devon Jones cont...</b>	<ul style="list-style-type: none"> <li>• Industrial Park update <ul style="list-style-type: none"> <li>• Fresno attracting large companies. Considerable tax subsidies are given by Fresno <ul style="list-style-type: none"> <li>▪ Visalia not inclined to tax subsidies.</li> <li>▪ Visalia/Tulare county residents will be benefited with jobs created in Fresno.</li> <li>▪ Food processing and manufacturing is still our number one priority.</li> </ul> </li> <li>• Potential for Visalia to get an Amazon Center down the road.</li> <li>• Attraction prospects continue but the staff focuses on expansion and retention issues</li> <li>• Residence Inn and more restaurants in the Plaza Business Park</li> <li>• Area development poll <ul style="list-style-type: none"> <li>▪ 7% new projects in the West</li> <li>▪ 19% in the SW (highest)</li> <li>▪ Skill labor is still at the top of the list</li> <li>▪ State &amp; Local incentives is the biggest jump</li> <li>▪ One day turn around in shipping makes Visalia look interesting</li> </ul> </li> <li>• Industrial Park Survey – Top training meets expressed <ul style="list-style-type: none"> <li>▪ Microsoft Office (all levels, mainly basic)</li> <li>▪ Soft skills communications</li> <li>▪ Leadership</li> <li>▪ PLC Troubleshooting/Programming</li> <li>▪ Forklift</li> <li>▪ Industrial Motor Controls</li> <li>▪ Basic Industrial Electricity</li> <li>▪ Internal Auditing and Continuous Improvement</li> </ul> </li> </ul> </li> </ul>	
4.2	<b>Program Year 1, 2015/16 Period 4 Budget Report – John Werner</b>	<ul style="list-style-type: none"> <li>• We are a fiscal based consortium</li> <li>• We have completely expended 15/16 monies</li> </ul>	•
4.3	<b>Program Year 2, 2016/17 Period 2 Budget Report – John Werner</b>	<ul style="list-style-type: none"> <li>• We have expended 75% of total member funds for 16/17</li> <li>• Members are in a position to expend funds out this year</li> </ul>	



4.4	<b>SAEC Summer Velocity Tour 17 – John Werner</b>	<ul style="list-style-type: none"> <li>• Showed t-shirts and posters that were created by VUSD print shop</li> <li>• First day out was July 31<sup>st</sup> <ul style="list-style-type: none"> <li>• SAEC tour saw about 30 people <ul style="list-style-type: none"> <li>▪ Enrolling them in classes if they are ready to commit</li> <li>▪ Using Proteus Computer lab with air conditioning and it gives access to computers</li> </ul> </li> </ul> </li> <li>• Will be in Seville this afternoon</li> <li>• Tour will go through August 8<sup>th</sup></li> </ul>	
4.5	<b>CCAE State Conference May 3–5, 2018 – John Werner</b>	<ul style="list-style-type: none"> <li>• Central Section is hosting the CCAE State Conference <ul style="list-style-type: none"> <li>• Registration is now open</li> <li>• Call for presenters will close in December <ul style="list-style-type: none"> <li>▪ Drew suggest there some presentations on the homelessness situation</li> </ul> </li> </ul> </li> </ul>	•
5	<b>Action Items</b>		
5.1	<b>SAEC Board 2017/18 Annual Plan – John Werner</b>	<ul style="list-style-type: none"> <li>• No discussion</li> </ul>	<ul style="list-style-type: none"> <li>• No action taken due to lack of Quorum</li> <li>• Will take vote by email because report is due August 15<sup>th</sup>.</li> <li>• Will confirm votes at the next meeting.</li> </ul>
6	<b>Discussion Items</b>	<ul style="list-style-type: none"> <li>• Marijuana is now legal in California.</li> <li>• We need to anticipate education for employment</li> <li>• What skills will be needed and what will be the business model? <ul style="list-style-type: none"> <li>• Plant chemistry</li> <li>• Hot house growth</li> <li>• Agriculture</li> <li>• Training to run a dispensary</li> </ul> </li> </ul>	
7	<b>Adjournment</b>	<ul style="list-style-type: none"> <li>• Next meeting will be Tuesday, September 5, 2017 at 8:00 a.m. at COS, Board Room 1</li> <li>• Meeting adjourned at 9:58 a.m.</li> </ul>	

SEQUOIAS ADULT EDUCATION CONSORTIUM  
OFFICE OF THE DIRECTOR

Encl. No. 4.1

2017

Board Meeting Date of September 5,

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: Visalia Adult School and Tulare County Sheriff's Department  
Jail Education Career Technical Education Program 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:**

Visalia Adult School provides adult education services in the Tulare County Jail. 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 implement a new Career Technical Education program at the Tulare County Jail facility. The new courses will provide inmates with basic AC/DC Electrical systems training and adult basic education. Support services will be provided 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.

**CONTRACT CHANGES:**

N/A

**RECOMMENDED ACTION:**

N/A

**FINANCIAL IMPACT:**

\$75,000.00 (AEBG funds allocated for new jail education classes through VUSD)

**ALIGNS TO SAEC IMPLEMENTATION PLAN:**

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



# JAIL EDUCATION TECHNICIAN TRAINING

## Essential Skill Areas

AC/DC Electrical Systems

Blueprint Reading

Problem Solving & Critical Thinking

Safety

Employment Skills Development

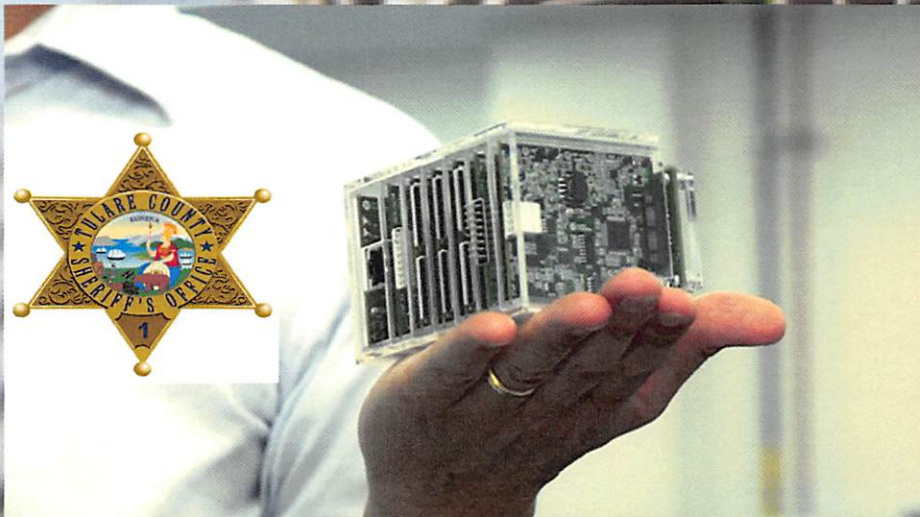
Adult Basic Education Skills (contextualized)

## Program Needs

- Instructor Recruitment
- Industry Tours/Talks
- Training Equipment

## Program Model

- 4 COHORTS: 8 Students/ea
- 4 MONTHS
- 3 HOURS/DAY
- VIRTUAL AND TRAINER BASED HANDS LEARNING
- ESSENTIAL WORK SKILLS TRAINING
- INTEGRATED BASIC SKILLS
- Re-ENTRY SUPPORT



SEQUOIAS ADULT EDUCATION CONSORTIUM  
OFFICE OF THE DIRECTOR

Encl. No. 4.2

Board Meeting Date of September 5,

2017

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: Workforce Investment Board of Kings County Phase II  
Memorandum of Understanding**

**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:**

The Workforce Innovation and Opportunity Act (WIOA) brings together regional partners to positively impact economic and workforce development. The Workforce Investment Board (WIB) of Kings County (Kings JTO) and regional adult education providers have a long history of productive, cooperative work to better prepare workers for employment opportunities. In order to implement and realize the local workforce development plan with the spirit of cooperation and collaboration, a Memorandum of Understanding (MOU Phase I) was established between the Workforce Investment Board of Kings County and the Kings County One-Stop delivery system signatory partners. The MOU Phase I was a visionary plan for how the WIB and America's Job Centers of California (AJCC) Partners would work together and was completed on June 30, 2016. The Memorandum of Understanding (MOU Phase II) will address how to sustain a unified workforce development system as described in Phase I through the use of resource sharing and joint infrastructure cost sharing.

**CONTRACT CHANGES:**

N/A

**RECOMMENDED ACTION:**

N/A

**FINANCIAL IMPACT:**

N/A

**ALIGNS TO SAEC IMPLEMENTATION PLAN:**

SAEC Regional Comprehensive Plan: Objective 7, Leverage Regional Resources.



SEQUOIAS ADULT EDUCATION CONSORTIUM  
OFFICE OF THE DIRECTOR

Encl. No. 4.3

Board Meeting Date of September 5,

2017

TO: Sequoias Adult Education Board

FROM: John Werner, Director

PREPARED BY: John Werner, Director

APPROVED BY: John Werner, Director

PRESENTED BY: Stan Carrizosa, Superintendent COS

**AGENDA TITLE: College of the Sequoias Successor Superintendent/President 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:**

Stan Carrizosa has served as the Superintendent/President of College of the Sequoias since 2012 and as Co-Chair on the SAEC Board since its formation in 2014. Stan announced that his retirement will go into effect July 1, 2018. The COS Board of Trustees have enlisted the services of the Association of Community College Trustees to conduct a search for Stan's successor at the college.

**CONTRACT CHANGES:**

N/A

**RECOMMENDED ACTION:**

N/A

**FINANCIAL IMPACT:**

N/A

**ALIGNS TO SAEC IMPLEMENTATION PLAN:**

SAEC governance structure.

SEQUOIAS ADULT EDUCATION CONSORTIUM  
OFFICE OF THE DIRECTOR

Encl. No. 5.1

Board Meeting Date September 5, 2017

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: Affirmation of SAEC Annual Plan 2017/18 (Program Year 3)**

**AGENDA SECTION:**

\_\_\_\_\_ Public Recognition/Proclamations

\_\_\_\_\_ Public Comment/Public Interest Announcements/Status Reports

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

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**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 2017/18 (Program Year 3) was due to the AEBG Office on or before August 15, 2017. The SAEC Consortium failed to hold a meeting where a quorum of designated voting member representatives was present on August 1, 2018. Subsequently, voting member designees participated in a vote by e-mail with all members voting to approve the plan. The plan was submitted to the AEBG office by the SAEC Executive Director, John Werner on August 15, 2017. Action to affirm the approval of the SAEC Annual Plan 2017/18 (Program Year 3) by a vote of convened SAEC members is sought today.

**CONTRACT CHANGES:**

None

**RECOMMENDED ACTION:**

N/A

**FINANCIAL IMPACT:**

\$9,129,557.00

**ALIGNS TO SAEC IMPLEMENTATION PLAN:**

SAEC Annual Plan 2017/18 (Program Year 3) will align to the SAEC Regional Comprehensive Plan.

## 57 Sequoias | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

### Section 1: Plans & Goals

#### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

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.

During the 2015/16 and 2016/17 program years 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 2017/18 SAEC Annual Plan reflects the progress made to implement those strategies and the work that will be accomplished during 2017/18, or Program Year 3. New strategies for 2017/18 are not necessarily new, but rather continuations and refinement of work from the original Comprehensive Plan strategies. A notable addition for 2017/18 that illustrates the refinement of previous strategies, but creates new work is the development of a VESL Pathway. The VESL Pathway has emerged out of the original strategy which would have created VESL courses.

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.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do 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.
Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs	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.
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 descriptions for inclusion of computer and technical standards. Student digital literacy skills will be monitored through educator survey and teacher created assessments.
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.
Students' Access to Programs	The importance of these programs was indicated by educators. SAEC conducted regional educator surveys.	SAEC will monitor to locations courses are offered and student enrollments, student attendance, and course completions.
The Lack of Classes at Varying Times and Locations	Several SAEC members that either at one time offered Adult Education courses and discontinued them or never offered them. Additionally, districts 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 member in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses.

## GAPS IN SERVICE



**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Regional Integrated Service Delivery System (RISDS): Hire an additional SAEC Navigator. Professional Development (new staff, administrators, faculty). Community outreach to publicize initiative.

Offer additional Adult Basic Education, HSD, GED/HSE, ESL and Classes and Courses for Immigrants Classes: Continue implementation of classes that were new during the 2016/17 program year. New classes have been offered in all member communities. Limited to current offerings in 2017/18 due to funding levels.

AND

Add more CTE certificate programs/classes: This strategy is ahead of schedule with new courses having been implemented a year in advance. Current new offerings (Stainless Steel Purge Welding, Medical Billing and Coding, and QuickBooks) will continue in 2017/18. A VESL Food Safety Pathway course series will be completed in 2017/18. A Logistics Technician program will begin implementation in 2017/18. Jail Education Vocational Preparation (with support services from Probation and the One Stop) will be implemented in 2017/18.

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 and engage instructional practices to support student engagement of the standards.

Offer access to computers and internet at regional centers and member school district locations: Implemented in 2016/17. Continue provision access to hardware and internet service to students.

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 2017/18.

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Additional ESL counselor at COS	5 - Fully implemented	None	Continue implementation at College of the Sequoias in 2017/18.	Professional development on student support strategies/best practices for counselors.
Adult Education Counselors	4 - Mostly implemented	This strategy has been implemented at one adult school. Current funding levels do not support the addition of new counselors at any other program.	None-no expansion. Implementation at Hanford Adult School will continue in 2017/18.	Additional funding.
CTE Contextualized Basic Skills	5 - Fully implemented	None	Course pilot was in 2016/17. Continued implementation in 2017/18. Work readiness skills will be added to the current course. A third party assessment to measure learning gains will be added in 2017/18. Identify potential new offerings in 2017/18. Instructors will be engaged in professional development as needed.	Professional development for instructional staff on IBEST models and best practices. Additional funding to expand the local initiative.
Expanded college tours.	4 - Mostly implemented	Coordination between members and provision of an adequate number of college tours.	SAEC Navigators will support member sites in scheduling/providing tours.	Additional funding to provide student transportation.
Occupational Work Skills Curriculum Update	2 - Mostly not implemented	SAEC focused on other priority strategies during the 2016/17 program year to essentially condense Program Year 1 and Program Year 2 into one calendar year.	In 2017/18, consortium members will identify essential skills through local area experts, develop rubrics, design sample lessons, and design a local certification process. The need for a capstone class will be explored in the Spring of 2018.	Develop a statewide occupational skills framework for adults with disabilities or assist SAEC with the technical process of developing a model framework locally.
Outreach to employers to educate them on hiring Adults with Disabilities.	3 - Somewhat implemented	This strategy is being implemented in accordance with the SAEC Regional Plan timeline. A plan for implementing the strategy was designed during Program Year 2 for full implementation in Program Year 3.	SAEC will leverage the SAEC Navigators to implement this strategy in 2017/18.	Provide professional development and best practices on how to engage local employers in hiring adults with disabilities. Provide additional funding to hire AWD program area specific staff to support placement of adults with disabilities into the workforce. Provide a comprehensive case management tool for adult education.
Pathway Mapping Tool Online Release	5 - Fully implemented	None	The Pathway Mapping Tool will receive routine maintenance and updates in 2017/18.	Professional development for webmasters. Additional funding to support consultant retention for coding/programming.
Translation of Assessments	2 - Mostly not implemented	The lack of progress on the Community College Common Assessment has stopped this local strategy.	This strategy has been placed on hold pending completion of the CCCC work on the common assessment.	Complete the CCCC common assessment. Provide a comprehensive cross-walk between the new common assessment and the CASAS assessments. Provide professional development for instructional staff on how to interpret student performance on the assessments and how it relates to learning outcomes and lesson planning.

### For 2017-18, what NEW strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce (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? Activities 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.

**Online Pathway Mapping Tool:** This strategy will continue to from year to year with updates and possible new sector pathways mapped into it. The Online Pathway Mapping Tool serves as both student facing resource to help them navigate existing strategies and as a depository of information for consortium members to see currently offered pathways.

**Joint Advisory Committees:** SAEC members will participate in joint CTE advisory committees as they develop in the region.

**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.

**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 2017/18.

## Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Open Entry Skills Primer: A short term skills review and preparation class for students preparing to take college placement exams. The course will be open entry, and scheduled to support the community college intake schedule.	3 - Somewhat implemented	CHALLENGES: Curriculum design was largely done by adult school staff alone. The community college was able to provide entrance exam blueprints and entry level course descriptions. It took a year for staff to develop a course and assessment metrics for the course.	The course has been designed, but not implemented. Member adult schools will begin implementation of the actual class in the Fall of 2017.	None
Professional Learning Communities	4 - Mostly implemented	None	SAEC will continue to organize and facilitate PLCs for staff through the consortiums program area committees	Professional development for staff on professional learning communities. Addition funds to hire outside consultants to provide training locally.
Student Support Services at Regional Centers	5 - Fully implemented	None	Continued implementation.	Provide additional funding for additional navigators. Provide a comprehensive case management system for adult education.
VESL Advance Food Manufacturing Class (HACCP Certification)	4 - Mostly implemented	Challenges--None	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. This class was implemented at the college level. The course is available to adult schools now for implementation.	Provide professional development and best practices on VESL Pathways. Provide addition funding to support the implementation of additional VESL pathways.



### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's 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).

Regional Student Success Team: Beginning in 2017/18, SAEC Navigators, key member staff, and key partner staff will participate in the development of a Regional Student Success Team. This is an extension of the Regional Integrated Service Delivery System and will provide two resources to the community. The first goal is that the strategy will enhance service connection to the regions hardest to serve population: recently released inmates and homeless youth. The second goal of this strategy is that it will help develop understanding and awareness of regional support service between the agencies providing those supports—agencies will become more aware of each other's work through participating on the team. The team will facilitate the implementation of best practices by team members to education others from their native agency. This concept for this team stemmed out of the regional need to develop greater inter agency awareness for stronger referrals to services.

VESL Pathways: A capstone VESL Food Manufacturing Course was designed and piloted in 2016/17. Low and intermediate VESL Food Manufacturing courses to support the existing capstone course are currently being designed in a jointly between the community college and adult schools. The series of 3 courses will provide a pathway to ESL student wishing to enter industry. 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.

Professional Learning Community (PLC) Data Analysis: SAEC Member staff have participated in PLCs. The PLC process will be refined in 2017/18 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.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
SAEC Joint Summit with TCOE	5 - Fully implemented	NONE	None	None
Shared professional development activities.	5 - Fully implemented	Challenges: Staff availability.	SAEC members have done well to share professional development activities throughout the region. They will continue to share activities with staff from other schools. Schools will better communicate and coordinate events in 2017/18	Provide group size regional professional development.
Staff will participate in local, state, and national conferences to learn and share best practices in adult education.	5 - Fully implemented	CHALLENGES: None	Staff will continue to participate in professional development conferences at the local, state wide, and nationwide levels.	None.
Teacher and faculty training on how to identify and make accommodations for students with disabilities	5 - Fully implemented	Challenges: None	This strategy will continue implementation in 2017/18.	None

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Staff will continue to participate in shared professional development activities. 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.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
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).	5 - Fully implemented	CHALLENGES: None	Continued implementation in 2017/18.	None
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.	4 - Mostly implemented	CHALLENGES: Insufficient funding.	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.	Provide SAEC with another \$9.1 million.
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.	5 - Fully implemented	CHALLENGES: None	Continued implementation in 2017/18.	None



**For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?**

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage 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.

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.

An integral part of the RISDS will be communication and outreach both between SAEC Members, Partners, and with the public. As part of the implementation process, a branding strategy for the system has been developed. Additionally, an outreach strategy based market segments has been established. It is called the SAEC Summer Velocity Tour 2017. This public outreach strategy will provide information to the public on adult education opportunities and other supportive services. The SAEC Navigators will tour communities throughout the region in a mobile computer lab bus. They will visit two towns per day. At each stop they will open the computer lab and provide information to current and potential students.

SAEC partners will participate on WIB 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. SAEC Navigators are cross trained by regional partners. This strategy will continue in 2017/18 with new training for a new SAEC Navigator.

These strategies were present in 2016/17 to leverage regional funds. They are approved in the 2017/18 SAEC Annual Plan by the SAEC Board. The AEBG Annual Plan in the Portal is does not have editable fields for work that was planned in 2016/17, but these strategies are named in the local SAEC Annual Plan, and will continue through 2017/18.

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

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

Adult Correctional Funds: Two members, Visalia and Hanford, provide adult education services in jail settings.

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 120 inmates each year.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$9,071,853	\$9,043,816	\$28,037
2016-17	\$9,129,557	\$6,753,952	\$2,375,605
<b>Total</b>	<b>\$18,201,410</b>	<b>\$15,797,768</b>	<b>\$2,403,642</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

The greatest challenge faced by members is tracking expenditures by AEBG Objective. Members have implemented new SACS codes to track by AEBG Objective, but many activities do not readily fit any one objective. Rather, expenditures often cross over several objectives. Also, members struggle with reporting on each program year separately. Reporting would be

simplified if members could declare unspent funds from a program year and then roll those funds into the follow year for accounting. Also, member districts are reaching capacity of program at current funding levels. Hiring of permanent full time employees is difficult because of this. Members struggle to engage part time employees in professional development. Member have also have the need to hire additional site administrators and student services support staff. Current funding levels do not facilitate such hires. One member would like to add additional off site course in rural communities and cannot due to funding constraints.

The late funding in 2015/16 continues to cause programmatic problems. The late funding in 2015/16 did not provide members adequate time to fully expend 2015/16 allocation dollars during the 2015/16 fiscal year. Members ended the 2015/16 fiscal year with unspent allocation funds. Following a first in first out rule, this offset the 2016/17 program year expenditures as 2015/16 funds were expended before any 2016/17 funds. A few members ended the 2016/17 fiscal year with remaining 2016/17 funds. On the surface it appears that members have surplus funds going into each new year. However, unspent funds from a previous year are not an ongoing revenue source and members cannot commit those funds to ongoing expenditures (e.g. permanent staff positions and related costs). Permanent program expenditures, like staff salaries and benefit obligations, must be planned around consistent revenue streams. Members have found ways to partially expend unspent funds from year to year on expenditures like materials, supplies, and hourly salaries. It is difficult to recruit part time, or hourly staff. SAEC's strategy to provide relief to member districts with unspent funds is to evaluate member expenditures in the third period of a program year and determine if those funds can be allocated to another member. This will complicate the budget and expenditure reporting system through the MISWeb portal. Multiple budget changes are anticipated on each program year as members shift funds between each other.

*Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)*

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 2017/18 Consortium Memorandum of Understanding.

## Section 3: Certification and Submission

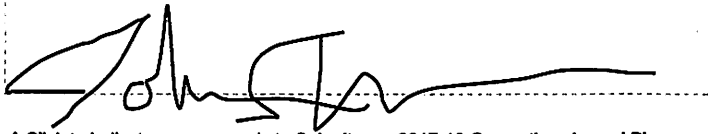
*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.*

*Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.*

## 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 2017-18 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 (Required)

A handwritten signature in black ink, appearing to read "John Smith", is written over a horizontal dashed line. The signature is contained within a rectangular dashed border.

✓ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan



SEQUOIAS ADULT EDUCATION CONSORTIUM  
OFFICE OF THE DIRECTOR

Encl. No. 5.2

Board Meeting Date of September 5, 2017

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: Workforce Investment Board of Tulare County Phase II Memorandum of Understanding**

**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:**

The Workforce Innovation and Opportunity Act (WIOA) brings together regional partners to positively impact economic and workforce development. The Workforce Investment Board (WIB) of Tulare County and regional adult education providers have a long history of productive, cooperative work to better prepare workers for employment opportunities. In order to implement and realize the local workforce development plan with the spirit of cooperation and collaboration, a Memorandum of Understanding (MOU Phase I) was established between the Workforce Investment Board of Tulare County and the Tulare County One-Stop delivery system signatory partners. The MOU Phase I was a visionary plan for how the WIB and America's Job Centers of California (AJCC) Partners would work together and was completed on June 30, 2016. The Memorandum of Understanding (MOU Phase II) will address how to sustain a unified workforce development system as described in Phase I through the use of resource sharing and joint infrastructure cost sharing. The Workforce Investment Board of Tulare County has completed Phase II of the WIOA MOU process and action to **approve the Workforce Investment Board of Tulare County Phase II Memorandum of Understanding between Sequoias Adult Education Consortium (as a community partner) and the WIB of Tulare County.**

**CONTRACT CHANGES:**

N/A

**RECOMMENDED ACTION:**

N/A

**FINANCIAL IMPACT:**

N/A

**ALIGNS TO SAEC IMPLEMENTATION PLAN:**

SAEC Regional Comprehensive Plan: Objective 7, Leverage Regional Resources.

**Workforce Investment Board of Tulare County  
Phase II Memorandum of Understanding - Cost Sharing  
Employment Connection Centers – Visalia and Porterville**

In order to establish a high quality one stop delivery system and enhance collaboration amongst partner programs, the Workforce Innovation & Opportunity Act (WIOA) requires that the Workforce Investment Board of Tulare County (WIB) develop Memoranda of Understanding with all non-WIB America's Job Centers of California<sup>SM</sup> (AJCC) required partners present in Tulare County (AJCC Partners). The expectation is that this Memorandum of Understanding (Phase II MOU) serves as a functional tool as well as visionary plan for how the WIB and AJCC Partners will work together to create a unified service delivery system that best meets the needs of our shared customers. WIB and the AJCC Partners signing below are each a Partner and a Party and together are the Partners and the Parties to this Phase II MOU.

The MOU development process was divided into two distinct phases. The Phase I MOU addressed service coordination and collaboration amongst the Partners and was completed on June 30, 2016. This Phase II MOU will address how to sustain the unified system described in the Phase I MOU through the use of resource sharing and joint infrastructure cost funding.

**1. DURATION**

The term of this Phase II MOU shall be September 1, 2017 to June 30, 2020, and shall be binding upon each Party hereto upon execution by such Party, and shall be automatically renewed thereafter on a fiscal year-to-year basis, unless any Party gives notice of non-renewal at least thirty (30) days prior to the end of the then-current fiscal year or withdraws from this Phase II MOU as permitted in paragraph 6.

**2. PARTIES**

**A. Parties Participating in this Phase II MOU to Share Infrastructure Costs:**

1. State of California Employment Development Department – Title III Wagner-Peyser
2. Workforce Investment Board of Tulare County – Title I Adult, Dislocated Worker, and Youth
3. State of California Department of Rehabilitation – Title IV – Vocational Rehabilitation
4. Tulare County Office of Education/ Ticket-to-Work
5. Community Services Employment Training – Community Services Block Grant , LIHEAP, Mental Health Supported Employment Program
6. Tulare County Health & Human Services Agency – Welfare-to-Work

**B. Parties Participating in this Phase II MOU to Share Other System – Applicable Career Services Costs**

- |  |  |
|--|--|
| 1. College of the Sequoias                                   | 10. Workforce Investment Board of Tulare County                  |
| 2. Kern Community College Dist./Porterville College          | 11. Sequoias Adult Education Consortium                          |
| 3. Community Services Employment Training                    | 12. Visalia Unified School District/Visalia Adult School         |
| 4. CA Employment Development Dept. (Vets, UI, Trade Act, WP) | 13. Tulare Joint Union High School District/Tulare Adult School  |
| 5. Tulare County Health & Human Services Agency              | 14. Cutler-Orosi Unified School District                         |
| 6. US Department of Labor/Job Corps                          | 15. Porterville Unified School District/Porterville Adult School |
| 7. Proteus, Inc./Migrant Seasonal Farmworker                 | 16. Tulare County Office of Education – Ticket-to-Work           |
| 8. California Department of Rehabilitation                   | 17. Porterville Sheltered Workshop                               |
| 9. Tule River Indian Tribal Council                          |  |

**3. CONSENSUS**

Through a series of meetings and sharing of information and in the spirit of inclusion, participation and cooperation the Parties have negotiated in good-faith to reach consensus on this Phase II MOU for Cost Sharing.

**4. DISPUTE RESOLUTION**

In the event of any dispute, grievance, or disagreement arising from or relating to this Phase II MOU, the Parties hereto shall use their best efforts to settle the dispute, grievance, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to the affected Parties. If they do not reach such solution within a period of 60 days, then the matter shall be elevated to the WIB for final resolution.

**5. MODIFICATION AND ASSIGNMENT**

All Parties agree to review and modify this Phase II MOU, at minimum, annually in order to ensure it contains updated information regarding infrastructure and other system costs and delivery of services. The WIB will be responsible for reviewing and sharing infrastructure and other system costs on an annual basis with Parties and renegotiate costs if necessary to ensure that all Parties continue to contribute their fair and equitable share. The WIB is responsible for ensuring that all of the AJCC infrastructure costs are paid according to the provisions of their signed Phase II MOUs. The estimated proportionate share of costs for each Party are based on budgeted expectations. Until the actual costs are known, and the usage and benefits are calculated, each Party's true **proportionate share of cost will be unknown**. Therefore, all Parties' contributions, regardless of the type, must be reconciled on a quarterly basis, comparing expenses incurred to relative benefits received. The reconciliation process is necessary in order to ensure that the proportionate share each Partner program is contributing remains consistent with the cost methodology, is up to date, and in compliance with the terms of this Phase II MOU.

**6. WITHDRAWAL FROM MOU TERMINATION**

Any Party may withdraw from this Phase II MOU by giving written notice of intent to withdraw at least 30 calendar days in advance of the effective withdrawal date and upon completion of any financial and operational commitments. This Phase II MOU shall remain in effect until terminated (a) by mutual agreement of all of the Parties, or (b) by withdrawal of WIB, or (c) by withdrawal of all of the non-WIB Parties to this Phase II MOU.

**7. COMPREHENSIVE EMPLOYMENT CONNECTION/AMERICA'S JOB CENTER OF CALIFORNIA CENTERS AND CO-LOCATED PARTNERS**

The WIB and AJCC Partners have chosen to develop a separate infrastructure cost budget for each of the two comprehensive AJCCs located in Tulare County.

**Employment Connection/AJCC - 4025 W. Noble Ave., Visalia, CA 93291**

1. State of California Employment Development Department/Workforce Services Division
2. Workforce Investment Board of Tulare County
3. State of California Department of Rehabilitation
4. Tulare County Office of Education/ Ticket-to-Work (TCOE)
5. Community Services Employment Training (CSET)
6. Tulare County Health & Human Services Agency (TC HHSA), through a contractual agreement with CSET and WIB.

**Employment Connection/AJCC - 1063 W. Henderson Ave., Porterville, CA 93257**

1. State of California Employment Development Department/Workforce Services Division
2. Workforce Investment Board of Tulare County
3. State of California Department of Rehabilitation
4. Community Services Employment Training (CSET)
5. Tulare County Health & Human Services Agency (TC HHSA) through a contractual agreement with CSET and WIB

*Definition of Co-located Partners – "All AJCC Partners who have a physical presence within the center, either full time or part time."*

<b>FY 2017-18 Estimated Infrastructure Budget: Employment Connection/AJCC - Visalia</b>		
<i>Cost Category/Line Item</i>	<i>Line Item Cost Detail</i>	<i>Annual Cost</i>
<b>Rent</b>		
Rental of Facilities	4025 W. Noble Ave., Visalia Rent	\$440,051.04
<b>Subtotal: Rental Costs</b>		<b>\$440,051.04</b>
<b>Utilities and Maintenance</b>		
Electric	Southern California Edison	\$49,364.70
Gas	Southern California Gas	\$ 2,256.67
Water/ Sewer Connections	City of Visalia	\$12,129.61
Custodial	Janitorial Service	\$30,747.16
Facility Maintenance/Repair	Building Maintenance and Repairs	\$ 564.17
High-Speed Internet	Internet-Resource Room/Reception/ Computer Lab Internet	\$ 5,642.28
Telephones	VOIP - AT&T	\$ 5,134.56
Security	Security Guard Contract	\$31,593.41
<b>Subtotal: Utilities and Maintenance Costs</b>		<b>\$137,432.56</b>
<b>Equipment</b>		
Assistive technology for individuals with disabilities ("Access and Accommodation")	No expenditures in previous year.	\$0
Copiers	Resource Room Copier	\$2,760.12
<b>Subtotal: Equipment Costs</b>		<b>\$2,760.12</b>
<b>SUMMARY OF TOTAL INFRASTRUCTURE COSTS TO BE SHARED BY CO-LOCATED PARTNERS</b>		
<i>Cost Category</i>	<i>Total Cost</i>	
<b>Subtotal: Rental Costs</b>	<b>\$440,051.04</b>	
<b>Subtotal: Utilities and Maintenance Costs</b>	<b>\$137,432.56</b>	
<b>Subtotal: Equipment Costs</b>	<b>\$2,760.12</b>	
<b>TOTAL INFRASTRUCTURE COSTS FOR THE EC/AJCC- VISALIA</b>	<b>\$580,243.72</b>	

**INFRASTRUCTURE COST ALLOCATION METHODOLOGY:** The co-located Partners agree that the cost methodology to be used to determine the proportionate share of infrastructure costs for each co-located Partner is the proportion of a Partner program's occupancy percentage of the AJCC (square footage).

This cost allocation methodology was selected because it adheres to the following: consistent with federal laws authorizing each Partner's program, complies with federal cost principles in the Uniform Guidance, includes only costs that are allowable, reasonable, necessary, and allocable to each program Partner, is based on a measure that mathematically determines the proportionate use and benefit received by each co-located Partner.

<b>Visalia Employment Connection/AJCC Co-located Partners</b>	<b>Funding Source</b>	<b>Shared Infra- structure Costs</b>	<b>Methodology Square Footage Occupancy</b>	<b>Allocated Initial Share Amount: Cash</b>
Employment Development Department/ Workforce Services	Title III Wagner-Peyser	\$580,243.72	5,999.47 Sq. Ft.	<b>\$144,635.14</b> <b>\$ 2,343.63*</b> <b>\$ 146,978.78</b> <small>*Costs not included in EDD sublease.</small>
Department of Rehabilitation	Title IV Vocational Rehabilitation	\$580,243.72	269.85 Sq. Ft.	<b>\$ 6,921.12</b>
Workforce Investment Board	WIOA Title I Adult/DW WIOA Title I Youth	\$580,243.72	11,706.84 Sq. Ft. 1,728.59 Sq. Ft.	<b>\$286,944.19</b> <b>\$ 43,101.65</b>
Tulare County HHSA via contract with CSET	Temporary Aide for Needy Families/ Welfare-to-Work	\$580,243.72	1,709.45 Sq. Ft.	<b>\$ 42,289.50</b>
Tulare County HHSA via contract with WIB	Temporary Aide for Needy Families/ Expanded Subsidized Employment	\$580,243.72	872.23 Sq. Ft.	<b>\$ 21,643.22</b>
Tulare County Office of Education	Ticket-to-Work	\$580,243.72	149.85 Sq. Ft.	<b>\$ 4,015.51</b>
Community Services Employment Training	SCSEP Mental Health Supported Employment Low Income Home Energy Assist Progm Transitional Youth	\$580,243.72	51.84 Sq. Ft. 682.94 Sq. Ft. 114.51 Sq. Ft. 221.42 Sq. Ft.	<b>\$ 1,642.26</b> <b>\$17,799.40</b> <b>\$ 3,023.75</b> <b>\$ 5,884.35</b>

<b>PY 2017-18 Estimated Infrastructure Budget: Employment Connection/AJCC - Porterville</b>		
<i>Cost Category/Line Item</i>	<i>Line Item Cost Detail</i>	<i>Annual Cost</i>
<b>Rent</b>		
Rental of Facilities	1063 W. Henderson Ave., Porterville Rent	\$174,067.56
<b>Subtotal: Rental Costs</b>		<b>\$174,067.56</b>
<b>Utilities and Maintenance</b>		
Electric	Southern California Edison	\$23,355.00
Gas	Southern California Gas	\$ 816.00
Water/ Sewer Connections	City of Porterville	\$ 1,332.00
Custodial	Janitorial Service	\$14,984.04
Facility Maintenance/Repair	Building Maintenance and Repair	\$ 423.36
High-Speed Internet*	Internet RR/Reception/Computer Lab	\$13,200.00
Telephones*	VOIP – AT&T	\$ 2,348.04
Security	Security Guard Contract	\$28,600.00
<b>Subtotal: Utilities and Maintenance Costs</b>		<b>\$85,058.44</b>
<b>Equipment</b>		
Assistive technology for individuals with disabilities ("Access and Accommodation")*	No expenditures in previous year.	\$0
Copiers*	Resource Room Copier	\$ 2,351.04
<b>Subtotal: Equipment Costs</b>		<b>\$ 2,351.04</b>
<b>SUMMARY OF TOTAL INFRASTRUCTURE COSTS TO BE SHARED BY CO-LOCATED PARTNERS</b>		
<i>Cost Category</i>	<i>Total Cost</i>	
<b>Subtotal: Rental Costs</b>	<b>\$174,067.56</b>	
<b>Subtotal: Utilities and Maintenance Costs</b>	<b>\$ 85,058.44</b>	
<b>Subtotal: Equipment Costs</b>	<b>\$ 2,351.04</b>	
<b>TOTAL INFRASTRUCTURE COSTS FOR THE EC/AJCC- Porterville</b>		<b>\$261,477.04</b>

## INFRASTRUCTURE COST ALLOCATION METHODOLOGY

The co-located Partners agree that the cost methodology to be used to determine the proportionate share of infrastructure costs for each co-located Partner is the proportion of a Partner program's occupancy percentage of the AJCC (square footage).

This cost allocation methodology was selected because it adheres to the following: consistent with federal laws authorizing each Partner's program, complies with federal cost principles in the Uniform Guidance, includes only costs that are allowable, reasonable, necessary, and allocable to each program Partner, is based on a measure that mathematically determines the proportionate use and benefit received by each co-located Partner.

<b>Porterville Employment Connection/AJCC Co-located Partner</b>	<b>Funding Source</b>	<b>Shared Infra- structure Costs</b>	<b>Methodology Square Footage Occupancy</b>	<b>Allocated Initial Share Amount: Cash</b>
Employment Development Department/ Workforce Services Division	Title III - Wagner-Peyser	\$261,477.04	2,834.01 Sq. Ft.	<b>\$ 60,418.79</b> <b>\$ 3,073.78*</b> <b>\$ 63,492.57</b> <i>*costs not included in EDD Sublease.</i>
Department of Rehabilitation	Title IV - Vocational Rehabilitation	\$261,477.04	191.88 Sq. Ft.	<b>\$ 4,990.58</b>
Workforce Investment Board	Title I - Adult/Dislocated Worker Title I - Youth	\$261,477.04	4,861.46 Sq. Ft. 1,395.21 Sq. Ft.	<b>\$ 113,727.28</b> <b>\$ 33,433.74</b>
Tulare County HHSA via contract with CSET	Temporary Aide for Needy Families - Welfare-to-Work	\$261,477.04	694.41 Sq. Ft.	<b>\$ 16,732.43</b>
Tulare County HHSA via contract with WIB	Temporary Aide for Needy Families - Expanded Subsidized Employment	\$261,477.04	489.01 Sq. Ft.	<b>\$ 12,074.13</b>
CSET	Mental Health Supported Employment LIHEAP.	\$261,477.04	489.01 Sq. Ft. 205.40 Sq. Ft.	<b>\$ 12,074.13</b> <b>\$ 4,952.18</b>



**CO-LOCATED PARTNERS SHARING AJCC INFRASTRUCTURE COSTS (VISALIA AND PORTERVILLE)**

**This Phase II MOU may be executed in duplicate counterparts, each of which shall be deemed a duplicate original. The Phase II MOU shall be deemed executed when it has been signed by all Parties.**

**By signing below, all Parties agree to the terms prescribed in the sharing of infrastructure costs.**

*(Workforce Investment Board of Tulare County)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(State of California Employment Development Department)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(State of California Department of Rehabilitation)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Tulare County Health & Human Services Agency)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Tulare County – County Administrative Officer Attest for  
HHSA)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Community Services Employment Training)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Tulare County Office of Education – Ticket to Work)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

**PARTNERS SHARING INFRASTRUCTURE COSTS WHEN BENEFIT DATA ARE AVAILABLE**

*Phase II MOU Requirement: "The state is in the process of implementing the requisite statewide data tracking system, and once such data are available, all non-co-located Partners who are receiving benefit from the AJCCs will also be required to contribute their proportionate share towards infrastructure costs. Consequently, the Phase II MOU must include an assurance from all non-co-located Partners that they agree to pay their proportionate share of infrastructure costs as soon as sufficient data are available. The only exception is that Native American programs are not required to contribute to infrastructure funding. WIOA Section 121[h][2][D][iv].*

**This MOU may be executed in duplicate counterparts, each of which shall be deemed a duplicate original. The MOU shall be deemed executed when it has been signed by all Parties. By signing below, all Parties agree that when data are available to determine the AJCC benefit to non-co-located Partners, the infrastructure cost sharing agreement will be renegotiated to include their proportionate share of contributions with the exception of programs identified in WIOA Section 121[h][2][D][iv].**

*(College of the Sequoias)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Cutler-Orosi Unified School District/Cutler-Orosi Adult)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(US Department of Labor/Job Corps)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Porterville Unified School District/Porterville Adult School)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Kern Community College District/Porterville College)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Proteus, Inc.)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Tulare Joint Union High School District/Tulare Adult School)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

*(Tule River Indian Tribal Council)*

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Signature and Date

***(Visalia Unified School District/Visalia Adult School)***

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Printed Name and Title

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Signature and Date

***(Sequoias Adult Education Consortium)***

---

Printed Name and Title

---

Signature and Date

***(Community Services Employment Training)***  
***(CSBG, YouthBuild)***

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Printed Name and Title

---

Signature and Date

***(Porterville Sheltered Workshop)***

---

Printed Name and Title

---

Signature and Date

***(State of California Employment Development Department)***  
***(Unemployment Insurance Branch)***

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Printed Name and Title

---

Signature and Date

### **Other One-Stop Delivery System Costs – Applicable Career Services**

The agreed-upon budget for other-system-costs must align with the Phase I MOU agreement that outlined shared customers and services. If it does not, then the Phase I MOU must be amended to justify the budgeted system costs and align with this Phase II MOU.

The other-system-costs budget must be a consolidated budget that includes a line item for applicable career services. The signed Phase I MOU required identification of the career services that were applicable to each Partner program. Accordingly, this budget must include each of the Partner's costs for the service delivery of each applicable career service and a consolidated system budget for career services applicable to more than one Partner. If new costs are accepted in this Phase II MOU, then they must include language amending the Phase I descriptions as Phase I and Phase II must align for this budget.

Applicable Career Services are services authorized to be provided under each Partner's program.

### **The One-Stop System Partners Included in the Sharing of Other One-Stop Delivery System Costs – Applicable Career Services**

- |   |  |
|---|--|
| 1. College of the Sequoias (CTE)                                      | 14. Cutler-Orosi Unified School District (AEL)                         |
| 2. Porterville College/Kern Community College Dist (CTE)              | 15. Porterville Unified School District/Porterville Adult School (AEL) |
| 3. Community Services Employment Training (SCSEP, CSBG, YthBld)       | 16. Tulare County Office of Education – Ticket to Work (TtW)           |
| 4. CA Employment Development Dept (Vets, UI, Trade Act, WP)           | 17. Porterville Sheltered Workshop (PSW)(Cmnty Prtnrs)                 |
| 5. Tulare County Health & Human Services Agency (TANF)                |  |
| 6. US Dept of Labor/Job Corps (JC)                                    |  |
| 7. Proteus Inc./Migrant Seasonal Farmworker (MSFW)                    |  |
| 8. California Department of Rehabilitation (DOR)                      |  |
| 9. Tule River Indian Tribal Council/Native American Programs (Native) |  |
| 10. Workforce Investment Board of Tulare County (A, Yth, DW)          |  |
| 11. Sequoias Adult Education Consortium (AEL)                         |  |
| 12. Visalia Unified School District/Visalia Adult School (AEL)        |  |
| 13. Tulare Joint Union High School District/Tulare Adult School (AEL) |  |



## Employment Connection System Career Services Consolidated Budget

<b>Applic Career Services</b>	<b>T-I Adult</b>	<b>T-I DW</b>	<b>T-I Youth</b>	<b>T-II AEL</b>	<b>T-III WP</b>	<b>T-IV VR</b>	<b>TANF</b>	<b>YouthBuild</b>
<b>Basic Career Services:</b> T-I Eligib/Initial Assess Outreach, Intake, Orient Labor Exch/Job Search Referrals/LMI Support Service Info UI Info/Fin Aid Info	WIB - \$408,288      <b>\$408,288</b>	WIB - \$432,603      <b>\$432,603</b>	WIB - \$457,859      <b>\$457,859</b>	COUSD - \$5,000 PAS - \$10,000 TAS - \$525,000 VAS - \$850,000   <b>\$1,390,000</b>	EDD/WSD/WP \$1,293,095 EDD-LMI \$38,173   <b>\$1,332,078</b>	DOR - \$1,570,844      <b>\$1,570,844</b>	TCHHSA - \$4,303,205      <b>\$4,303,205</b>	CSET - \$26,013      <b>\$26,013</b>
<b>Applic Career Services</b>	<b>CTE</b>	<b>SCSEP</b>	<b>Job Corps</b>	<b>Nativ Am</b>	<b>MSFW</b>	<b>CSBG</b>	<b>UI</b>	<b>VETS JVSG</b>
<b>Basic Career Services:</b> T-I Eligib/Initial Assess Outreach, Intake, Orient Labor Exch/Job Search Referrals/LMI Support Service Info UI Info/Fin Aid Info	PC - \$52,286 COS - \$259,067    <b>\$311,353</b>	CSET - \$3,718      <b>\$3,718</b>	Job Corps - \$1,512      <b>\$1,512</b>	TR Tribal Council \$83,204    <b>\$83,204</b>	Proteus - \$271,396      <b>\$271,396</b>	CSET - \$3,874      <b>\$3,874</b>	EDD - \$35,249      <b>\$35,249</b>	EDD - \$178,377      <b>\$178,377</b>
<b>Applic Career Services</b>	<b>Cmmnty Partners</b>	<b>Tckt to Wrk</b>						<b>Total</b>
<b>Basic Career Services:</b> T-I Eligib/Initial Assess Outreach, Intake, Orient Labor Exch/Job Search Referrals/LMI Support Service Info UI Info/Fin Aid Info	PSW - \$12,360 SAEC - \$460,000    <b>\$472,360</b>	TCOE - \$57,500      <b>\$57,500</b>						<b>Basic Career Services Total</b>      <b>\$11,325,433</b>
<b>Applic Career Services</b>	<b>T-I Adult</b>	<b>T-I DW</b>	<b>T-I Youth</b>	<b>T-II AEL</b>	<b>T-III WP</b>	<b>T-IV VR</b>	<b>TANF</b>	<b>YouthBuild</b>
<b>Indiv Career Services:</b> Comp Assessment/IEP Career Plan/Counsel Short-Term Prevoc Internship/Wk Exper Financial Literacy IET/ELA/WF Prep	WIB - \$ 1,034,676      <b>\$ 1,034,676</b>	WIB -\$1,032,383      <b>\$1,032,383</b>	WIB - \$ 457,859      <b>\$ 457,859</b>	SAEC - \$5,000 COUSD - \$5,000 PAS - \$10,000 TAS - \$500,000 VAS - \$1,200,000   <b>\$ 1,715,000</b>	EDD/WSD/WP- \$228,193    <b>\$ 228,193</b>	DOR - \$6,283,376      <b>\$ 6,283,376</b>	TCHHSA - \$251,969      <b>\$ 251,969</b>	CSET - \$202,034      <b>\$202,034</b>
<b>Applic Career Services</b>	<b>Cmmnty Partners</b>	<b>SCSEP</b>	<b>Job Corps</b>	<b>Native Am</b>	<b>MSFW</b>	<b>VETS JVSG</b>	<b>Tckt to Wrk</b>	<b>Total</b>
<b>Indiv Career Services:</b> Comp Assessment/IEP Career Plan/Counsel Short-Term Prevoc Internship/Wk Exper Financial Literacy IET/ELA/WF Prep	PSW - \$12,360      <b>\$12,360</b>	CSET - \$85,555      <b>\$85,555</b>	Job Corps - \$1,512      <b>\$1,512</b>	TR Tribal Council \$83,204    <b>\$83,204</b>	Proteus \$356,474    <b>\$356,474</b>	EDD/VETS \$31,478    <b>\$31,478</b>	TCOE - \$57,500      <b>\$57,500</b>	<b>Indiv Career Services Total</b>      <b>\$11,833,573</b>