AEBG PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

AB104 Adult Education Block Grant - Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium 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

If applicable:

1.5 Fiscal Agent Name:

Visalia Unified School District (John Werner)

1.6 Fiscal Agent Email:

jwerner01@visalia.k12.ca.us

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

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Alpaugh Unified School District	Rob Hudson, Superintendent	(559) 949-8413	robh@alpaugh.k12.ca.us	
College of the Sequoias	Stan A. Carrizosa, President	(559) 730-3700	stanc@cos.edu	9/22/2015
Corcoran Joint Unified School District	Rich Merlo, Superintendent	(559) 992-2188	rmerlo@corcoranunified.com	9/15/2015
Cutler-Orosi Joint Unified School District	Yolanda Valdez, Superintendent	(559) 528-4763	yvaldez@cojusd.org	10/8/2015
Exeter Unified	Tim Hire,	(559) 592-9421	thire@exeter.k12.ca.us	

School District	Superintendent			
Farmersville Unified School District	Ofelia Ceja-Lariviere, Superintendent	(559) 592-2010	olariviere@farmersville.k12.ca.us	9/15/2015
Hanford Joint Union High School District	William Fishbough, Superintendent	(559) 592-2010	wfishbough@hjuhsd.org	9/22/2015
Lindsay Unified School District	Tom Rooney, Superintendent	(559) 562-5111	trooney@lindsay.k12.ca.us	9/28/2015
Tulare Joint Union School District	Sarah Koligian, Superintendent	(559) 688-2021	sarah.koligian@tulare.k12.ca.us	9/17/2015
Visalia Unified School District	Craig Wheaton, Superintendent	(559) 730-7300	cwheaton@vusd.org	9/22/2015
Woodlake Unified School District	Drew Sorensen, Superintendent	(559) 564-8595	dsorensen@w-usd.org	9/9/2015

1.8 Use the <u>Governance Template</u> to describe how your Consortium operates programmatically and fiscally.

Please see submitted SAEC Governance Plan.

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 Guidance for sample and definitions.
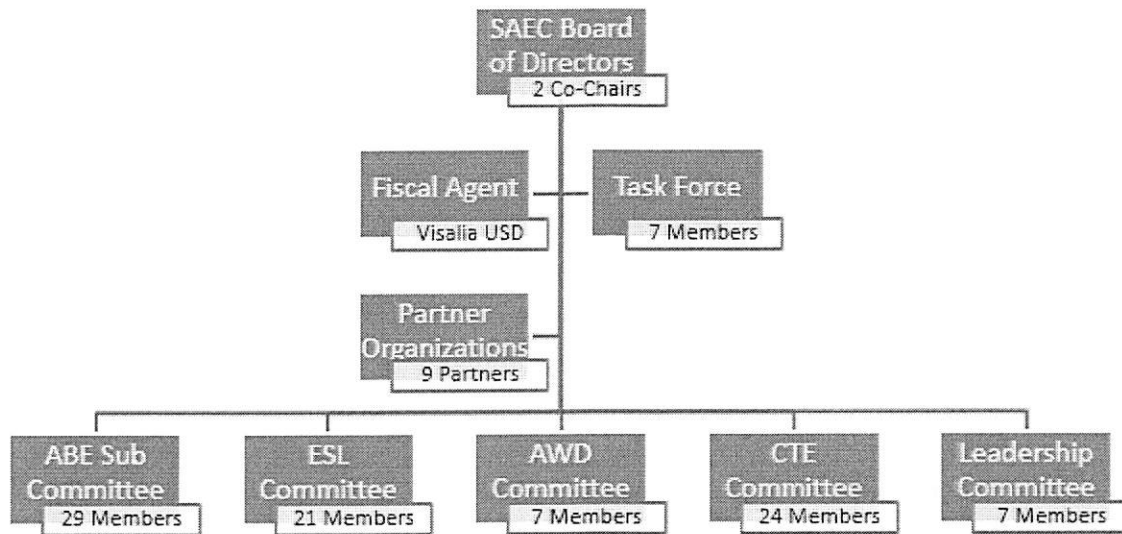
1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The SAEC Board will annually select a member district to act as the Fiscal Agent. Member districts interested in the Fiscal Agent role will nominate themselves. To select the Fiscal Agent, the Consortium Board will hold a vote. The nominated member district with the simple majority of Consortium Board members present will become the Fiscal Agent.

The Fiscal Agent will be responsible for:

- Contracting with member districts to distribute allocated funds as recommended by the Consortium Director and approved by the Consortium Board
- Acting as the employer of record for all consortium staff
- Fiscal reporting to the State as required by the Adult Education Block Grant
- Compliance with State requirements for administration of the Adult Education Block Grant

It is important to note that in the name of true collaboration, the member of the Sequoias Adult Education Consortium have decided to provide services to districts that do not have Adult education services. In the 2015-16 program year, the following Districts will be providing services to neighboring Members so that those districts will be able to provide services immediately to their communities, while going through the process of setting up Adult Education programs of their own:

Tulare JUSD will provide services to Lindsay USD

Visalia USD will provide services to Exeter USD and to Farmersville USD

Cutler-Orosi JUHSD will provide services to Woodlake USD

Corcoran USD will provide services to Alpaugh USD

The SAEC Board understands that the Fiscal Agent will be eligible to be compensated up to the allowable as designated by the Adult Education Block Grant guidance for administrative expenses related to the fiscal administration of the Adult Education Block Grant. For the 2015-16 Program Year, Visalia Unified School District is the SAEC Fiscal Agent. The certifying officer is Nathan Hernandez, Chief Financial Officer, Visalia Unified School District.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following 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? **See Guidance document for more information about this narrative.**

The Sequoias Adult Education Consortium (SAEC) was established in the fall of 2013, bringing together Adult Education service providers in 10 School Districts and the College of the Sequoias (COS) to develop a regional Comprehensive Plan to better serve the educational needs of adults in the region. SAEC covers parts of Tulare and Kings Counties. Its membership is made up of COS and the ten School Districts within the geographic boundaries of the Community College District. Additionally, SAEC includes partner organizations representing local community agencies and community based organizations.

The members of the SAEC are as follows:
- Alpaugh Unified School District
- College of the Sequoias
- Corcoran Joint Unified School District
- Cutler-Orosi Joint Unified School District
- Exeter Unified School District
- Farmersville Unified School District
- Hanford Joint Union High School District
- Lindsay Unified School District
- Tulare Joint Union High School District
- Visalia Unified School District
- Woodlake Unified School District

The partners of the SAEC are as follows:
- ABLE Industries
- CSET
- Kings County JTO (LWIB)
- Kings County Rehabilitation
- Tulare County Library
- Porterville Unified School District
- Proteus
- Kings County Sheriff's Department
- Workforce Investment Board of Tulare County (WIB)

The mission of the SAEC is to facilitate the alignment and collaboration of Adult Education service provision in the region. The SAEC Region focuses on seven objectives:

1. Plans to increase in levels and types of Adult Education programs within its region.

2. Plans to increase in the amount of service currently provided through Adult Education programs within its region.

3. Plans to integrate existing programs and create seamless transitions into postsecondary education or the workforce via implementation of a Regional Integrated Service Delivery System.

4. Plans to address the gaps identified during the AAB86 Planning process.

5. Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals at all Member and Partner locations.

6. Plans to collaborate in the regional provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

7. Plans to leverage existing regional structures through partnerships and regional initiatives.

SAEC members are committed to the continuation of the organization in order to implement the planned strategies. Organizations in the SAEC region work well together. The region has a great need for Adult Education and is without enough resources, so collaboration is essential. While many SAEC members and partners have worked together in the past or are even currently collaborating on projects, there is not a coordinated system. This is what SAEC would like its role to be. The SAEC planning process is focusing on developing ways to coordinate and institutionalize this collaboration throughout the community.

SAEC has implemented a Regional Integrated Service Delivery System (RISDS) as 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 establishing a Regional Integrated Service Delivery System (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 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 the RISDS model, the SAEC Board has authorized the addition of classes in both existing Adult Education programs, and in districts that currently do not have Adult Education services. Classes in ABE, HSD/HSE, ESL/Citizenship, and CTE/Pre-Apprenticeship will be started in Exeter, Woodlake, Alpaugh, and Farmersville. This expansion in service provision is a key component to increasing the number of students on the career pathway to sustainable income and on the academic pathway to the College of the Sequoias.

For the regional planning strategies, SAEC has determined a need for a multi-year implementation process. The first year will largely be for implementation design with the second two years being a phasing in of the layered strategies. The highest priority strategy is the Regional Integrated Services Delivery System (RISDS). RISDS will be the focal point from which the other strategies will be possible. It will be essential to take time and care to create a well-planned and developed system. The establishment of this system will require a comprehensive process to establish the system. SAEC will work through a prescribed organizational development process with member and partner organizations that serve the seven Program Areas and will include the following tasks:

- Establish buy-in/develop operational Memorandum of Understanding (MOU)

- Identify goals/objectives/scorecard and metrics based on the seven Program Areas

- Facilitate the seven Program Areas in identifying the current state using process mapping for serving customers.

- Facilitate the seven Program Areas in designing an ideal state of Adult Education service provision.

- Create a staffing plan for the Consortium based on the ideal state for serving customers.

- Develop a public facing brand that resonates with the customers for the seven Program Areas.

- Move planning documents to an Intranet for SAEC's use, and expand the current website into a public facing outreach tool with key messaging for the customer market segments.

- Complete the Career Pathways Tool for the public facing website.

- Create a communications and outreach plan for each market segment.

- Implement professional development and training for faculty and staff of member and partner organizations to create cultural and organizational responsiveness based on the ideal

state.

    • Train faculty and staff of Member and Partner organizations in technology tools.

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

Section 3: Consortium Services and Funding Allocations

3.1 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 Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do <u>NOT</u> include these amounts in your calculations of MOE and Consortium funds.

Please see attached spreadsheet.

Table 2. Consortium Table by Program Type and Fund Source

| | Regional Consortium AEBG Allocation | | WIOA Title II (Adult Education & Literacy) | Adult Perkins | CalWorks | LCFF* | CCD Apportionment | Adults in Jail* | Total |
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									$0
English as a second language									$0
Pre-apprenticeship training									$0
Career and Technical Education									$0
Adults training to support child school success									$0
Older Adults in the workforce									$0
Services for Adults with Disabilities									$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0

3.2 Consortium Allocations by member. The spreadsheet described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Please see attached spreadsheet.

Table 1: Consortium Membership and AEBG Regional Allocations

| | Regional Consortium AEBG Allocation | |
	MOE	Remaining Consortium Allocation
<member name>	$0	$0
<mem	$0	$0
<mem	$0	$0
<mem	$0	$0
<member name>	$0	$0
<member name>	$0	$0
Total	$0	$0

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. The original AB86 Objectives language has been adapted to the AB104 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.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

● **Educational pathways** – SAEC will undergo a process of analysis and articulation to identify clearly ideated career and academic pathways from HSD/HSE completion through enrollment to the College of the Sequoias and on to 4-year study and/or workforce employment.

● **Alignment of:**

   o **Placement** – The implementation of CASAS by all Member districts, which is currently not used by all Members, will align placement of students into programs, allow for easier transition of students between programs, and standardize the curriculum levels of instruction across the region.

   o **Curriculum** – The SAEC will fund release time for faculty to align and sequence the programs of study at all levels to accommodate sequential movement between pathways and seamless transitions within academic pathways.

   o **Assessments** – Consortium will adopt CASAS for all Member districts who currently do not utilize the assessment, as well as for all Members providing ESL instruction. This will set the stage for non WIOA Title II funded programs to apply for funding.

   o **Progress indicators** – Promotion and progression through the CASAS levels will service as

achievement benchmark indicators of student success. Increased graduation rates from HSD/HSE programs and increased enrollment to College of the Sequoias industry recognized certification programs will serve as a progress indicator for the SAEC.

o **Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.** – The increase in passing rates for High School Equivalency exams will serve as outcome measures and track the number of students who advance one program level. The SAEC requires that all Member district administration certify the authenticity of the data.

- **Transition strategies among the Consortium participants' systems including:**

  o **Communication paths among Consortium participants and higher education institutions:**

  The Consortia Committee utilizes Google Drive to share information and each of the objective working groups has a Google Site to facilitate collaboration. The decisions of the Consortium Board will be distributed via email and regular correspondence regarding project implementation will be shared through an email distribution list of Members and Partners, which include College of the Sequoias.

  Each month the Consortium Board will meet to discuss ongoing implementation of the Annual Plan and examine ongoing successes of programs and procedures. From these meetings the duties of the multiple subcommittees will be assigned. Subcommittees include a composition of Consortium Members, Partners, and other community stakeholders. These meetings will address the identified issues and strive to ensure a smooth continuance of services for the Adult Education and English Second Language (ESL) student.

  In addition, a Consortium web site is utilized to inform the Consortium Members, Partners, and community stakeholders with updates, important upcoming events, a roster of members and contact information. The website is http://sequoiasadulted.com/

  o **Defined and articulated pathways to postsecondary education or the workforce:**

  The consortium will conduct ongoing reviews to leverage existing "best practices" to accelerate and maximize adult learners' progress toward educational and career goals. Some of these based on national research include providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together if needed to help create student educational plans; ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an adult education program; enhanced contextualized learning to link basic skills education for adult learners to career and educational goals; working with those administering the new

Innovate Tulare/Kings County Career Pathway initiative to maximize program completion for adult learners.

o **Embedded access to student services including counseling, guidance, and follow-up:**

RISDS: By establishing SAEC as a Regional Integrated Service Delivery System (RISDS), this strategy takes the current collaborative spirit of SAEC a step further by formalizing the partnerships that exist among the Consortium Members and Partners by investing in a coordinated approach to Adult Education throughout the region. The RISDS will coordinate assessments, educational and career pathways, counseling efforts and supportive services between member and partner organizations in order to create a "one-stop" for Adult Education for all students. By working on-site at all Member locations, the counselor/navigators 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.

One aspect of the RISDS is a coordinated referral system that would allow seamless transitions between adult school and community college training programs. The system would help students navigate between the two systems and develop a clear educational pathway that would help them to achieve their educational and career goals. Additionally, the system will not only connect the Community College and Adult Schools, but it will incorporate partner organizations including the Workforce Investment Boards, partner CBOs, and local government agencies.

Students could encounter the referral system at several different points. For example, students must take a placement assessment when entering COS for math and English skills. Trained counselors or student services staff would interpret scores for students and determine their best and quickest option for English and math courses to steer students toward the right pathway. Students may be referred to Adult School programs or COS English and math classes. For this referral system to work, a set of if-then scenarios would be developed. Students would have an academic plan with a clear mapping of where to go next. Another example of how a student might encounter the referral system would be when a person is laid off. This person might go to a WIB One Stop office and be interested in a new career pathway. The WIB could link them with options at the College or adult schools.

A key aspect of the referral system will be an electronic component that both adult schools and COS can access to track students (potentially other partners such as the WIB might be able to access such a system). There will also be a trained point person (or people) at each organization

that can assist the students to get them registered for the correct class and develop a plan. Another important aspect of the coordinated referral system would to ensure that students understand that the system is a coordinated effort. Students may take some coursework through an adult school and other coursework at COS.

4.1a Provide a description of your **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?

SAEC recognizes the need for alignment between Consortium Members in providing seamless services and transitions to adult students. Currently, Visalia, Tulare, Hanford, Corcoran, and Cutler-Orosi use the NRS approved CASAS compendium of assessments. As such, the Consortium will be implementing the CASAS assessments for ABE, HSE, and ESL across all Member districts. Additionally, data services via TOPS Pro Enterprise will be deployed across all Member districts. This will allow common data collection for students between Adult Education service providers.

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?

Cutler-Orosi, Tulare, and Visalia all utilize ASAP for student registration and management. Established in 1982, Administrative Software Applications, Inc. (ASA) with headquarters in Sunnyvale, CA, is a privately held corporation providing software solutions to community organizations. ASA offers a comprehensive suite of products to assist organizations in handling their registration and class/reservation management needs.

Working closely with community education districts in California, ASA developed its first proprietary student information system, called ASAP, in the late 1980s. ASAP registration and management software added a web-based SaaS service in 2008, and today serves community, university and college programs, city park and recreation departments, schools and businesses around the world. ASAP software is used to process over 1,000,000 registrations every year. The company's oldest client dates back over 20 years and the company proudly maintains a 98% retention rate among its clients. ASA continues its drive to offer the most innovative, customizable and easy-to-use registration management solution available.

Corcoran currently uses School City Data Collection as a tool to manage student enrollment and data management.

Hanford currently uses Schoolhouse as a tool to manage student enrollment and data management. Schoolhouse is an academic management application for students.

As the CASAS Assessment system is rolled out in all districts, the implementation of TOPSpro Enterprise will be explored as a means of unifying the system and types of data collected by each Member district. TOPSpro Enterprise allows faculty and administrators to use data to prepare learners to master skills, to incorporate content standards into the curriculum and to meet federal reporting requirements.

TOPSpro Enterprise will allow Member districts of SAEC to get a complete performance picture. All stakeholders– from student and instructor to state education or workforce director – benefit from longitudinal performance information needed to make effective decisions that improve learning, teaching and training. The TOPSpro Enterprise system will allow Member districts of SAEC to choose from predefined reports or to create customized reports for comprehensive data analysis. Faculty and administrators can identify learners and programs that need help and develop strategies for improvement. Learner groups can be compared and program-wide analysis can be performed to drill down to individual learner data to focus on instruction and curriculum revision. Lastly, TOPSpro Enterprise will allow Member districts of SAEC to visualize data and quickly assess impact of introduced interventions.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Regional Integrated Service Delivery System (RISDS)	Starting November 2015	All	Increased enrollment, outcomes, and college transfers.	Evaluation of enrollment numbers
Bilingual/ESL counselor at the College of the Sequoias (COS)	January 2016	College of the Sequoias	Increased transition of students from Adult Education programs to COS	Evaluation of enrollment and transition numbers
Counselor at Hanford Adult School	January 20~~18~~ *2016*	Hanford JUHSD	Increased enrollment and transition to COS	Evaluation of enrollment numbers

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. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expanded ABE/HSE/HSD	Q1 and Q2 2016	All	Increased enrollment, outcomes, and college transfers.	Evaluation of enrollment numbers.
Expanded ESL	Q1 and Q2 2016	All	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Expanded Adults with Disability Service Provision	Q1 and Q2 2016	All		Successful enrollment of more students and completion of programs of study.
Expanded services to Jails	Q1 and Q2 2016	Hanford and Visalia	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.

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. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include

plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expanded Counseling Services	January 2016	All via RISDS. Hanford and COS via new FT hires.	Successful enrollment of more students and completion of programs of study.	Evaluation of enrollment numbers.
Child Care and Transportation Services	January 2016	Tulare	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Professional Learning Communities	January 2016	All	Increased access to professional development and best practices.	Improved assessment scores, increased levels of innovative instructional practices, and better alignment of courses between Adult Education service providers and College of the Sequoias programs of study.
VESL Classes	January 2016	All	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Open Entry Skills Primer	January 2016	All	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.

4.4 Objective #6: <u>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.</u> A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and

support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
ISTE Technology Training	Q1 2016	All	Faculty and staff will be trained on the ISTE Student, Teacher, and Administrator standards.	Integration of technology standards into the current course curriculum at all Member districts.
CTE Training	Q1 2016	All	Faculty and Staff will be offered two different opportunities to participate in professional development opportunities	Greater inclusion of career readiness preparation, skills instruction, and career pathway focus

			to: 1) learn more about the apprenticeship opportunities in California, as overseen by the California Community College Chancellor's Office, and how alignment of CTE programs of study can be leveraged to increase workforce employability and streamlined service provision, and; 2) learn more about how CTE is an integral partner in workforce development and employability.	in curriculum across all program areas.
Andragogical Instructional Methodology Training (Adult Learning Theory)	Q1 2016	All	Faculty and staff will be provided the opportunity to attend professional development that highlights the difference between pedagogical instructional methodologies and andragogical practices that specifically target the learning modalities of adult learners.	Integration of common teaching methodologies across all Member districts.
AWD Training	Q1 2016	All	Currently, only one Member district offers specific courses for adults with disabilities. Faculty and staff will be provided with professional development opportunities to deepen knowledge of providing services to this population of learners. Topics will include IEPs, curriculum modification, assessment modification/requirements,	Integration of common teaching methodologies across all Member districts.

			varied instructional methodologies, etc.	

4.5 Objective #7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Partners might include but are not limited to:

  o WIBs
  o Chamber of Commerce
  o County Libraries
  o County Office of Education
  o Industry Employer Groups
  o Literacy Coalitions
  o Economic Development Regions
  o County Social Services - CalWorks
  o Employment Development Department (EDD)

- Examples of activities include:

  o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need

  o Expanding utilization of existing regional resources for Adult Education students

  o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Regional Integrated	Tulare WDB, Kings County	Create a regional referral system	All	Starting November	Increases across all	Increased referral and

Service Delivery System (RISDS)	WDB, Proteus, ABLE Industries, C-SET, Tulare Library	with common entry and exit points for all entities across the service area		2015	service areas	enrollment at all member and partner organizations
Offer CTE courses through partnership with WIB	Kings County WDB, Tulare County WDB	Using LMI, Visalia and Tulare Adult Schools will work with the Tulare and Kings WDB to offer CTE courses in high-growth sectors	Visalia, Tulare, College of the Sequoias (COS)	January 2016	Job seekers	Increased referral and enrollment at COS

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for 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 Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do <u>NOT</u> include these amounts in your calculations of MOE and Consortium funds.

Please see attached spreadsheet.

Table 3. Consortium Member Table by Objective and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Adults in Jail	Total
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									$0
Obj. 4: Gaps in Services									$0
Obj. 5: Accelerated Learning		EXAMPLE							$0
Obj. 6: Professional Development									$0
Obj. 7: Leveraging structures									$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas 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. Figures should represent the Consortium as a whole.

Please see attached spreadsheet.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills			
English as a second language			
Pre-apprenticeship training			
Careers and Technical Education			
Adults training to support child school success			
Older Adults in the workforce			
Adults with Disabilities			
Total			

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Please see attached spreadsheet.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		

% Transition from non-credit to credit in post-secondary.		
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

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)

Given that the Central Valley region is currently serving thousands fewer through adult education programs than it once did, the impact of the Consortium's plan will be measured through enrollment and transition numbers. With the goal of increasing the number of adult education students to the workplace and to college entrance, enrollment figures will provide critical data points on program completion, transition, and acceleration.

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)

SAEC recognizes the important and significance of the AB104 investment in Adult Education. To self-evaluate the performance of the SAEC Regional Plan, the Consortium Board will engage in an ongoing analysis of:

- High School Equivalency enrollment and completion data

- High School Diploma enrollment and completion data

- Transitions from students from Member district Adult Education programs to the College of the Sequoias

- ESL enrollment and progression data

Data will be evaluated by the Consortium Board on a quarterly basis to ensure funding allocations are appropriate, and adjustments are made when weak areas are identified. Additionally, the SAEC Board will meet quarterly with Partner organizations to determine the impact of AB104 spending on the region, including job placement rates, employer retention, and shifts in high growth sectors.

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Section 7: Consortium Member Signature Block

Name: Rob Hudson, Superintendent

Consortia Member: Alpaugh USD

Email: robh@alpaugh.k12.ca.us

Date:

Signature Box:

Name: Stan A. Carrizosa, President

Consortia Member: College of the Sequoias

Email: stanc@cos.edu

Date: 10.27.15

Signature Box: *Stan A Carrizosa*

Name: Rich Merlo, Superintendent

Consortia Member: Corcoran Joint Unified School District

Email: rmerlo@corcoranunified.com

Date: 10/26/15

Signature Box: *Mary Taylor* *Proxy for Rich Merlo*

Name: Yolanda Valdez, Superintendent

Consortia Member: Cutler-Orosi Joint Unified School District

Email: yvaldez@cojusd.org

Date: 10/29/15

Signature Box: *Yolanda Valdez*

Name: Tim Hire, Superintendent

Consortia Member: Exeter Unified School District

Email: thire@exeter.k12.ca.us

Date: 10/26/15

Signature Box: *Proxy for Tim Hire*

Name:	Ofelia Ceja-Lariviere, Superintendent
Consortia Member:	Farmersville Unified School District
Email:	olariviere@farmersville.k12.ca.us
Date:	10/27/15
Signature Box:	_(signature)_

Name:	William Fishbough, Superintendent
Consortia Member:	Hanford Joint Union High School District
Email:	wfishbough@hjuhsd.org
Date:	10/27/15
Signature Box:	_(signature)_

Name:	Tom Rooney, Superintendent
Consortia Member:	Lindsay Unified School District
Email:	trooney@lindsay.k12.ca.us
Date:	10/27/15
Signature Box:	_(signature)_

Name: Sarah Koligian, Superintendent

Consortia Member: Tulare Joint Union School District

Email: sarah.koligian@tulare.k12.ca.us

Date: _Sarah K_ 10/27/15

Signature Box: _Sarah Koligian_

Name: Craig Wheaton, Superintendent

Consortia Member: Visalia Unified School District

Email: cwheaton@vusd.org

Date: 11/2/2015

Signature Box: _Cg Wht_

Name: Drew Sorensen, Superintendent

Consortia Member: Woodlake Unified School District

Email: dsorensen@w-usd.org

Date: 10/27/15

Signature Box: _Drew S Sorensen_