

57 Sequoias Adult Education Consortium (SAEC)

Plans & Goals - Consortium Approved

Executive Summary

THIS IS A SUMMARY VERSION OF THE SAEC 2018.19 ANNUAL PLAN. THE FULL LENGTH VERSION CAN BE FOUND IN THE SUPPORTING DOCUMENTS SECTION, TITLED SAEC ANNUAL PLAN 2018.19 FULL VERSION During the 2014/15 planning phase, Sequoias Adult Education Consortium (SAEC) members and partners convened to write a comprehensive strategic plan. Members and partners analyzed the then current levels of adult education and compared them with regional needs. From that analysis, SAEC developed its Regional Comprehensive Plan. The plan articulates strategies to fill gaps, transition students, accelerate students through transitions, provides professional development to staff, and leverages regional resources. Funding was then distributed to members on a needs basis to implement strategies. The strategies identified in that plan remain relevant to the region today. Members made significant progress towards implementing the strategies identified in the SAEC Regional Comprehensive Plan. The current 2018/19 SAEC Annual Plan reflects the progress made to implement those strategies and the work that will be accomplished during 2018/19. The 2018/19 Program Year Plan describe few new strategies. The majority of any new work described is the continued refinement of existing strategies. Furthermore, as noted in the SAEC Regional Comprehensive Plan, the AEBG to objectives provide professional development and leverage regional resources are addressed in SAEC strategies focused on filling gaps, transitions, and acceleration. For example, to fill gaps SAEC planned, and implemented, a strategy to provide adult education courses. The delivery of those courses by existing adult schools into communities that did not have adult education programs is built on members leveraging resources to host the classes at K-12 schools. SAEC members have engaged many new strategies that address and support regional adult education needs, in many areas and in creative ways. These strategies successfully address all of the AEBG objectives. SAEC members will continue to refine strategy implementation and adhere to the three year timeline. The limiting factor moving forward for the region's efforts in adult education will be dedicated funding. It is estimated that the adult education providers are meeting less than 10% of the regional adult education needs.

Regional Planning Overview

SAEC began the 3-year planning process in the 2017/18 program year. Standing program area committees have met to evaluate regional needs, current efforts to meet those needs, and develop either current strategy refinement or develop new strategies to meet regional needs. SAEC has five standing governance committees. They are: 1. Adult Basic Education/High School Diploma Committee 2. English as a Second Language Committee 3. Career Technical Education Committee 4. Adults with Disabilities Committee 5. SAEC Leadership Committee Each committee has co-chairs and is affiliated with a SAEC Navigator. The navigators facilitate committee activities and collaboration. The SAEC Executive Director coordinates the efforts of all committees and facilitates communication between the SAEC Board and the committees. Committee participation is open to anyone in the community with an interest in the work or focus of the committee. Committee meeting dates, times, locations, and agendas are provided to the public through several communication strategies to facilitate stakeholder participation. The SAEC Board meetings are public and participation is encouraged. SAEC has cultivated a culture of stakeholder participation and will continue to benefit from strong regional relationships and collaboration. During the 2018/19 Program Year those committees will continue to meet. Strategies will be shared and discussed over the course of this planning year in multiple forums, including with the SAEC Board. Strategies and refinements from each committee will be incorporated into the new 3-year plan and SAEC anticipates final board approval of the plan in the spring of 2019. The current 3-year planning process differs from our first 3-year planning process. The first 3-year planning process was facilitated by consultants. Current planning will be coordinated and facilitated by SAEC staff and adult education staff. The planning and drafting process will be done in house.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region.

How do you know? What resources did you use to identify these gaps?

The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys.

How will you measure effectiveness / progress towards meeting this need?

SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate. Specifically, SAEC has identified the need for additional training for logistics technicians based on regional economic development partner plans and anticipates the launch of an additional logistics technician program. No new offerings in Pre-Apprenticeship or Apprenticeship Programs are planned for the 2018/19 year. Resource limitations prevent the addition of adequate programs in this area.

Regional Need #2

Gaps in Service / Regional Needs

Deficiency of Technical or Computer Skills.

How do you know? What resources did you use to identify these gaps?

This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys.

How will you measure effectiveness / progress towards meeting this need?

SAEC will monitor course description descriptions for inclusion of computer and technical standards. Student digital literacy skills will be monitored through educator survey and teacher created assessments. SAEC will monitor staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

Regional Need #3

Gaps in Service / Regional Needs

Sharing of Information and Resources.

How do you know? What resources did you use to identify these gaps?

This gap was identified through the survey administered to education providers.

How will you measure effectiveness / progress towards meeting this need?

SAEC will monitor the participation of staff in consortium meetings, committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data.

Regional Need #4

Gaps in Service / Regional Needs

Students Access to Programs.

How do you know? What resources did you use to identify these gaps?

The importance of these programs was indicated by educators. SAEC conducted regional educator surveys.

How will you measure effectiveness / progress towards meeting this need?

SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to program is caused primarily by student proximity to current program offerings. Providers are unable to fund programs near students and students often lack adequate transportation to travel to existing programs.

Regional Need #5

Gaps in Service / Regional Needs

The Lack of Classes at Varying Times and Locations.

How do you know? What resources did you use to identify these gaps?

The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. Several SAEC members either historically offered Adult Education courses and discontinued them, or never offered service. Additionally, districts that currently offer Adult Education courses have added new offerings in the past 2 years, but are still offering fewer courses than they did previous to program reductions. Regional demographic data indicate that SAEC members are currently meeting less than of the regional adult education need.

How will you measure effectiveness / progress towards meeting this need?

SAEC will monitor the number of courses offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

Gaps In Service

New Strategies

Strategy #1

Regional Integrated Service Delivery System (RISDS): This strategy addresses the need to student support services as student engage pathways, the sharing of information, collaboration among members and partners, identification of needs, strategies to meet regional needs, and coordination of efforts by members and partners.

Strategy #2

Offer additional Adult Basic Education, HSD, GED/HSE, ESL and Classes and Courses for Immigrants Classes: New classes have been offered in all member communities. SAEC members and partners will continue to coordinate the delivery of courses to best meet the needs of each community. SAEC will continue to monitor levels of effort and need.

Strategy #3

Embed computer skills into program area courses at the adult schools: Program area committees have identified ISTE Standards that align to WIOA Title II Technology and Distance Learning Plans (TDLPs). Staff will development awareness of the ISTE Standards through professional development and engage instructional practices to support student engagement of the standards.

Strategy #4

Offer access to computers and internet at regional centers and member school district locations: This strategy was implemented in 2016/17. Members will continue provision of access to hardware and internet service to students. Member have achieved a near 1 to 1 ratio of computers to students. All members provide high quality internet accessibility, with most providing campus wide wi-fi.

Strategy #5

Employer input to incorporate appropriate technical skills into CTE curriculum: Members will participate in joint advisory committees and seek input through local workforce development board advisory in 2018/19. SAEC seeks to leverage existing structures to avoid duplication of effort. This strategy is ongoing.

Strategy #6

Work-based learning (WBL) incorporated into CTE courses: Work-based learning activities will continue to be implemented in select CTE courses in 2018/19.

Strategy #7

Add more CTE certificate programs/classes: A VESL Food Safety Pathway will be implemented in 2018/19. A VESL janitorial training course will be implemented in 2018/19. VESL logistics training pathway curriculum will be developed in 2018/19. A Logistics Technician program will begin implementation in 2018/19. Jail Education Vocational Preparation (with support services from Probation and the One Stop) will be implemented in 2018/19.

Seamless Transitions

New Strategies

Strategy #1

Online Pathway Mapping Tool: The SAEC Online Pathway Mapping Tool is largely completed and in use by staff and students. SAEC convened a first responder subject matter expert group to design a new section of the online tool late in 2017/18. The new section will be available for use in the Fall of 2018.

Strategy #2

CTE Contextualized Basic Skills: SAEC will continue implementation in 2018/19. Incremental adjustments and improvements to the curriculum of the course will continue in 2018/19.

Strategy #3

Expanded college campus tours for Adult Basic/ Secondary Ed and ESL students at adult schools: Program specific tours will be added in 2018/19 for students seeking transition to specific CTE programs.

Strategy #4

Adult education counselor at adult schools currently without counselors: This strategy has been implemented with the support of funding for one full time counselor. This strategy will continue as needed. Current funding levels do not support the addition of any new counselors at adult schools.

Strategy #5

Counselor for ESL students: This strategy has been fully implemented at the community college. It will continue as needed. The provision of an ESL counselor at the community college has facilitated transition of students from the adult school programs to the community college programs and visa-versa.

Strategy #6

Outreach to employers to educate them on hiring Adults with Disabilities: This strategy is being implemented in accordance with the SAEC Regional Plan timeline. SAEC will leverage the SAEC Navigators to implement this strategy in 2018/19.

Strategy #7

Occupational Work Skills Curriculum Updates (AWD): This strategy will continue with development of occupation specific work skills curriculum during the 2018/19 year. The development of curriculum will support member and partner alignment while ensuring that students have access to current industry aligned training and readiness.

Strategy #8

Joint Advisory Committees: SAEC members will participate in joint CTE advisory committees as they develop in the region. Participation in joint advisory committees will facilitate program alignment and sharing of resources.

Strategy #9

Adult School Curriculum Alignment: All adult schools have aligned their HSD, HSE, ABE, and ESL curriculums. Staff will continue to participate in committees and professional learning communities to share best practices and student outcome data. This is a continuation of a previous strategies, but will be new work.

Strategy #10

Adult School Curriculum Alignment: All adult schools have aligned their HSD, HSE, ABE, and ESL curriculums. Staff will continue to participate in committees and professional learning communities to share best practices and student outcome data. This is a continuation of a previous strategies, but will be new work.

Student Acceleration

New Strategies

Strategy #1

Open Entry Skills Primer: The ABE/HSD Committee has developed a short term skills review and preparation class for students preparing to enter college. The course will be open entry, and scheduled to support the community college intake schedule. Implementation of the class will begin in 2018/19.

Strategy #2

Supportive services at regional centers: SAEC Navigators connect students to regional services at centers. This strategy has been fully implemented and will continue in 2018/19. Navigators will receive additional training in case management strategy during the summer of 2018. The region would benefit from the addition of navigator to serve the AWD population and facilitate work in that program area. Limited funding restricts the consortium's ability to add another navigator.

Strategy #3

VESL Advance Food Manufacturing Class (HACCP Certification): A class was designed and implemented. The implementation provided feedback which led to a new strategy—VESL Pathways. The existing class will continue and serve as a capstone class to a pathway. Two lower level classes (an entry level and concentrator level) have been developed to support the capstone course. The series of 3 courses will provide a pathway to ESL student wishing to enter industry.

Strategy #4

Regional Student Success Team: Beginning in 2017/18, SAEC Navigators, key member staff, and key partner staff participated in the development of a Regional Student Success Team. This is an extension of the Regional Integrated Service Delivery System.

Strategy #5

Professional Learning Community (PLC) Data Analysis: SAEC Member staff have participated in PLCs. The PLC process will be refined in 2018/19 and staff will move from norming group behaviors and dynamics to analyzing student performance outcomes.

Strategy #6

Digital Badges for Civic Integration in English as a Second Language Programs at Adult Schools: SAEC members with adult schools that provide ESL will develop a digital badges to support students on a pathway to civic integration or immigrant integration. The basis for the badges will be framed on the Immigrant Integration Framework as developed by the ALLIES adult education consortium. The digital badge creation process will occur during the 2018/19 program year.

Professional Development

New Strategies

Strategy #1

Teacher and faculty training on how to identify and make accommodations for students with disabilities: Staff and students have benefited from professional development focused on support students with disabilities. Many students in adult education have an undiagnosed learning disability and are beyond the age limits of some supportive programs. Staff must be aware of strategies to support such learners. This strategy will continue implementation in 2018/19.

Strategy #2

Shared professional development activities: SAEC members have done well to share professional development activities throughout the region. Professional development opportunities are organized and implemented by program area, but based on total consortium need. One member typically takes the lead on facilitating the delivery and all members send staff to participate. Members will continue to share activities with staff from other schools.

Strategy #3

Staff will participate in local, state, and national conferences to learn and share best practices in adult education: While much of the professional development needed can be developed and delivered by regional subject matter experts or by consultants brought into the area, sometimes staff must travel outside the region to gain access to the most current professional development. Part of this strategy will be the delivery of a conference, or summit, for members and stakeholders.

Leveraging Resources

New Strategies

Strategy #1

Expanded adult education course offerings in districts where adult education was terminated, or never existed: Member districts without adult education courses provide classroom space (for courses offered after K-12 schools are out of class), computers, internet access, parent education funds, and other services such as after school programs that could provide childcare. Districts with adult education programs will continue to provide course in communities of districts who do not.

Strategy #2

Co-Location of SAEC Navigators: SAEC Navigators are co-located at member and partner sites. SAEC Navigators provide student facing service to help students engage adult education and related services. (sub strategy of the SAEC Regional Integrated Service Delivery System). As part of the Regional Integrated Service Delivery System, SAEC Navigators will work with partner organizations to bring partner representatives into established resource centers throughout the consortium.

Strategy #3

WIOA Title II participation: Five of six members with adult education programs successfully completed WIOA Title II applications for 2017/18. Those members coordinated their application completion through the consortium to ensure alignment. Participating members will continue to share resources and maintain alignment to the degree possible under WIOA Title II.

Strategy #4

Shared professional development opportunities: Members will continue to share professional development activities with other members. Members communicate professional development needs and events during regular leadership committee meetings. This is an ongoing strategy.

Strategy #5

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

Strategy #6

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

Strategy #7

Partners: SAEC enjoys partnerships with all major social safety net providers in the region. Partners include county offices of education, workforce development boards, all WIOA core partners, county libraries, county sheriff departments, and several community based organizations. Furthermore, SAEC participates in the Tulare Kings Collaborative. SAEC will continue to leverage these partnerships to benefit students and community.

Strategy #8

Jail Education CTE: Visalia Adult School, in partnership with the Tulare County Sherriff's Department, County Board of Supervisors, Tulare County Probation Department, and the Tulare County Workforce Innovation Board will pilot a new Career Technical Education program at the Tulare County Jail facility. The new courses will provide inmates with basic AC/DC control systems training and adult basic education.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The SAEC 2018/19 annual plan strategies align with the SAEC 3-Year Regional Comprehensive plan. Both plans have been reviewed for alignment. Member allocations have been determined and approved by the SAEC Board and are reflected in the SAEC 2018/19 CFAD. All strategies listed in the SAEC 2018/19 Annual Plan align to the SAEC member allocation schedule. Approval of this plan by the SAEC Board signifies that alignment.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

SAEC members follow a first in, first out expenditure model. All 2017/18 work is a continuation of existing strategies with new work being refinement in implementation. SAEC will also evaluate member expenditures and possibly reallocate unspent funds to other members to provide relief to member districts with unspent funds. This process is evidenced and explained in detail in the SAEC 2018/19 Consortium Memorandum of Understanding. The SAEC members and Board review allocation of resources periodically throughout the year. As Consortium Allocation Amendments are needed, the SAEC Board will review and approve any amendments.

Certification

Alpaugh Unified School District, Member Representative

Gary Mekeel

Approved

2018-08-14

Corcoran Joint Unified School District, Member Representative

Rich Merlo

Approved

2018-08-14

Cutler-Orosi Joint Unified School District, Member Representative**Yolanda Valdez**

Approved

2018-08-15

Exeter Unified School District, Member Representative**Tim Hire**

Approved

2018-08-21

Farmersville Unified School District, Member Representative**Randy DeGraw**

Approved

2018-10-31

Hanford Joint Union High School District, Member Representative**William Fishbough**

Approved

2018-08-13

Lindsay Unified School District, Member Representative**Brian Griffin**

Approved

2018-08-13

Sequoias CCD, Member Representative

Brent Calvin

Approved

2018-08-14

Tulare Joint Union High School District, Member Representative

Tony Rodriguez

Approved

2018-08-13

Visalia Unified School District, Member Representative

Todd Oto

Approved

2018-08-13

Woodlake Unified School District, Member Representative

Alfonso Gamino

Approved

2018-08-13



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