



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-57

1.2 Consortium Name:

Sequoias Adult Education Consortium (SAEC)

1.3 Primary Contact Name:

John Werner, Principal, Visalia Adult School

1.4 Primary Contact Email:

jwerner01@visalia.k12.ca.us

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

SAEC region covers all of Tulare and a portion of Kings Counties and is located in the Central Valley with a rural, agriculturally-based economy. The Central Valley has been called "the Appalachia of the West" with similar poverty, educational, and employment challenges to the region in the east. The regional economy, being primarily agricultural, is sustained by a large number of low-wage jobs engaged by immigrant and migrant worker populations as well as a poorly-educated native population. There are currently no apprenticeship programs operating in either of the two counties covered by the SAEC region. Historically, the region has high-unemployment rates, low educational-attainment rates, higher than average high school dropout rates, and a large immigrant population, all of which contributes to a great need for Adult Education. Adult Education is a service that is greatly needed in the region, and SAEC is committed to increasing service provision across all service providers, program areas and objectives in the coming months.

The gaps identified during the SAEC planning process include:

- ✓ Training Programs: Short-term CTE and Apprenticeship Programs
- ✓ Deficiency of Technical or Computer Skills
- ✓ Sharing of Information and Resources
- ✓ Students' Access to Programs
- ✓ The Lack of Classes at Varying Times and Locations

SAEC's mission is to facilitate the alignment and collaboration for Adult Education in our region, across all Member and Partner organizations. SAEC's vision statement remains as follows:

An efficient, coordinated regional system that bridges gaps, provides seamless student transitions, and utilizes all of the assets of our area to meet the needs of both our workforce and industry by providing accessible, responsive training administered by a well-trained team of personnel (including faculty, teachers, and support staff) while also providing supports to adult learners and opportunities to accelerate students toward their educational and career goals. SAEC members are committed to the continuation of the organization in order to implement the planned strategies.

The cornerstone of the SAEC Regional Plan is the implementation of a Regional Integrated Service Delivery System. The Regional Integrated Service Delivery System (RISDS) is an efficient, coordinated regional system that bridges gaps, provides seamless student transitions, and utilizes all of the assets of our area to meet the needs of both our workforce and industry by providing accessible, responsive training administered by a well-trained team of personnel (including faculty, teachers, and support staff) while also providing supports to adult learners and opportunities to accelerate students toward their educational and career goals.

RISDS takes the strategy of the current collaborative spirit of SAEC Members and Partners a step further by formalizing the relationships and investing in a coordinated approach to Adult Education throughout the region. The RISDS staff will coordinate assessments, educational and career pathways, and supportive services between member and partner organizations in order to create a one-stop for Adult Education for all students. It will facilitate seamless transitions and help students accelerate toward their goals by combining the strengths of the various organizations in the community whose mission is to help adults meet their educational and career ambitions. Additionally, the system will conduct outreach to the community to ensure adult students are aware of and can access the many resources available to them.

In addition to the formation of RISDS, the SAEC Consortia will expand service provision to areas of the region that currently offer no services in Adult Education. Services will now be provided in Alpaugh USD, Exeter USD, Farmersville USD, Lindsay USD and Woodlake USD. Expanded Adult

Education courses and services will be offered in Corcoran JUSD, Cutler-Orosi JUSD, Visalia USD, Tulare JUHSD and Hanford JUHSD.

Together, all of these components will create a successful ecosystem of service delivery, and more importantly sustainability.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

All Member districts that currently offer Adult Education services are expanding the number of courses, levels of courses, and frequency of course offerings. Additionally, five Member districts that have not provided Adult Education services in the past several years will begin offering services via neighboring Adult Education programs within the seven identified program areas of AB104 in January of 2016.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There has been no substantive change in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Plan in March 2015. The Workforce Development Board of Tulare County is a regular participant at the SAEC monthly Board Meetings and Task Force Meetings, and provides regular input and guidance on programming in the region based on sector analytics.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The SAEC Board recognizes the need to prepare adults for entry to the workforce in family sustaining jobs. To this end, the Board has created the Regional Integrated Service Delivery System that will streamline all service provision in Adult Education and Employment services across the SAEC Region.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The SAEC Task Force has met with the Apprenticeship Coordinator, Division of Apprenticeship Standards, California Community College Chancellor's Office, Fresno Field Office and developed awareness. Follow-up steps include exploration in three key high-growth sectors that are currently supported by the Chancellor's office in the Central Valley:

Construction pre-apprenticeship: For the Fresno area, construction pre-apprenticeship already exists by the building trades, but not in the Tulare/Kings region. However these Fresno apprenticeships want workers from our region in their Fresno programs. The Sequoias Adult Ed Consortia is planning to meet with the building trades to understand what they would like to see the Adult Schools develop as a pre-apprenticeship in their area to assist those individuals with the skills needed to prepare and enter a Fresno apprenticeship program. For example, an Algebra 1 class (or refresher class), an applied math class, a soft skills class, interview preparation, a welding certification class, and a building trades exam prep class could all combined be a pre-apprenticeship even with its separate completion certificates for each class within the pre-apprenticeship. Models already exist, such as www.electricprep.com which can be purchased from IBEW who developed online courses to assist potential apprentices in meeting the apprenticeship standards for the electricians program. The Division of Apprenticeships will assist with putting that meeting together – or invite SAEC to the next quarterly apprenticeship coordinator meeting in Fresno where information can be collected and brought back to the Consortium.

Manufacturing pre-apprenticeship: Given the recent demand by employers for more apprenticeships, more attention is needed on Industrial Math, welding certification, professional skills, and Bennet Mechanical Exam preparation for manufacturing career-seekers. When preparing students for the Maintenance Mechanic certification, a hand-tools class, as well as some basic plumbing, HVAC, and electrical repairs can be taught. Another opportunity to take a handful of existing Adult School certificate courses and combine them to create a pre-apprenticeship that puts together a pool of candidates for the area manufacturers to select from when hiring or indenturing apprentices.

Food Safety/Science: This two-year apprenticeship program is currently in development in the Central Valley and so is its curriculum at the community college level. But agriculture science courses and quality assurance courses not already taken at an ag-focused high school can be offered by Adult Schools in a pre-apprenticeship capacity to prepare individuals seeking to enter skilled careers in food processing plants such as Producers, Wawona Foods, and many more. There is a BS track for Food Science offered at Fresno State and many other universities for a longer pathway.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

As this is a new Program Area, the SAEC Task Force is currently exploring options to add programs to Member districts to provide this service, or modify existing services to meet this need. Woodlake USD currently offers adult literacy courses to parents of K-12 students, and this program could be modified to provide more instruction on tutoring and a broader knowledge of the K-12 curriculum requirements.

2.3d Collection and availability of data. (REQUIRED)

There are currently three data management systems being used by the 10 Member K-12 districts: ASAP, School City Data Collection and Schoolhouse. All adult education programs either currently use, or will be implementing, CASAS and TOPSpro Enterprise for assessing and managing student data. The College of the Sequoias currently uses Accuplacer and CELSA for student intake and leveling. Alignments between these assessments are being developed by the SAEC Task Force.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

All Members of the Sequoias Adult Education Consortium adhere to the guidelines of CDE

and the Chancellor's office when hiring new faculty and staff. Alignment of hiring standards is currently being completed by the SAEC Task Force with the goal of making recommendations to each of the 11 Consortium Members.

2.3f Alignment of academic content and curricula (OPTIONAL)

The SAEC Board recognizes the importance of aligning curriculum across all Member districts in the Program Areas of AB104. To that end, the SAEC Board has allocated funding for the following activities and goals:

- ❖ Career Pathways Mapping Tool – This tool will allow all Members and Partners to access information about industry specific career pathways that align to the demands of growing sectors of the regional economy.
- ❖ Standing Program Area Committees of Teachers, Faculty and Administrators – The Standing Committees will meet regularly to work on alignment of curriculum across Member and Partner organizations with the goal being to ease the transition of students between programs that best suit their academic and career pathway goals.
- ❖ Updated Occupational Work Skills Curriculum for Adults with Disabilities – By providing a consolidated and aligned curriculum for work skills preparation to Adults with Disabilities, the region will ensure alignment to employer required skills, hiring requirements, and occupational training needs.
- ❖ Curriculum Alignment – The SAEC Board is also examining recommendations to align HSD curriculum through the implementation of online curriculum. This would support the expansion of distance learning opportunities for students in rural areas.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

The Regional Integrated Service Delivery System, through the Director and Navigators, will work with all Member and Partner organizations to hold meetings on alignment of services across the Consortium region.

Section 3: Consortium Member Signature Block

Name:

Rob Hudson, Superintendent

Consortia Member:

Alpaugh Unified School District

Email:

robh@alpaugh.k12.ca.us

Date:

October 27, 2015

Signature Box:

Name:

Stan A. Carrizosa, President

Consortia Member:

College of the Sequoias

Email:

stanc@cos.edu

Date:

October 27, 2015

Signature Box:

Stan A. Carrizosa

Section 7: Consortium Member Signature Block

Name:

Rob Hudson, Superintendent

Consortia Member:

Alpaugh USD

Email:

robh@alpaugh.k12.ca.us

Date:

Signature Box:

Robert M. Hudson

Name:

Stan A. Carrizosa, President

Consortia Member:

College of the Sequoias

Email:

stanc@cos.edu

Date:

10.27.15

Signature Box:

Stan A. Carrizosa


635-0372

Name: Rich Merlo, Superintendent

Consortia Member: Corcoran Joint Unified School District

Email: rmerlo@corcoranunified.com

Date: October 27, 2015

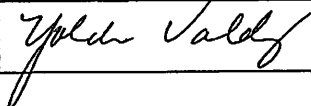
Signature Box:  Amy Taylor
Proxy for Rich Merlo

Name: Cutler-Orosi Joint Unified School District

Consortia Member: Yolanda Valdez, Superintendent

Email: yvaldez@colusd.org

Date: October 27, 2015

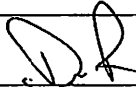
Signature Box:  Yolanda Valdez

Name: Tim Hire, Superintendent

Consortia Member: Exeter Unified School District

Email: thire@exeter.k12.ca.us

Date: October 27, 2015

Signature Box:  Tim Hire
Proxy for Tim Hire

Name:

Rich Merlo, Superintendent

Consortia Member:

Corcoran Joint Unified School District

Email:

rmerlo@corcoranunified.com

Date:

October 27, 2015

Signature Box:

Name:

Cutler-Orosi Joint Unified School District

Consortia Member:

Yolanda Valdez, Superintendent

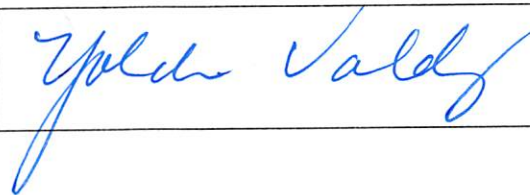
Email:

yvaldez@cojUSD.org

Date:

October 27, 2015

Signature Box:



Name:

Tim Hire, Superintendent

Consortia Member:

Exeter Unified School District

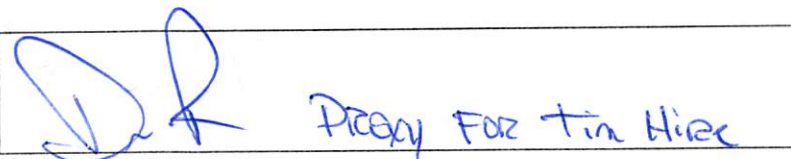
Email:

thire@exeter.k12.ca.us

Date:

October 27, 2015

Signature Box:

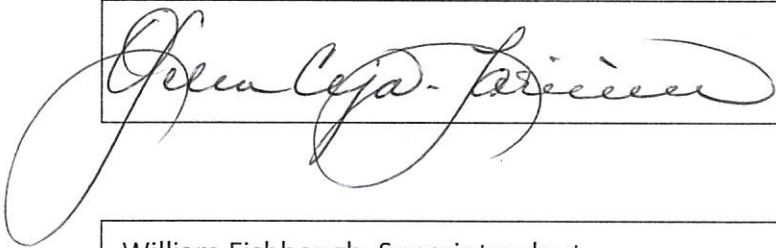


Name:

Consortia Member:

Email:

Date:

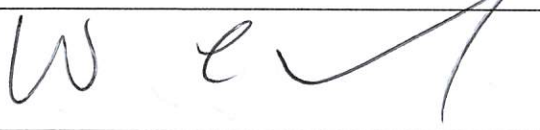
Signature Box: 

Name:

Consortia Member:

Email:

Date:


Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Name:

District Sarah Koligian, Superintendent

Consortia Member:

Tulare Joint Union School District

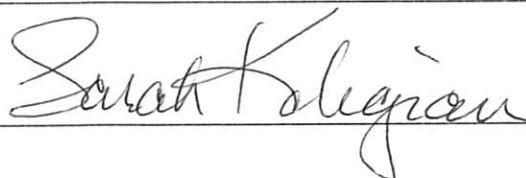
Email:

sarah.koligian@tulare.k12.ca.us

Date:

October 27, 2015

Signature Box:



Name:

Craig Wheaton, Superintendent

Consortia Member:

Visalia Unified School District

Email:

cwheaton@vusd.org

Date:

October 27, 2015

Signature Box:



Name:

Drew Sorensen, Superintendent

Consortia Member:

Woodlake Unified School District

Email:

dsorensen@w-usd.org

Date:

October 27, 2015

Signature Box:

