



## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

**Table 1.7 – Consortium Membership**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Gonzales USD	Candice McFarland Liz Modena	831-675-0100 x8117 831-675-0100 x8110	cmcfarland@gonzales.k12.ca.us lmodena@gonzales.k12.ca.us	10/28/15
Hartnell CCD	Kathy Mendelsohn Eric Becerra	831-755-6827 831-770-7070	kmendelsohn@hartnell.edu ebecerra@hartnell.edu	10/6/15
Monterey County Office of Education	Chandalee Wood Faris Sabbah	831-755-6458 831-755-6404	cwood@monterey.k12.ca.us fsabbah@monterey.k12.ca.us	pending
North Monterey County USD	Emily Tsai Brownfield Kari Yeater	831-633-3343 831-633-3343 x1210	emilytsai@nmcusd.org kyeater@nmcusd.org	9/27/15
Salinas UHSD	Sharon Albert Peggy Wood	831-753-4209 831-796-6900	sharon.albert@salinasuhsd.org peggy.wood@salinasuhsd.org	pending
Soledad USD	Jeff Lopez Antonio Garcia	831-678-3987 831-678-3987	jlopez@soledad.k12.ca.us antoniojgarcia@soledad.k12.ca.us	9/9/15
South Monterey County Joint UHSD	Diana Jimenez Steve James	831-385-0606 x4315 831-385-4661	djimenez@smcjuhsd.org sjames@smcjuhsd.org	10/21/15

**1.8** Use the Governance Template to describe how your Consortium operates programmatically and fiscally. **See Attached: “SVAEC Report on Governance Compliance”**

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. **See Attached: “SVAEC Organizational Chart”**

**1.10** Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer? (3/4 page max)

The Salinas Valley Adult Education Consortium (SVAEC) Steering Committee chose a fiscal agent model for fund distribution and reporting under AB104. For the Adult Education Block Grant (AEBG) program, the Steering Committee agreed that Hartnell College would serve as the new fiscal agent for the Consortium.

Hartnell College funds a Grants Accounting Manager and Accountant who manage post award functions for all of Hartnell’s grant funding. The Grants Management personnel are seasoned professionals experienced in managing approximately 12 million dollars of grant funding annually.

AEBG funds will be maintained in a separate account and expended according to CCCCO and AB104 guidelines and conditions. Allocation of funding to consortia members will be on a reimbursement basis upon receipt of an invoice with support documentation.

The Certifying Officer is Sharon Alheit, Hartnell’s Grants Accounting Manager. She and the SVAEC Project Director and SVAEC Program Assistant will work together to gather expenditure and performance data from individual members and roll that information up to report to the State on behalf of the SVAEC.

## **Section 2: Plan Summary for Program Year 2015-16**

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 by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? (1/2-3/4 page max)

For the Salinas Valley Adult Education Consortium, 2015-16 is a foundational year. We are laying the groundwork for the realization of our vision of expanding and improving education and job training services for all adults in the Salinas Valley. The foundation is being built on values of inclusiveness, collaboration, innovation, and accountability. The regional infrastructure is being strengthened and reinforced through increased capacity and resources for instruction, improved student outreach and support, and more alignment and coordination between providers and disciplines. And preparation for future growth and greater reach is beginning with research and development of new curriculum and programs for different adult learner populations, particularly those traditionally underserved.

The primary goal for 2015-16 is to begin filling the major gaps in the Salinas Valley adult education system. The Consortium's priority is to focus on increasing services in adult English as a Second Language (ESL), High School Equivalency (HSE), and other Basic Skills. All five of the member K-12 districts are increasing their instructional staff, support staff, curriculum, and materials for these program areas, and two of them are also acquiring AE-dedicated facilities in order to serve more students.

Workforce preparation is another area of focus for the Consortium this year, with staff and curriculum being added in two districts and at Hartnell College. Considering computer skills a fundamental skill for almost every education and career pathway and essential for workforce preparation, several districts are equipping classrooms with computers and procuring mobile laptop carts. This technology will also be used to enhance instruction in every program area, along with software like Burlington English, which four members plan to use in their computer labs for ESL and Basic Skills students.

Expansion of student support services has also been made a priority for 2015-16. Hartnell College has already increased outreach efforts with an adult learner-focused College Pathways Coordinator. The adult schools also see a need for in-house advisors, counselors, and workforce prep instructors that are dedicated to helping their students identify, navigate, and prepare for college and career pathways that will help them reach their goals. Other student support services will remove barriers to education for many adults in the region, such as the need for affordable and convenient childcare and transportation.

In 2015-16, these and other direct student services, including several new Career Technical Education (CTE) programs, will help SVAEC members build their programs up and let the adult learners in the region know that there are high-quality, affordable, accessible, consistent, and relevant education and

training services available to them. This is especially important for parts of the region where services became dramatically reduced, such as at Salinas Adult School which reduced from 10,500 ESL students in 2008-09 to 1,500 in 2015; or have been few and far between, like South Monterey County; and for program areas for which fees can no longer be charged. They will also be especially beneficial for certain populations in the region that have been underserved, such as farmworkers and incarcerated youth. These areas and populations will be served this year with expanded and new programs.

This year the SVAEC is also aiming to become a more effective and efficient consortium. Members are working to align their curriculum, assessment measures and tools, and student information systems; regional professional learning communities are informing this important work. The development of a website and outreach materials and more targeted partner outreach will increase the Consortium’s reach and resources. And collaborative professional development in areas such as student acceleration strategies and curriculum contextualization will increase instructors’ efficacy in the classroom and offer valuable opportunities for regional practitioners to connect with and learn from each other.

The SVAEC’s transformation into a robust, student-centered, well-coordinated regional adult education system is underway!

**Strategies from the SVAEC Three-Year Regional Plan to be implemented in 2015-16**

Objective 3: Integrate existing programs and create smooth transitions into education programs, job training programs, and the workforce	
Strategy 3A:	Increase college & career pathway support services, particularly advising
Strategy 3B:	Align student assessment and placement processes
Strategy 3D:	Develop career exploration and workforce preparation curriculum
Strategy 3E:	Align curriculum, particularly between adult schools and community college
Strategy 3F:	Align performance measures and assessment methods and coordinate the sharing of data between providers
Strategy 3G:	Develop a coordinated and effective regional adult education system through the Salinas Valley Adult Education Consortium
Objective 4: Address the gaps in adult education services	
Strategy 4A:	Increase course offerings and number of students served, particularly ESL
Strategy 4B:	Expand and improve outreach and recruitment efforts
Strategy 4C:	Increase capacity for program expansion by meeting needs for more facilities, instructors, and support staff
Strategy 4D:	Remove barriers that prevent students from attending class, particularly lack of childcare, lack of transportation, inconvenient class schedules, and unviable options for non-resident adult learners
Strategy 4E:	Increase access to and training in technology, particularly basic computer skills
Strategy 4G:	Begin offering citizenship classes
Strategy 4H:	Utilize common student assessment and student information systems
Strategy 4I:	Increase educational offerings for currently or previously incarcerated adults
Objective 5: Employ Approaches Proven to Accelerate Student Progress	
Strategy 5A:	Increase the number of short-term, affordable, accessible Career Technical Education (CTE) programs dedicated to adult learners

Strategy 5B:	Develop new courses and programs that utilize contextualized and integrated instruction, particularly ESL-CTE and Basic Skills-CTE courses (e.g. I-BEST, VESL, or other integrated curriculum models)
Strategy 5C:	Increase adult digital literacy by offering more computer training, through both stand-alone computer classes and technology-based activities in other classes, including Basic Skills, ESL, and CTE classes
Strategy 5E:	Research and develop new pre-apprenticeship and apprenticeship programs
<b>Objective 6: Collaborative Professional Development</b>	
Strategy 6A:	Expand regional collaborative professional development through Professional Learning Communities, expanding from the ESL PLC to Basic Skills, CTE, Data & Technology, Counseling & Advising, and Program Administration PLCs
Strategy 6B:	Utilize existing regional professional development resources, such as local OTAN trainers and trainings offered by the County Office of Education and local colleges and universities
Strategy 6C:	Coordinate professional development opportunities open to all Consortium members and partners (including instructors, counselors, support staff, and administrators), particularly in the areas of student acceleration, curriculum contextualization and integration, learning strategies for adult learners, addressing the unique needs of adult learners, career pathway development, technology, and data collection & analysis
Strategy 6D:	New teacher training and mentoring
<b>Objective 7: Building Partnerships and Leveraging Regional Structures &amp; Resources</b>	
Strategy 7A:	Increase outreach and partnership-building efforts to all relevant community partners, including community organizations, libraries, social services, the WIB, chambers of commerce, industry/employers, One Stops, the EDD, other educational institutions, and more
Strategy 7B:	Continue to learn more about member and partner program and service offerings through site visits and presentations at Consortium meetings
Strategy 7C:	Increase awareness of and advocacy for adult education needs and efforts in the region, and improve visibility of the Salinas Valley Adult Education Consortium and its members and partners in order to develop a strong support network

## **Section 3: Consortium Services and Funding Allocations**

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for Table 3.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

**See Attached: “SVAEC Member Allocations Workbook”**

**3.2 Consortium AEBG Allocations by Member (Estimated).** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go to Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook.

**See Attached: “SVAEC Member Allocations Workbook”**

## **Section 4: Overview of 2015-16 Action Plans**

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top 3-5 key activities for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.** 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.

**4.1a** 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. What tools and vendors will you be using for these activities? (1 page max)

The SVAEC is working to develop a regional adult education assessment plan with a focus on alignment between member metrics, methods, and tools. At this time, two out of the five K-12 districts use CASAS/TopsPro for student assessment (Salinas and Soledad). As part of the 15-16 Annual Plan, Gonzales, North Monterey County, and South Monterey County will be purchasing and utilizing CASAS/TopsPro in order to be aligned with the other districts. This will ease transitions for students between programs, facilitate sharing of data between members, and ensure consistent and accurate data collection in the region, which will assist in our reporting as a Consortium, as well.

The two members who will not use be using CASAS are Hartnell College and the Monterey County Office of Education (MCOE). Hartnell and the adult schools have worked together in the ESL Professional Learning Community (PLC) to examine the different assessments for ESL students and develop crosswalks between them. This will be a primary objective of the new Basic Skills/HSE PLC and CTE PLC, as well, for their respective courses and student populations. (The crosswalks will need to be adjusted once Hartnell adopts the Common Assessment being developed by the California Community Colleges in the next couple of years.) It is possible that once Hartnell builds its non-credit and not-for-credit programs that it may use CASAS for student assessment and tracking. For now, Hartnell will continue to use the Accuplacer exam and multiple measures, including a unique ESL assessment tool developed by Hartnell ESL faculty, to assess and place students. Because MCOE is new to the Consortium, we are only beginning to learn about their assessments and discuss alignment.

Members with High School Equivalency programs will use the English and Spanish HSE assessment tests. Assessment for students in workforce preparation, CTE, and pre-apprenticeship courses will be conducted using a variety of tools, including CASAS, WIN WorkKeys, Virtual Job Shadow, career aptitude and interest assessments/inventories, and industry-specific assessments, depending on the program. The hope is that alignment between programs will be encouraged as these courses are further developed and the CTE PLC is established.



Other aspects of assessment and placement of adult learners in the region are being examined, including new student orientation and registration practices; postsecondary assessment test preparation and early assessment for adult school students; and other data tracking and sharing system options, such as K16 Bridge and CalPass. The biggest challenges in assessment and placement alignment between members are the different tools used by members, different ways of counting attendance and tracking enrollment, different curriculum standards and content, and different levels of courses offered (i.e. multi-level versus leveled). Together the SVAEC members are working to research effective tools, best practices, and successful models for student and program assessment in adult education consortia. The SVAEC is also working to ensure that member assessment and placement tools are aligned with state and federal requirements, particularly with the new AB104 legislation.

**4.1b** 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? (1 page max)

As with student assessment and placement, the SVAEC is also planning to align the tracking of student demographics, enrollment, and performance within the region and with the State. Four of the five K-12 districts use ASAP 2.0 as their student information system, and all five plan to adopt ASAP 3.0 upon its release using consortium funds. Utilization of both ASAP and CASAS/TopsPro by all K-12 adult education programs in the region will ensure consistent and comprehensive data collection, will ease data sharing and data analysis at the regional level, and will make student transitions between programs easier. Hartnell College and MCOE will not be adopting ASAP, but will ensure that all AB104 performance measures data are being tracked and reported.

The SVAEC is also going to examine data collection at the program and classroom level by looking at the different student intake and update forms used by different programs. The hope is to develop a common intake form and common progress update form (like the TopsPro update form) for SVAEC members, ensuring consistency and compliance with AB104 requirements. If Hartnell College and MCOE are unable to adopt these exact forms, they will adapt their current forms to track AB104 performance measures, as well. These uniform tracking methods will enable individual members, and the Consortium as a whole, to monitor and meet targeted program outcomes.

The SVAEC will provide collaborative professional development/training opportunities for members to become adept in utilizing these tools and methods. And the Consortium eagerly awaits further guidance, training, and support from the State on how to collect, track, and share data, particularly the tracking of student employment and wage gains.



**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
<b>Hire Counselors and Advisors for Adult Schools</b>	15-16	Salinas	<p>Increased persistence/retention</p> <p>Increased transition to postsecondary or workforce</p> <p>Students will be more informed of college and career options, pathways, and resources</p> <p>Adult schools will have an additional liaison to work with Hartnell College and other members and partners</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Are served</li> <li>- Develop education and career plans</li> <li>- Transfer to postsecondary</li> <li>- Transfer into workforce training</li> <li>- Obtain employment</li> </ul> <p>Number of workshops/trainings for:</p> <ul style="list-style-type: none"> <li>- Students</li> <li>- Staff and instructors</li> </ul>
<b>Hire Workforce Prep Instructors</b>	15-16	Gonzales Soledad	Students will be better prepared for the workforce with resume-building and interview skills, improved computer skills, improved communication skills, and other pre-employment training skills	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Complete courses/receive certificates</li> <li>- Obtain employment</li> <li>- Earn wage increases</li> </ul> <p>Measured and tracked with CASAS and ASAP</p>
<b>Purchase new curriculum, materials, textbooks, and software for Workforce Prep and Career Counseling</b>	15-16	Gonzales Salinas	Students will be better prepared for the workforce with improved resume-building and interview skills, computer skills, communication skills and other pre-employment training skills	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Improve skill levels</li> <li>- Complete courses/receive certificates</li> <li>- Obtain employment</li> <li>- Earn wage increases</li> </ul> <p>Pre and post assessments</p> <p>Measured and tracked with CASAS and ASAP</p>
<b>Purchase new</b>	15-16	Gonzales	Students will have access	Amount of student use of

<p><b>computer equipment for College &amp; Career Counseling</b></p>		<p>Salinas</p>	<p>to computers and guidance (in a computer lab staffed by a certificated counselor at Salinas Adult School)</p> <p>Students will improve computer skills</p>	<p>computer labs (sign-in sheets and/or computer login data)</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Develop education and career plans</li> <li>- Obtain employment</li> <li>- Earn wage increases</li> </ul>
<p><b>Establish Professional Learning Communities focused on curriculum &amp; assessment alignment</b></p> <p><b>For 15-16, continue the ESL PLC and start a Basic Skills PLC</b></p> <p><b>If resources allow in 15-16, also start a CTE PLC and possibly others (or add in 16-17)</b></p>	<p>15-16</p>	<p>All</p>	<p>Increased communication and coordination between AE providers in the region</p> <p>Engagement of instructors/faculty in the planning and implementation processes, drawing on their expertise and access to students</p> <p>Student-centered strategies that accelerate learning, ensure smooth transitions for students between levels/programs/institutions, and increase communication and collaboration between providers</p> <p>Clearly defined and mapped out educational pathways for adult learners in the region</p> <p>Aligned adult education programs in the region, with complementary course sequences, curriculum, outcomes, and assessments</p> <p>Where full alignment is not possible, crosswalks between programs or levels</p>	<p>Quantity and quality of recommendations to the SVAEC on strategies to better serve adult learners in the region</p> <p>Quantity and quality of maps of regional educational pathways for adult learners in each program area</p> <p>Aligned curriculum between programs and institutions, particularly adult schools to Hartnell College</p> <p>Crosswalks for student assessment and placement, particularly adult schools to Hartnell College</p> <p>Qualitative feedback from students, instructors, advisors/counselors, support staff, and administrators</p> <p>Number of hours spent meeting and working together and independently</p>
<p><b>Hire Consortium Director &amp; Support Staff</b></p>	<p>15-16</p>	<p>All</p>	<p>Effective coordination of Consortium activities, from planning to implementation to assessment</p> <p>Timely and accurate</p>	<p>Consortium compliance and fulfillment of State requirements</p> <p>Regular communications and meetings</p>

		<p>reporting to the State on Consortium performance and expenditures</p> <p>Member and partner support</p> <p>Increased visibility of and advocacy for adult education in the region</p> <p>New partnerships for the Consortium</p>	<p>Level of members' awareness of AEBG activities at regional and State levels</p> <p>Level of awareness and visibility of the Consortium and adult education in general in the region</p> <p>Level of engagement of members and partners</p> <p>Submission of accurate and comprehensive AEBG deliverables in a timely manner, including regional plans, budgets, and reports</p>
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**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. 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. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance.

**Table 4.2 - Objective 4: Key Activities for Addressing Gaps**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
<b>Hire ESL Instructors (PT &amp; FT)</b>	15-16	Gonzales North Monterey Salinas Soledad South Monterey	<p>Students will increase their English skills/literacy levels</p> <p>Students will increase other skills through integrated ESL curriculum, such as computer and math skills</p>	<p>Number of ESL courses offered, particularly leveled courses rather than less effective multi-level ESL courses</p> <p>New types of courses offered like Spanish Literacy, ESL Computers, ESL-CTE, and summer programs</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Complete a leveled ESL course</li> <li>- Progress at least one ESL level (either within a multi-level course or on to another course)</li> <li>- Transition to a postsecondary (ESL or other)</li> <li>- Transition to workforce training that requires English skills</li> <li>- Obtain employment that requires English skills</li> </ul> <p>Measured and tracked using CASAS and ASAP</p>
<b>Hire Basic</b>	15-16	Gonzales	Increased number students	Number of Basic Skills and

<b>Skills/HSE Instructors (PT/FT)</b>		North Monterey Salinas Soledad South Monterey	with a high school equivalency certificate or diploma, in Spanish and English  Increased opportunities for adults with HSD/HSE: postsecondary education, job training/CTE, and employment with more earning potential  Improved English and math skills	HSE courses offered  Numbers/percentages of students who: <ul style="list-style-type: none"> <li>- Improve basic English and math skills</li> <li>- Pass a high school equivalency exam leading to a certificate or diploma</li> <li>- Transfer to postsecondary</li> <li>- Transfer to workforce training</li> <li>- Obtain employment that requires a HSE certificate/diploma</li> <li>- Earn wage increases</li> </ul> Measured and tracked using CASAS and ASAP
<b>Hire Support Staff for intake, assessment, tracking, clerical, custodial (PT/FT)</b>	15-16	Gonzales North Monterey Salinas Soledad South Monterey	Increased student enrollment  More accurate placement of students  More accurate and consistent data collection and tracking  Continued clean and safe learning environment for students and staff (custodial)	Increased: <ul style="list-style-type: none"> <li>- Student enrollment</li> <li>- Accuracy of placement, measured by student retention, progress, and completion</li> <li>- Accuracy and consistency of data</li> <li>- Ability to track students and measure outcomes during and after</li> </ul> Measured and tracked using CASAS and ASAP and other program records
<b>Hire Instructors for new Citizenship courses (PT)</b>	15-16	Gonzales North Monterey Soledad	Increased number of adults with access to instruction that prepares them to take the USCIS exam  Increased number of adults who become U.S. citizens, resulting in	Numbers/percentages of students who: <ul style="list-style-type: none"> <li>- Complete a Citizenship course</li> <li>- Improve literacy skills</li> <li>- Take and pass the</li> <li>- Pass a high school equivalency exam leading to a certificate</li> </ul>

			<p>increased employment opportunities and access to in-state tuition at the postsecondary level, among other things</p> <p>Improved literacy skills</p>	<p>or diploma</p> <ul style="list-style-type: none"> <li>- Transfer to postsecondary</li> <li>- Transfer to workforce training</li> <li>- Obtain employment that requires a HSE certificate/diploma</li> <li>- Earn wage increases</li> </ul> <p>Course completion</p> <p>CASAS</p> <p>Students attaining citizenship</p>
<b>Hire Adult &amp; Workforce Education Director &amp; PT Support Staff</b>	15-16	Hartnell	<p>Increased access to affordable education and training for adults</p> <p>Development of new not-for-credit and non-credit adult education and workforce preparation programs and courses, particularly in ESL, Citizenship, Applied English, Applied Math, Computer Skills, Business Development, Career Development, Workforce Prep, Short-Term Vocational, and College Prep and Planning</p> <p>New curriculum developed</p>	<p>Number of new courses developed and offered</p> <p>Number of students who:</p> <ul style="list-style-type: none"> <li>- Enroll in new courses</li> <li>- Improve literacy and basic skills</li> <li>- Improve computer skills</li> <li>- Complete courses, obtain certificates</li> <li>- Transition to for-credit postsecondary courses</li> <li>- Obtain employment</li> <li>- Earn wage increases</li> </ul>
<b>Purchase student assessment &amp; student information system software (CASAS, ASAP)</b>	15-16	<p>CASAS: Gonzales North Monterey South Monterey</p> <p>ASAP 3.0: Gonzales North Monterey Salinas Soledad South Monterey</p>	<p>Student progress will be accurately and consistently assessed</p> <p>Student enrollment, performance, and other data will be accurately recorded</p> <p>Instructors, staff, and</p>	<p>Number of students who:</p> <ul style="list-style-type: none"> <li>- Are assessed, particularly post-tested</li> <li>- Progress to higher levels (due to appropriate placement)</li> </ul> <p>Accuracy of student data reported</p>

			<p>administrators will have accurate student data for assessing program efficacy and accountability/reporting</p> <p>Students will be placed appropriately</p> <p>Adult schools in the region will be aligned in the ways and types of data collected</p>	<p>Ability for regional providers to track and share data</p>
<p><b>Purchase computer equipment for ESL, Basic Skills/HSE, and other instruction</b></p>	15-16	<p>Gonzales North Monterey Salinas Soledad</p>	<p>Students will improve their basic computer skills</p> <p>Students will have access to curriculum delivered through technology</p> <p>Students will be better prepared for transitions to college, career/workforce training, employment</p> <p>Instructors will be able to deliver content in multiple ways</p>	<p>Number of students who:</p> <ul style="list-style-type: none"> <li>- Improve skills</li> <li>- Complete courses</li> <li>- Progress to higher level instruction</li> </ul> <p>Instructor assessment of student progress through observation, students' successful completion of assignments, and test results</p> <p>If the primary focus of a class is computer skills, specific computer skills assessments will be used</p> <p>CASAS and ASAP data</p>
<p><b>Purchase curriculum, materials, textbooks, and software for Basic Skills, HSE, ESL, and other instruction</b></p>	15-16	<p>Gonzales North Monterey Salinas South Monterey</p>	<p>Students will have access to current, relevant, comprehensive, and engaging curriculum that effectively helps them learn and improve skills</p> <p>Students and instructors will have textbooks that are up-to-date and in good condition</p>	<p>Number of students who:</p> <ul style="list-style-type: none"> <li>- Improve skills</li> <li>- Complete courses</li> <li>- Progress to higher level instruction</li> </ul> <p>Instructor assessment of student progress through observation, students' successful completion of assignments, and test results</p> <p>Qualitative feedback from</p>



				<p>instructors and students on effectiveness of curriculum</p> <p>CASAS and ASAP data</p>
<p><b>Increase capacity by acquiring new facilities - portables, rental space</b></p>	15-16	Gonzales Salinas Soledad	<p>More classes will be offered and more students served, especially ESL and HSE students</p> <p>There will be dedicated space for adult education programs and services</p>	<p>Number of courses offered</p> <p>Number of students served</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Are served</li> <li>- Increase literacy and skill levels</li> <li>- Complete courses</li> <li>- Attain their HSE certificate/diploma</li> </ul> <p>Utilization of space specifically for adult education programs and services</p>
<p><b>Hire Child Care Staff</b></p>	15-16	Gonzales North Monterey	<p>More adult students will have access to the Adult Education courses offered when childcare is provided</p>	<p>Number of students utilizing the childcare service</p> <p>Number of students enrolled in classes</p>
<p><b>Transportation (buses)</b></p>	15-16	North Monterey	<p>More adult students will be able to attend evening classes when transportation is provided</p> <p>The Consortium will be able to see what impact this makes and might decide to implement it in other parts of the region</p>	<p>Number of students utilizing the transportation service</p> <p>Number of students enrolled in classes</p>
<p><b>Common Data Sharing System</b></p>	15-16	All	<p>Increased amount of data collected, measured, and utilized</p> <p>Improved accuracy and consistency of data</p>	<p>Number of members who utilize the system</p> <p>Number of practitioners trained to utilize the system</p> <p>Quantity and types of data</p>

			<p>Increased ability of Consortium members to track and share common data</p> <p>Facilitation of Consortium to see trends and areas of need and improvement in the region</p>	<p>collected, tracked, and shared</p> <p>Level of alignment with state and federal data collection/reporting requirements</p> <p>Identification of gaps and needs in the region</p>
<b>Outreach &amp; Marketing</b>	15-16	All	<p>Increased student and community awareness of adult education programs and services in the region, leading to increased referrals and access and utilization of services</p> <p>Increased awareness of the Consortium, its members and partners, leading to a stronger regional adult education system</p>	<p>Website developed with information about individual member and partner programs and services, and Consortium information</p> <p>Number of site visits tracked</p> <p>Regional adult education brochures, advertisements, and other marketing tools</p> <p>Increased student enrollment in adult education programs, tracked by the number of student referrals resulting from the various marketing tools (info gathered on intake forms and qualitatively by support staff and instructors)</p>

**4.3 - Objective 5:** Employ 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 and career technical education. 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.

**Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
<b>ESL Software, Training, Teacher Support - Burlington English</b>	15-16	Gonzales Hartnell North Monterey Salinas	Increased student utilization  Increased ESL skill levels	Numbers/percentages of students who: - Utilize the software - Improve literacy skills  ESL skill levels measured and tracked by Burlington English and CASAS, and other methods used by ESL instructors
<b>Hire CTE Instructor - Office Technology (maybe VESL)</b>	15-16	Salinas	Increased number of students served overall  Increased student knowledge and skills in office technology  Improved English and communication skills  Increased number of adults prepared for employment or job advancement and increased earning potential in jobs that require office technology skills	Numbers/percentages of students who: - Improve computer/technology skills - Improve English and communication skills - Complete the course, earn certificate - Transition to more advanced workforce training - Obtain employment - Earn wage increases  Measured and tracked by CASAS and ASAP
<b>Faculty Stipends for Integrated CTE-ESL and CTE-Basic Skills Workshops</b>	15-16	Hartnell	Acceleration of student progress in postsecondary CTE, Basic Skills and/or ESL classes  Increased faculty collaboration	Number of workshops offered  Number of workshop participants  Number of faculty involved

				<p>Increased CTE and Basic Skills course completion</p> <p>Qualitative feedback from students and faculty</p>
<b>Hire Instructors for Instruction and Curriculum Development for Spanish Office Technology Courses</b>	15-16	Hartnell	<p>Improved basic computer skills</p> <p>Access to training for students who have difficulty accessing for-credit courses</p>	<p>Student enrollment, retention, and completion / acquisition of certificates</p> <p>Pre- and post-tests</p> <p>Transition to more advanced office technology courses</p> <p>Fully developed curriculum for a series of at least three levels of computer skills</p>
<b>Building Trades Pre-Apprenticeship Program</b>	15-16	Hartnell	<p>Improved student technical and math skills</p> <p>Student advancement along specific educational and career pathways</p> <p>Access to technical and academic training for adults who have difficulty accessing for-credit courses or fee-based programs</p> <p>Access to training for adults in underserved parts of the region (i.e. South Monterey County)</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Enroll and persist</li> <li>- Improve literacy, math, and technical skills</li> <li>- Complete and attain certificates</li> <li>- Transition to apprenticeship programs or other more advanced training</li> <li>- Transition to postsecondary</li> <li>- Obtain employment</li> <li>- Earn increased wages</li> </ul> <p>Measured by pre- and post-tests, successful completion of assignments, and program completion</p>
<b>Farmworker Education Program</b>	15-16	Hartnell	<p>Adult learner acceleration in English and technical skills through integrated ESL and Agriculture training</p> <p>Employee advancement</p>	<p>Curriculum developed</p> <p>Program infrastructure established (at least foundational): personnel, operations, equipment, facilities, plans solidified,</p>

			<p>due to increased knowledge, skills, and confidence</p> <p>Improved communication and productivity in the workplace, resulting in economic benefits for employees, employers, and the region</p> <p>Industry partnerships established/strengthened for Hartnell and the Consortium</p>	<p>partnerships and community support increased</p> <p>First students recruited and enrolled, and possibly completed first course</p> <p>Improved literacy and technical skills</p> <p>Increased wages</p> <p>Employment</p>
<b>Diesel Mechanics Bridge Program for 18+ young adults in Court School</b>	15-16	MCOE	<p>New opportunities created for incarcerated youth (18+) in the Diesel Mechanics career pathway</p> <p>Increased math, technical, and communication skills</p> <p>Access to training not normally available to the 18+ incarcerated youth population</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> <li>- Enroll and persist</li> <li>- Improve literacy, basic skills, and technical skills</li> <li>- Transition to postsecondary</li> <li>- Transition to more advanced technical training</li> <li>- Obtain employment</li> </ul>
<b>ESL Family Literacy</b>	15-16	Gonzalez	<p>Parents and school children will increase their English language skills</p> <p>Parent involvement in their children's academic success will increase</p> <p>Parents' awareness of adult education services in the region will increase with more exposure through this program</p>	<p>Numbers/percentages of:</p> <ul style="list-style-type: none"> <li>- Parents who participate</li> <li>- Parents who improve their English literacy skills</li> <li>- School children who improve their English literacy skills</li> </ul> <p>Measured and tracked with CASAS and tools used by elementary schools</p>

**4.4 - Objective 6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

**Table 4.4 - Objective 6: Activities for Professional Development Collaboration**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
<b>Collaborative Consortium Professional Development, Conferences, Trainings: CalPro, OTAN, CCAE</b>	15-16	All	Better trained and informed instructors  Participation by at least 1-2 reps from each member district  Sharing of new knowledge with Consortium (reports, presentations, trainings, etc.)	Number of participants from each Member district  Number of participants reporting back to Consortium  Application of new knowledge and skills, resulting in more effective instruction and programming, seen in improved performance measures  Qualitative feedback
<b>CATESOL Conference</b>	15-16	Salinas	Increase in ESL instructor knowledge and skills  Up-to-date information on best practices and successful models for ESL student support and acceleration  Sharing of new knowledge with Consortium (reports, presentations, trainings, etc.)	Number of Consortium participants  Application of new knowledge and skills, resulting in more effective instruction and programming, seen in improved performance measures  Qualitative feedback
<b>CASAS Summer Institute</b>	15-16	All	Increased knowledge of the CASAS system  Increased alignment of student assessment and placement in the region	Number of Consortium participants  Number of instructors and staff trained and utilizing CASAS effectively  Qualitative feedback
<b>Professional Learning Communities: ESL, Basic</b>	15-16	All	Participation by at least 1-2 reps from each member district  Aligned curriculum and	Number of participants / amount of participation  Deliverables produced for the Consortium, i.e. education

<b>Skills/HSE, CTE</b>			<p>assessment</p> <p>Increased knowledge of other AE programs</p>	<p>and career pathway maps, curriculum and assessment alignment or crosswalks</p> <p>Qualitative feedback</p>
<b>New AE Teacher Orientation</b>	15-16	North Monterey Salinas	<p>Well-prepared, well-informed, confident, and effective AE instructors</p> <p>Effective delivery of relevant and appropriate instruction to adult learners</p>	<p>Number of participants</p> <p>Student progress and acceleration</p> <p>Qualitative feedback</p>



**4.5 - Objective 7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. List activities to leverage existing regional structures and utilization of resources.

**Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets**

4.5a. Activity	4.5b. Partners	4.5c. Contributions Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
<b>Partner Outreach: Strengthen existing partnerships, build new ones</b>	CBOs, Libraries, Literacy Network, Jails and Corrections, Social Services, Public Agencies, WDB, Unions, Industry Associations, Employers	Information Expertise Connections Funding Opportunities	All	15-16	8 new partners	Number of partners  Level of partner engagement (including attendance and participation in meetings)  New resources / contributions
<b>Building Trades Pre-Apprenticeship</b>	IBEW WIB	\$ TBD  Curriculum  Instructors	Hartnell	15-16	45 students	Improved literacy and math skills  Course Completion  Certifications  Transitions to Apprenticeship  Transitions to postsecondary  Wage increases  Employment
<b>Farmworker Education Program</b>	Agriculture Industry Partners	\$124,750	Hartnell	15-16	30 students	Improved literacy and math skills

<b>Support</b>						Course completion Wage increases Employment
<b>Student Work Experiences</b>	Industry Partners: Ag, Healthcare, Retail, Education, Office Technology	Internships and other work experiences for adult learners	All Hartnell Mission Trails ROP (partner)	15-16	2 partners	Number of new internships or other work experiences for adult learners Employment
<b>ESL Family Literacy</b>	Elementary School Districts	Facilities, teachers, Common Core Curriculum; Local Control Funding	High School Districts	15-16	30 students to start	Number of ESL Family Literacy classes set up at elementary schools Number of participants Improved literacy skills of parents Improved academic performance of children

## **Section 5: Estimated Allocations by Objective**

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.

Using the [Member Allocations Workbook](#) for Table 5.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

**See Attached: “SVAEC Member Allocations Workbook”**

## **Section 6: Levels of Service and Assessment of Effectiveness**

**6.1 Projected Levels of Service.** Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.

Using the [Performance Measures Workbook](#) for Table 6.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook.

**See Attached: “SVAEC Performance Measures Workbook”**

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below.

Using the [Performance Measures Workbook](#) for Table 6.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook.

**See Attached: “SVAEC Performance Measures Workbook”**

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue. (1/2 page max)

As is the case with most adult education providers, tracking student employment and wage increases is a challenge. The SVAEC looks forward to receiving more guidance, tools, and other support from the State for effectively tracking these measures.

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional) (1/2 page max)

See below.

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required) (3/4 page max)

In addition to measuring the total number of students served and comparing projected versus actual numbers of students served, for individual members and the SVAEC as a whole, other measures will be tracked in order to gauge the impact and effectiveness of the Consortium's efforts.

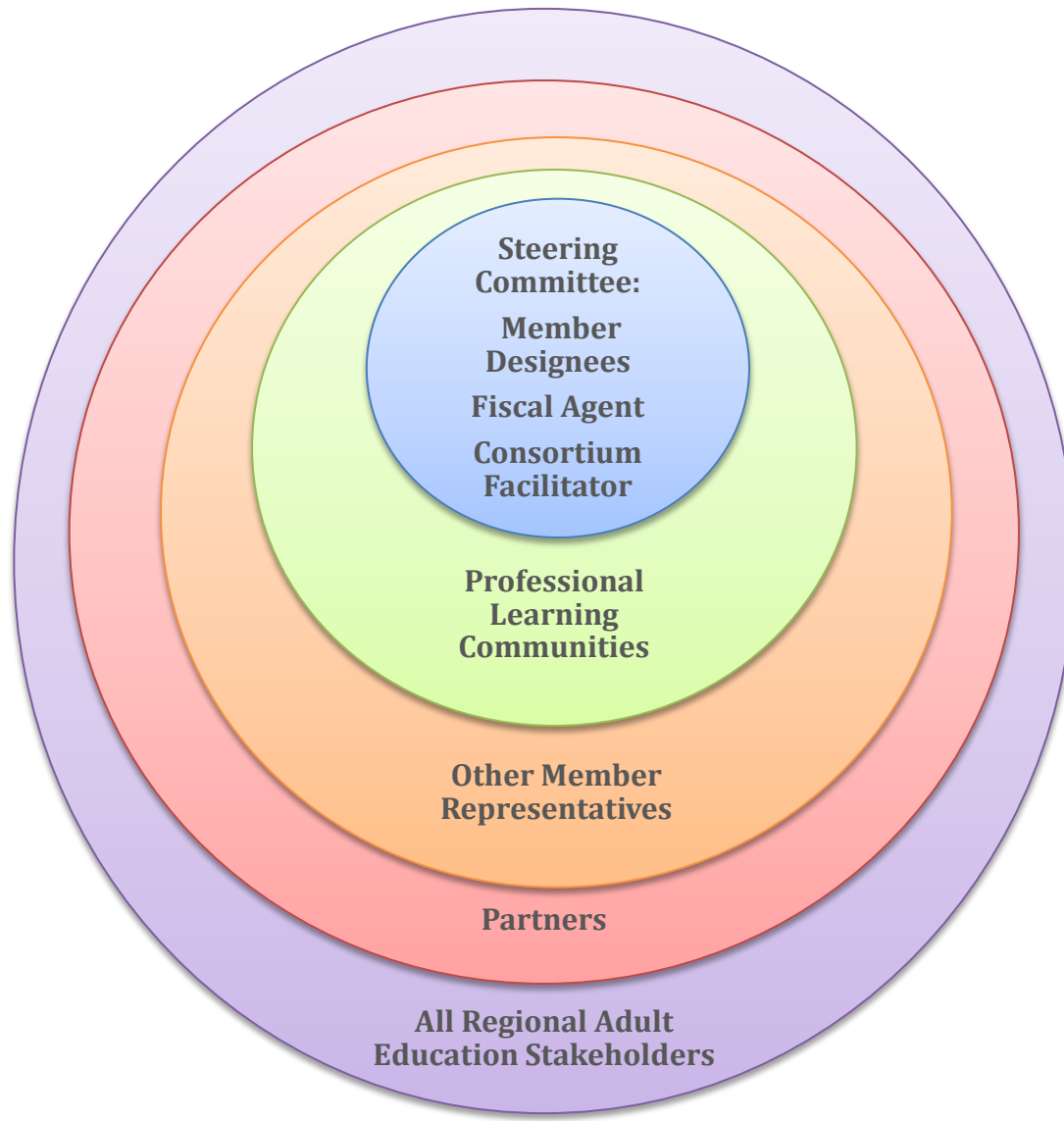
Student impact will be assessed by tracking additional student educational, career, and personal needs, interests, and goals. Student needs and interests assessments will be conducted to inform content and delivery of instruction, particularly workforce preparation and career technical education; program design, including class schedules and locations; and student support services, like child care and transportation. New efforts will be made to measure adult learners' personalized desired outcomes like reading to their children, helping their children with homework, attaining U.S. citizenship, involvement in the community, and voting. College and career pathway support will be gauged by measuring the number of students receiving advising/counseling services and developing educational plans, in addition to transfer to postsecondary or employment. Student awareness of and satisfaction with adult education programs in the region will also be measured by adding relevant questions to intake forms and conducting surveys, program evaluations, and informal interviews. The Consortium also hopes to increase student involvement in planning, implementation, and assessment of SVAEC activities. Every effort will be made to ensure adult learners' voices are heard and needs are met.

Impact on members will be assessed using additional measures like number and types of classes offered, number of instructional staff and support staff, adequacy of facilities and equipment dedicated to AE, and efficacy of professional development activities. Instructors, staff, and administrators from member districts will be asked to assess their programs' progress, as well as the effectiveness of the Consortium. These evaluations will measure the level and quality of technical assistance, compliance, accountability, policies and procedures, communication, leadership, expansion/reach, and overall impact on the regional adult education system that is being provided by the SVAEC Steering Committee, Fiscal Agent, and Director.

Impact on partners and the region as a whole will be measured by the quantity and quality of partnerships built, which will include measures like the amount of resources leveraged (financial, capital, expertise, opportunities for adult learners, etc.) and the amount of participation of partners in SVAEC meetings and activities.

# Salinas Valley Adult Education Consortium

## Organizational Chart



### Members

- K-12 Districts:  
Gonzales, North Monterey, Salinas, Soledad, South Monterey
- Hartnell College
- Monterey County Office of Education

### Fiscal Agent

Hartnell College

### Consortium Facilitator

Kristen Arps

### Professional Learning Communities

ESL PLC (ongoing)

Basic Skills & CTE PLCs (new)

### Workgroups

Planning Workgroup (as needed)

### Other Member Representatives

Adult Learners, Instructors, Counselors/Advisors, Support Staff, and Administrators from Member Programs

### Partners

Community Based Organizations, Libraries, Jails and Corrections, Social Services, Public Agencies, Workforce Development Board, Unions, Industry Associations, Companies/Employers

## AB104 AEBG Consortia Report on Governance Compliance of Rules and Procedures

Consortium Name:

Salinas Valley Adult Education Consortium

Planning Grant Fiscal Agent Name (for tracking purposes only):

Hartnell College

Consortium Point Person (or person submitting this document):

Name:

Kristen Arps

Consortium Role: E-

Interim Project Director

Mail:

karps@hartnell.edu

Note from the SVAEC: The content below has been developed and agreed upon for the purposes of completing the State-provided and State-required Consortium Report on Governance Compliance of Rules and Procedures, to be submitted the first week of November 2015. However, the Salinas Valley Adult Education Consortium is developing a more comprehensive and formal governance plan/bylaws, to be completed no later than February 1, 2016. Under question #15 is a list of some matters still to be addressed by the Consortium.

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

All community college districts, school districts, and county offices of education that offer adult education services in the region have been invited and allowed to join the Salinas Valley Adult Education Consortium (“SVAEC” or “Consortium”). These include Hartnell College, Gonzales Unified School District, North Monterey County Unified School District, Salinas Union High School District, Soledad Unified School District, South Monterey County Joint Union High School District, and the Monterey County Office of Education. It was agreed that Mission Trails ROP JPA will be a partner rather than a member.

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



All members are aware that a requirement of membership is the reporting of all funding sources available to them for the purposes of education and workforce services for adults in the region, as well as the amounts and uses of the funds. By signing this Governance Rules and Procedures Document, each member has agreed to submit documentation disclosing all adult education funding, specifically those types/sources outlined in the AB104 legislation, received for the provision of education services to adults in the seven program areas approved in the AB104 legislation.

This funding information will be provided by each member's Chief Business Officer and/or official Consortium designee, and reported by each member's Consortium designee to the SVAEC Fiscal Agent and Director on an annual and as needed basis. The Fiscal Agent and Director will be responsible for reporting the information to the State.

A minimum of once a year the Consortium Fiscal Agent, Director, and Steering Committee will review and evaluate all member adult education funding in order to inform regional adult education plans (annual and long-term) and ensure alignment of resources with regional needs, priorities, and objectives.

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

Each member district will provide official documentation from their governing board or superintendent stating the names of its official SVAEC designee and alternate designee. This documentation will include evidence of board approval of their appointment which provides authorization to vote on the member district's behalf in SVAEC proceedings. The alternate designee will vote only if the official representative is unable to attend a meeting.

It must be emphasized that the member designee is the representative of the entire district and is expected to communicate with all constituents/stakeholders within the district, including instructors, students, staff, administrators, and the board, in order to represent them accurately and appropriately. The designee is also expected to serve as the liaison between the member district and the Consortium and to assist in the gathering and sharing of information and data.

The SVAEC Director and Fiscal Agent do not have voting rights nor can either be alternate representatives.

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

The SVAEC shall establish a Steering Committee consisting of member, board-approved designees (one primary and one alternate per member), all of whom have voting power (1 vote per member). The Consortium Director and the Consortium Fiscal Agent are also part of the Steering Committee; however, neither has any voting power and their roles are strictly to provide facilitation and guidance.

The steering meetings are open to all, not exclusively to the Steering Committee. The steering meetings will be open to board-approved member designees with voting rights, non-voting member

and partner representatives, and the public. The voting member designees will not make decisions in closed meetings.

All adult education stakeholders from member districts and partners are encouraged to attend steering meetings and participate in Consortium activities and dialogue, in addition to the official designees. The SVAEC will create and publish an annual calendar of scheduled steering meetings. The agenda for each steering meeting as well as minutes from the previous meeting will be disseminated in advance to the SVAEC members, partners, and public through the Consortium email list and posted on the Consortium website.

All public comment will be permitted at the steering meetings with a limit of 5 minutes, unless otherwise scheduled on the agenda. At the beginning of each steering meeting the agenda will be reviewed and approved, and the designees can only vote on items that are on the approved agenda. New items can be added to the agenda at the beginning of the meeting and can be voted on at that meeting if a member designee from each member district is present and all designees present agree that a vote may be held.

It is the Consortium Director's responsibility to facilitate steering meetings and ensure compliance with these rules and procedures.

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

Each member district will have one vote. No one individual shall represent more than one member district as an official designee or alternate designee. No adult education program will be represented more than once (even if part of more than one member district).

#### 6. How will decisions be approved?

Decisions will be made through a process which will include presentation of information, opportunities for open comment and discussion, and opportunities for decision-making either through mutual agreement and/or member vote.

All attempts will be made to reach a consensus through discussion and mutual agreement; however, if a consensus cannot be reached, a member designee can move to vote. The motion must be seconded by another designee. All designees will vote on the motion using "Aye" in favor, and "No" in opposition. The call to "Abstain" can be made if the designee chooses to withhold its vote; that member's vote will not be counted in the total votes tallied.

\*\*Decisions will be made by a majority vote in favor, with a majority defined as 50% + 1. There must be a minimum of 50% + 1 member designees present for a vote to take place (i.e. quorum will be 4 out of 6 members or 5 out of 7 members). A vote will be postponed if there is no quorum.

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

The AEBG governance template, along with decision-making model options and governance-related questions, was presented to the SVAEC at an open steering meeting in late August 2015 and via several subsequent email communications inviting input from all stakeholders. An electronic copy of the draft was also provided to members and partners via Google Docs allowing them to review it and offer comments and suggestions.

A draft governance document was developed and discussed further at the next two steering meetings, where some decision-making decisions were made. A final draft of this governance document will be reviewed, approved, and signed by members the first week of November 2015.

In addition to this governance document (which follows the AEBG governance template), a formal set of by-laws for the SVAEC are going to be developed and voted upon in the coming months in order to offer a clearer and more comprehensive set of rules and procedures.

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

The consortium will publish a calendar of all steering meetings at the beginning of the fiscal year. All meetings will be open to the public. Meeting agendas and/or schedule changes will be published 72 hours before each meeting on a SVAEC website and distributed to the Consortium email list.

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

Proposed decisions will be posted on the SVAEC website and distributed to the Consortium mailing list 72 hours prior to each meeting. Public comment will be invited and any comments made prior to a steering meeting will be distributed as an attachment to the agenda and reviewed at the meeting.

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

Comments submitted by members of the public in advance of a steering meeting will be communicated at the steering meeting by the facilitator and/or added to the agenda, if requested at least 72 hours prior to the meeting. Members of the public who wish to provide comments at a meeting will be given 5 minutes maximum to speak and their comments will be included in the meeting minutes. Meeting minutes will be posted on the SVAEC website and distributed via the Consortium mailing list.

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

The Consortium will solicit input from other adult education by inviting them to attend and participate in discussion at the regularly scheduled steering meetings, asking them to give presentations about their programs and services at meetings, periodically holding special meetings or events with current and potential partners, inviting stakeholders to participate in SVAEC Professional Learning Communities and workgroups (when relevant and appropriate), and member/partner/stakeholder site visits. The Consortium Director and members will continue to reach out to regional stakeholders to build and strengthen these relationships. Partners and other stakeholders will also be added to the SVAEC email list. These activities are key to identifying common needs and opportunities and leveraging regional resources.

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

The Consortium will establish clear criteria and processes to ensure the appropriate allocation and use of AEBG funds and to approve annual distribution schedules. The AEBG Allowable Uses Guide will be distributed to members and posted on the SVAEC website. The funding guidelines and allowable uses will be also be reviewed and clarified in steering meetings, and the Consortium Director and Fiscal Agent will review them individually with members as needed.

The Regional 3-Year Plan will also be widely available and used as the basis for the development and approval of annual plans. Annual plans, budgets, and distribution schedules will be developed at regularly scheduled steering meetings, and a temporary Planning Workgroup may be also established to assist in the planning as needed, with representation from each member.

All member (and partner) funding requests will be reviewed by all members to determine compliance with the AB104 legislation, the SVAEC Regional 3-Year Plan, the SVAEC Resource Allocation Criteria, and the SVAEC Annual Plan for that upcoming fiscal year (the annual plan will both determine and be determined by the allocations). At open steering meetings, funding requests and proposed Consortium expenditures will be discussed and negotiated and eventually voted upon by the member designees.

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

SVAEC shall use a single fund administrator/fiscal agent to fulfill the following functions and characteristics: Provide the functions of a “bank” (i.e. hold and distribute AEBG funds on behalf of the Consortium); process expenses related to the grant as agreed upon by Consortium members; certify that expenditures have been prepared in accordance with Federal and State regulations; and work with the Consortium to implement fiscal decisions made by the members.

The agency providing the fund administration services will be part of the Steering Committee; however, the fund administrator role is a distinct and separate role from the governance role and the fund administrator shall have no voting power. Fund administration is separate from the Consortium’s

policy and operational decision-making. The fund administrator does not have the authority to approve expenses applied against the grant, except as regards technical documentation. The fund administrator provides counsel to the Consortium but shall not make Consortium program or fiscal decisions.

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

Members will be permitted to join or leave the consortium pursuant to state law. Members seeking to leave must give as much notice as possible, no less than six months, and enter into binding discussions with the Steering Committee regarding any outstanding deliverables or unused AEBG funds. The Steering Committee will develop policies based on state law for dismissal.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?

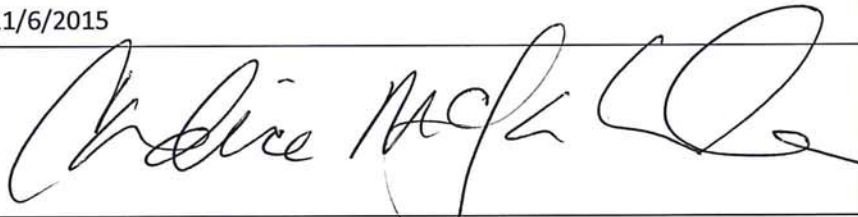
The Consortium is developing a more comprehensive and formal governance plan and bylaws, to be completed no later than February 1, 2016.

Some matters still to be addressed and resolved:


- \*\*Quorum and voting issues will be re-addressed and clarified.
- Ensuring all members have a fair and reasonable opportunity to vote (say that every attempt will be made to not schedule or hold votes at a steering meeting where not every member is represented by an official designee? reschedule a vote once but not more?)
- Voting by proxy
- Voting electronically
- Resolving a tied vote
- Degree to which meetings will follow Robert's Rules of Order
- Can only a designee make a motion or second, or can any attendee?
- Member and partner fund request process - develop a form/application, and/or a rubric?
- Deciding who will be a member, how to officially invite that member to join, and then how to officially confirm their membership (e.g. official letter of invitation and official letter of acceptance?)
- How must a member officially withdrawal if so desired?
- How will a member be officially asked/required to withdraw and under what conditions?

Section 7: Consortium Member Signature Block

<b>Name:</b>	Emily Tsai Brownfield
<b>Consortium Member:</b>	North Monterey County Unified School District
<b>Email:</b>	emilytsai@nmcusd.org
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	

<b>Name:</b>	Candice McFarland
<b>Consortium Member:</b>	Gonzales Unified School District
<b>Email:</b>	cmcfarland@gonzales.k12.ca.us
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	

<b>Name:</b>	Steve James, Ed.D
<b>Consortium Member:</b>	South Monterey County Joint Union High School District
<b>Email:</b>	sjames@smcjuhsd.org
<b>Date:</b>	11/6/2015
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<b>Name:</b>	Kathy Mendelsohn
<b>Consortium Member:</b>	Hartnell College
<b>Email:</b>	kmendelsohn@hartnell.edu
<b>Date:</b>	11/6/15
<b>Signature Box:</b>	

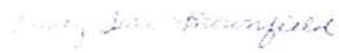
<b>Name:</b>	
<b>Consortium Member:</b>	Monterey County Office of Education
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	

<b>Name:</b>	
<b>Consortium Member:</b>	Salinas Union High School District
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	

<b>Name:</b>	
<b>Consortium Member:</b>	Soledad Unified High School District
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	



## Section 7: Consortium Member Signature Block

<b>Name:</b>	Emily Tsai Brownfield
<b>Consortium Member:</b>	North Monterey County Unified School District
<b>Email:</b>	emilytsai@nmcusd.org
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	

<b>Name:</b>	Candice McFarland
<b>Consortium Member:</b>	Gonzales Unified School District
<b>Email:</b>	cmcfarland@gonzales.k12.ca.us
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	

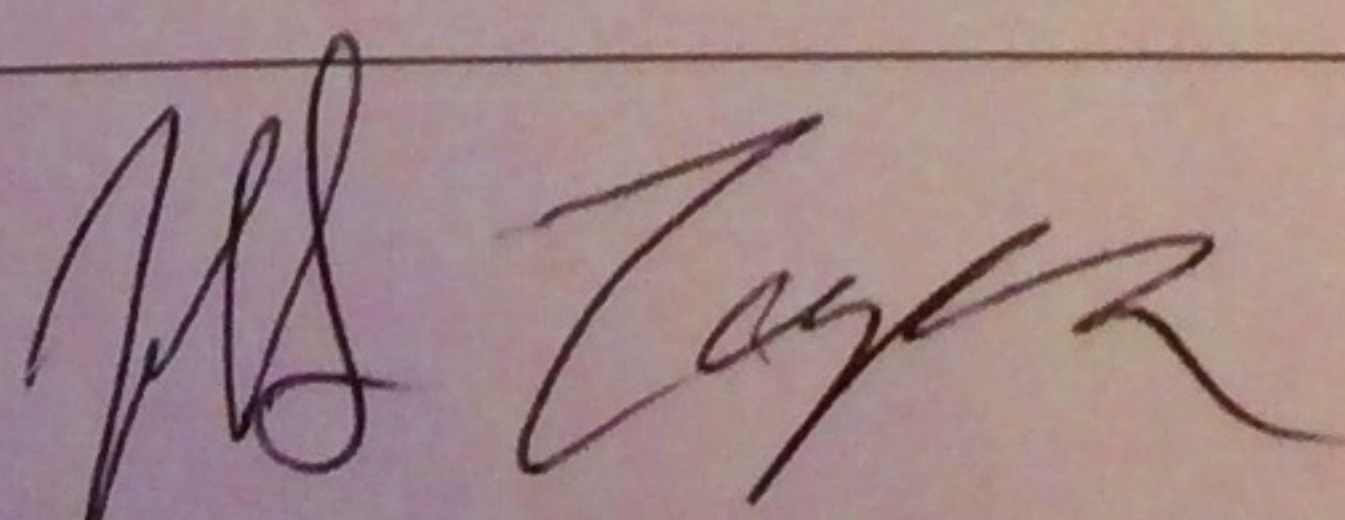
<b>Name:</b>	Steve James, Ed.D
<b>Consortium Member:</b>	South Monterey County Joint Union High School District
<b>Email:</b>	sjames@smcjuhsd.org
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	



<b>Name:</b>	
<b>Consortium Member:</b>	Hartnell College
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<b>Date:</b>	
<b>Signature Box:</b>	

<b>Name:</b>	
<b>Consortium Member:</b>	Monterey County Office of Education
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	


<b>Name:</b>	
<b>Consortium Member:</b>	Salinas Union High School District
<b>Email:</b>	
<b>Date:</b>	
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<b>Name:</b>	Jeff Lopez
<b>Consortium Member:</b>	Soledad Unified High School District
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<b>Name:</b>	
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<b>Date:</b>	
<b>Signature Box:</b>	

<b>Name:</b>	
<b>Consortium Member:</b>	Monterey County Office of Education
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	

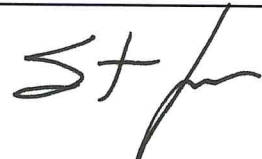
<b>Name:</b>	Sharon Albert, Director
<b>Consortium Member:</b>	Salinas Union High School District
<b>Email:</b>	sharon.albert@salinasuhsd.org
<b>Date:</b>	11/16/15
<b>Signature Box:</b>	✓ 

<b>Name:</b>	
<b>Consortium Member:</b>	Soledad Unified High School District
<b>Email:</b>	
<b>Date:</b>	
<b>Signature Box:</b>	

**Section 7: Consortium Member Signature Block**

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<b>Email:</b>	emilytsai@nmcusd.org
<b>Date:</b>	11/6/2015
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<b>Name:</b>	Candice McFarland
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<b>Date:</b>	11/6/2015
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<b>Name:</b>	Steve James, Ed.D
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<b>Email:</b>	sjames@smcjuhsd.org
<b>Date:</b>	11/6/2015
<b>Signature Box:</b>	

<b>Name:</b>	
<b>Consortium Member:</b>	