

California Adult Education Program : Annual Plan : 2021-22 Produced: Sep 3, 2021, 06:26 PM UTC George Eddy

57 Sequoias Adult Education Consortium (SAEC)

Plans & Goals - Consortium Approved

Executive Summary

The Sequoias Adult Education Consortium 2021/22 Annual Plan is aligned to the SAEC Three Year Plan which was developed by bringing together regional adult education, workforce investment boards, and social service providers in the Tulare/Kings County area. SAEC formal governance committees and regional efforts were leveraged to determine adult education needs and capacity to fill needs. Existing goals and strategies were refined and new strategies were developed. SAEC covers parts of Tulare and Kings Counties. Its membership is made up of the COS and the ten School Districts within the geographic boundaries of the Community College District. The members are as follows: • Alpaugh USD • College of the Sequoias • Corcoran JUSD • Cutler-Orosi JUSD • Exeter USD • Farmersville USD • Hanford Joint USD • Lindsay USD • Tulare JUSD • Woodlake USD • Visalia USD Additionally, SAEC includes partner organizations representing local community agencies and community based organizations. SAEC represents education for all. Adult Education students, regardless of gender, race, location, or other factors, have equitable access to high-quality programs, program participation, and program outcomes. SAEC strives to offer the best programs casting a broad net over Tulare and Kings counties. SAEC members serves a total of 6,500 students in the Program Areas of Adult Basic and Secondary Education (ABE/ASE), High School Diploma/High School Equivalency (HSD/HSE), English as a Second Language (ESL), and courses for immigrants, Adults with Disabilities (AWD), and Career and Technical (CTE). A further 1,700 students are served by the SAEC's partner organizations. Program area courses are delivered through flexible course offerings near students. Two members provide services in county jails. The SAEC region covers parts of Tulare and Kings Counties and is located in the Central Valley with a rural, agrarian economy. The regional economy 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. 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. Recently, the region has experienced a new demand for CTE programs. The gaps identified include: Student Access to Programs: Lack of Classes at Varying Times and Locations Student Access to Locally Controlled and Provided Programs Training Programs: Specifically for English Language Learners Aligned Curriculum in Specific Programs SAEC developed strategies to address gaps using program area committees composed of faculty, teachers, administrators, counselors, and representatives from partner organizations. They planned strategies to establish and improve student transitions to reach goals, improve student acceleration, develop professional development, and leverage partner resources. Additionally, SAEC members have participated in regional WIOA Core Partner convenings to gather information for the planning process. SAEC hosts annual summits in partnership with the region's workforce development board to further develop understanding of regional needs and appropriate strategies within our funding base. CAEP funding is distributed to members in accordance with the historic fund distribution of funding methodology and in alignment with the SAEC Three Year Plan. The 2019/20 and 2020/21 service provision by all members was impacted by COVID-19. Member adult schools immediately pivoted to distance learning models during the spring of 2019/20. COVID-19 closures and mitigation strategies remained in effect through the 2020/21 school year. Members continued to provide distance learning opportunities and hybrid delivery models while maintaining adherence to state policy and local health advisory. In 2021/2022, members anticipate full reopening in compliance with health official policy and in accordance with individual member district policy. Reopening will look differently between member district adult schools as the policies of each district varies. Most schools will continue to offer robust virtual and hybrid instructional delivery options as feasible and as member district policy allows. In person instruction will be a priority for all member adult programs as schools seek to enhance service provision and mitigate learn losses for students who were not able to access programs during the 2020/21 program year. During the 2021/22 program year, SAEC members and partners will participate in events to develop a new Three-Year Plan. Participants will examine current service provision, identify gaps in services, identify needs related to the adult education service delivery. SAEC K12 adult schools will continue to participate in the WIOA Title II AEFLA grant, with two schools offering Section 243, IET/IELCE, programs.

Regional Planning Overview

The SAEC 2021/22 Annual Plan, in accordance with the SAEC Three Year Plan, will be implemented by SAEC Members and SAEC Governance Structures. The SAEC Three Year Plan, and the strategies described in it, will be implemented by SAEC members.

SAEC has ten member districts, eight of which are now direct funded. The eight funded members provide programs and services to meet the region's needs for adult learners. The SAEC Board oversees the overall implementation of the region's adult education system with the assistance of an Executive Director, who in consultation and coordination with SAEC, manages, plans, and coordinates the activities of the consortium to ensure that program goals, objectives, outcomes and deliverables are completed within the scope and timeline of SAEC plans. In addition to its board, SAEC has four governance committees. The SAEC Leadership Committee is comprised of adult school and community college administrative staff. Its members are the lead administrations of consortium adult schools and related college programs. The Leadership Committee's primary function is to ensure the implementation of the SAEC Three Year and Annual Plans. The SAEC Leadership Committee provides direct support to the SAEC Board as it governs the implementation of consortium plans. Furthermore, SAEC leverages three additional standing governance committees to provide opportunity for stakeholder input, professional development, and strategies to support the implementation of a high quality adult education system. Overall program evaluation is done by the SAEC Board each year. Member districts provide the SAEC Board with Member Effective Reports annually. These reports demonstrate the member's implementation and effectiveness as an adult education provider and member of the consortium. The information provided during the SAEC Member Effectiveness Reports help the Board make decisions related to the SAEC Three Year Plan implementation. Members also submit fiscal reports quarterly, as part of the SAEC and WIOA II accountability measures.

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. The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate. Specifically, in 2020/21 SAEC identified and implemented the need for additional training for logistics technicians based on regional economic development partner plans and anticipates the implementation of an additional logistics technician program. That program was implemented and will continue to be implemented in the 2021/22 program year. Furthermore, a need for additional welding instruction has been identified by the community of Farmersville and a new, part-time program will be developed this year by Farmersville Adult School. Farmersville Adult School successfully launched as a new adult school in 2020/21 offering courses in ESL and ASE. This will be the school's first offering of a CTE based program. Access to existing CTE programs continues to be a gap in our rural communities. Members with CTE programs will partner more closely with those rural communities to bridge that access gap. No new offerings in Pre-Apprenticeship or Apprenticeship Programs are planned for the 2021/22 year. Resource limitations prevent the addition of adequate programs in this area.

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

Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC also relies on regional employer and educator surveys. During the 2020/21 program year, SAEC member adult schools worked to align their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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 welders in the community of Farmersville based on regional economic development partner plans and anticipates the launch of an

additional part-time welding program in that community. No new offerings in Pre-Apprenticeship or Apprenticeship Programs are planned for the 2021/22 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: Gaps in student proficiency with technology use and with basic computer skills have been identified. Students exhibit unfamiliarity with basic software applications, basic digital literacy, use of technology to achieve learning outcomes, and access to computer networks via the worldwide web. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will include computer and technical standards into existing courses. Members piloted Google Suite courses for students in 2019/20. Google Suite implementation will continue into 2021/22 and enhance each member's ability to provide distance learning service. Students also have the option of taking a custom "SAEC Online 101" digital literacy class in Edgenuity. Student digital literacy/citizenship skills will be monitored through educator surveys 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.

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

Deficiency of Technical or Computer Skills. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will embed computer and technical standards into existing courses. During the 2020/21 program year, SAEC member adult schools worked to align their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC members will include computer and technical standards into existing courses. Members will pilot Google Suite courses for students in 2021/22. Student digital literacy skills will be monitored through educator surveys and teacher created assessments. Student participation in blended learning opportunities in HSE, ESL, and CTE will be monitored as well as 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: This gap was identified through the survey administered to education providers. SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare/Kings WIB Common Referral Form use data.

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

Sharing of Information and Resources. This gap was identified through the survey administered to education providers. During the 2020/21 program year, SAEC member adult schools worked to align their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare WIB Common Referral Form use data.

Regional Need #4

Gaps in Service / Regional Needs

Students Access to Programs: The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to programs is caused primarily by student proximity to current program offerings.

Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering courses in addition to their traditional offerings, so members will relocate existing service delivery as feasible. Members provided more distance learning opportunities in 2020/21 and were successful with those students who could access the virtual offering. However, members also experienced sharp declines in enrollment as many in our communities are not able to adequately access virtual instruction. Members took action steps to support students. Students were provided devices and mobile hotspots. However, a network access divide still exists. Members will focus on in person instruction opportunities as a strategy to regain participation of those students who were not able to access programs during the 2020/21 year. All K-12 adult school providers have been granted participation in the WIOA Title II AEFLA grant which will facilitate the development of offerings and access for students.

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

Students Access to Programs. The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. During the 2020/21 program year, SAEC member adult schools worked to align their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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 related primarily by student proximity to current program offerings, to student access to the internet, and student digital literacy. Students lacking educational planning and monitoring skills struggle to succeed in virtual learning delivery models. SAEC members will implement individualized learning plans in 2021/22 and monitor implementation of this new strategy. Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering course in addition to their traditional offerings, so members will relocated existing service delivery as feasible.

Regional Need #5

Gaps in Service / Regional Needs

The Lack of Classes at Varying Times and Locations: 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 10 percent of the regional adult education need. As SAEC members pivoted to more virtual program offerings as a result of COVID-19 impacts, they saw overall declines in student enrollment and declines in student success for their more at-risk populations. Some students benefited from the enhanced virtual offerings as they were able to better control their own time management and times of access to instructional materials. SAEC will continue to monitor the number of courses and the time of day 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.

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

The Lack of Classes at Varying Times and Locations. The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. SAEC members site program outcome metrics in identifying this need. During the 2020/21 program year, SAEC member adult schools worked to align their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor the number of courses and the time of day courses are 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): The Regional Integrated Service Delivery System will continue to address multiple regional needs. This strategy addresses the need for student support services as students engage pathways, the sharing of information, collaboration amongst members and partners, identification of needs, strategies to meet regional needs, and coordination of efforts by members and partners. RISDS, as a strategy, will maintain the SAEC Navigators, coordinate professional development (new staff, administrators, faculty), and conduct comprehensive community outreach. The coordination of SAEC committees and their work is also facilitated through the RISDS strategy. These committees maintain a host of activities which include regional intake alignment, regional curriculum alignment, sharing of best practices using a community of practice model, and evaluation of overall program area need and performance. During the 2020/21 program year the majority of RISDS services were offered virtually through a number of online channels, email, and teleconferencing due to COVID-19 restrictions. Co-location of SAEC Navigators was limited placement of staff on the adult school campus. Those restrictions and limitations severely limited the ability of this strategy to produce results. A primary function of the SAEC Navigators and their outreach activities is to develop awareness of training and programs in communities where awareness is non-existent or low. Previous to COVID-19, Navigators conducted outreach and marketing at partner facilities, community events, and generally in places where potential students were already going for other reasons. COVID-19 took away our ability to push deeply into the community of need. In response, SAEC launched a major print and social media marketing campaign during the summer of 2021 to drive fall enrollments. The print and social media marketing campaign will be effective, but not as effective as the consistent, ongoing marketing and outreach conducted by Navigators as they engage community events and partner site co-location. Currently we are not able to release our Navigators into the field. We anticipate we will be able to soon.

Strategy #2

Offer additional Adult Basic Education, HSD, GED/HSE, ESL, IEL Civics, CTE, and Courses for Immigrants Classes: SAEC members will continue implementation of classes that were new during the 2021/22 program year. 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. Limited expansion of offerings in 2021/22 are due to limited funding levels. Courses will be offered virtually and in hybrid models as feasible due to COVID-19. As noted earlier in this plan, the degree to which member districts will engage virtual or hybrid options will vary from member to member. Some members, for reasons beyond the scope of the consortium, will not offer hybrid or virtual options as they did during the height of COVID-19 in 2020/21. Other members found success in such offerings for students who need more flexibility, and those members were successful in their delivery model. They will continue to offer robust virtual and hybrid options. All members realized significant drops in student enrollment in all programs except CTE. The loss in enrollment came from those students who lacked digital literacy skills, and/or internet connectivity, or were not able to make education a priority due to other constraints. All members have recognized the loss in learning and persistence in students who benefit from the accountability of face to face instruction. Plainly, distance learning worked for some students, but not for everyone. Member schools will be focusing on in person instruction strategies for the coming year to ensure success for students who struggled to engage distance learning models in 2020/21. Entrepreneurial training course(s) for immigrants with limited English language proficiency described in the 2020/21 annual plan were developed, but not implemented due to COVID-19 restrictions and impacts. The initiative is still a priority for the consortium and implementation will be explored as schools navigate re-opening.

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 develop awareness of the ISTE Standards through professional development and engage instructional practices to support student engagement of the standards. Staff at all sites will participate in ongoing professional development to enhance staff knowledge and skills with computer devices and software applications. Staff will receive training on Google software applications. Visalia Adult School

will continue to offer courses on Google software applications and benefit from focused marketing from the consortium. Students in Cutler-Orosi will participate in focused training on digital literacy and computer skills. Member adult schools have identified the need to increase student digital literacy skills in other planning documents like their WASC Action Plans and/or their WIOA II Continuous Improvement Plan.

Strategy #4

Offer access to computers and internet at regional centers and member school district locations: This strategy was implemented in 2016/17 and continues to be an ongoing focus. Members will continue provision of access to hardware and internet service to students. Members 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. In response to COVID-19, this strategy expanded in 2020/21 to include chromebook and hotspot distribution students as equipment. Maintenance of this strategy will continue and focus on bringing student access to the most current devices, software applications, and internet connectivity technology.

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 2021/20. 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 2021/22. SAEC members began implementation of this strategy in 2017/18. Members, in partnership with the Tulare County Office of Education, began the development of a WBL framework appropriate to adult education and engaged CTE staff in professional development. Limited instances of WBL activities for students occurred during that first year as the focus was on staff development. Implementation will be monitored directly and evidence in student participation numbers, the creation of student artifacts, and evaluation of student learning outcomes. This strategy will continue to be impacted by COVID-19. During the 2020/21 program year, WBL opportunities were transitioned to virtual delivery, as feasible, to meet other programmatic training requirements. Any work based learning activities not mandated by some other externally compliance policy (e.g. clinicals) were severely limited. Attempts will be made in 2021/2022 to implement WBL activities as permissible. Consistent planning in this area is difficult as state guidance changes frequently and is often left to LEAs to interpret. Local interpretation of policy leads to variation and this variation of interpretation interferes with the Consortium's ability to implement standard practice across all member districts. Small group instruction, on site, will be leveraged to maintain compliance with CA policy and local health advisory for any WBL instruction that cannot be transitioned to a virtual format. SAEC would benefit from specific higher education guidance like was published in July of 2020.

Strategy #7

Add more CTE certificate programs/classes: In 2016/17 members added several new CTE courses. Current new offerings (Stainless Steel Purge Welding, Medical Billing and Coding, and QuickBooks) will continue in 2021/22. Visalia Adult School and Tulare Adult School will implement IEL Civics courses. Tulare Adult School will continue to implement culinary arts, food processing for industry, and instructional aide training. Visalia Adult School will continue to implement office skills training and global supply chain (logistics) technician training. Cutler-Orosi Adult School will implement security guard training. Jail Education Vocational Preparation (with support services from Probation and the One Stop) will continue and as allowable due to COVID-19 impacts to program.

Seamless Transitions

New Strategies

Strategy #1

Online Pathway Mapping Tool: The SAEC Online Pathway Mapping Tool in use by staff and students. SAEC will continue to train students and staff on use. SAEC will continue to maintain the online tool. Routine maintenance to the entire online resource and updating of regional employment data will continue from year to year as needed.

Strategy #2

Expanded college campus tours for Adult Basic/ Secondary Ed and ESL students at adult schools: This strategy has enjoyed success in past years. Students have benefited from the coordinated efforts of the adult schools and community college. This strategy will continue through 2021/22 as feasible and in compliance with ongoing COVID-19 restrictions. Program specific tours, described in the 2020/21 annual plan were not added due to COVID-19 restrictions. Members will attempt to engage such tours in 2021/22 for students seeking transition to specific CTE programs. These will likely be small group tours highly customized to the students' interests. SAEC Navigators will facilitate the coordination of tours. Furthermore, tours to adult education CTE programs for students from smaller, rural adult schools will be offered as SAEC Members seek to enhance rural student participation in CTE training.

Strategy #3

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. The expansion of this strategy would require a reduction of service provision in another area. Several small schools were successful in receiving WIOA II funds in 2020/21. Those funds will supplement existing program revenues and allow for the creation of additional student services positions. While those positions are not certificated academic counselors, they do support student referral to other programs and support student navigation of services. Those new positions will likely be part-time adult education positions.

Strategy #4

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. Furthermore, the position has facilitated the transition of ESL students to other certificate and degree programs.

Strategy #5

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 2021/22.

Strategy #6

Occupational Work Skills Curriculum Updates (AWD): This strategy will continue with implementation of occupation specific work skills curriculum during the 2021/22 year. The SAEC Adults With Disabilities Committee reviewed and approved the use of Project Discovery occupational skills curriculum for member adult schools. First year implementation saw delivery of retail sales curriculum and professional child care curriculum at Visalia Adult School in courses designed primarily for adults with disabilities. This strategy will continue.

Strategy #7

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 #8

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

Strategy #9

ESL off-site coordinated delivery: In 2016/17 SAEC members experimented with intentional coordinated delivery of ESL courses at off-site locations. The pilot was successful. SAEC members will continue to expand coordination in other communities/towns in 2021/22.

Student Acceleration

New Strategies

Strategy #1

Supportive services at regional centers: SAEC Navigators connect students to regional services at partner and regional centers. This strategy has been fully implemented and will continue in 2021/22. Navigators will receive additional training in case management strategy. The region would benefit from the addition of a navigator to serve the AWD population and facilitate work in that program area. Limited funding restricts the consortium's ability to add another navigator. Due to COVID-19 restrictions, SAEC Navigators will not be co-located at any partner site. If those restrictions lift, Navigators would return to co-location.

Strategy #2

Professional Learning Community (PLC) Data Analysis: SAEC Member staff have participated in PLCs. The PLC process will continue in 2021/22 and staff will focus on analyzing student performance outcomes to influence instructional decision making. This is not necessarily an entirely new strategy, but a planned refinement of an existing strategy. SAEC will continue to organize and facilitate PLCs for staff through the consortium's program area committees. Individual member schools engage PLC activities during the regular workday to support staff participation.

Strategy #3

Digital Badges for Civic Integration in English as a Second Language Programs at Adult Schools: From the SAEC Annual Plan 2020/21: SAEC members with adult schools that provide ESL will develop digital badges to support students on a pathway to civic integration or immigrant integration. The badges will be developed in partnership with Riverside About Students Adult Education Consortium, South Bay Adult Education Consortium, and ALLIES adult education consortium. This strategy was delayed for 1 year as the Immigrant Integration workgroup as described in AB2098 convened to define statewide implementation of immigrant integration metrics. The basis for the badges will be framed on the work done by the AB2098 workgroup on Immigrant Integration. The SAEC Executive Director is a member of the AB2098 workgroup and contributed to the statewide effort and to provide information on the progress of the workgroup back to the region. The digital badge creation process occurred during the 2019/20 program year. Student access to the badges is expected in the 2020/2021 program year. This strategy was suspended, entirely, during the 2020/21 program year due to COVID-19 but planning conversations resumed in the spring. It will be resumed in the 2021/22 program year. Members are currently gathering data on numbers of students impacted to explore contracting of support services by For All Systems. Staff will engage digital badging professional development during the fall of 2021, and it is anticipated that delivery of badges to students can begin by January 2022.

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 supporting 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 2021/22.

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. In the trainer-of-trainer model, 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. For example, adult school staff from multiple districts, through program area committees, have identified and scheduled curriculum specific training. Professional development planning and completion will continue with the addition of pieces through CALPRO and CASAS, as well.. Such planning and delivery strategies will expand to other program areas. It has been difficult to include college instructors because they are not available. Schools will better communicate and coordinate events in 2021/22.

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 professional development event for members at the beginning for the program year. Historically, SAEC partnered with the Tulare WIB to jointly deliver a regional economic development conference. This event has been interrupted by COVID-19 restrictions. The conference normally focuses on regional economic mobility. The conference would normally be held in the Fall. This event will be delivered if feasible and in compliance with COVID-19 restrictions. Currently, such an event could not be delivered. All other conferences may be modified to virtual formats and virtual participation due to COVID-19.

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 courses in communities of districts who do not. Most SAEC members will continue to offer virtual formats for course and service delivery, and this will continue through 2021/22. Hybrid delivery models will rely on block scheduling. In person, or face to face, instruction will occur as sites reopen in the fall of 2021. Social distancing will no longer be required and per class enrollments will increase.

Strategy #2

Co-Location of SAEC Navigators: SAEC Navigators will not be co-located at partner sites. Navigators will be located at member adult schools. 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 not work with partner organizations to bring partner representatives into established resource centers throughout the consortium until restrictions on outside guests and volunteers end. These services by partner organizations will be brought into the adult school space virtually. Member adult schools will continue to set aside dedicated space for use by the SAEC Navigators. Additionally, in order to provide reach into the rural communities who have a need for these services, the SAEC school district Members have made use of existing school sites in the community such as elementary, middle or high schools and other resources. Historically, and pre-COVID-19 partner agency staff would travel to these community sites once a week or perhaps once a month (depending on need) to bring the services out into the community by making use of an elementary school's computer lab or computer cart and wireless internet. This would be done after school hours and perhaps during the time children are at an after school program. Leveraging these types of resources to help alleviate challenges such as childcare, transportation, or lack of internet access will make the regional centers more effective and more cost efficient. The delivery of these services would have been facilitated by the SAEC Navigators. The bringing in of outside, non-district employee and non-member district employees, to member sites will be suspended until COVID-19 restrictions ease to allow it. Members will continue to share human resources and facilities between them. In light of COVID-19 and social distancing, the Consortium does not anticipate robust provision, if any at all this year, of on site or co-located Navigator service provision. SAEC Navigator service provision will continue virtually until co-located presence can be resumed. Navigators will be present on member sites.

Strategy #3

WIOA Title II participation: All K-12 adult school member providers will participate in the WIOA Title II AEFLA grant in 2021/22. 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 the community. An example of a partner outcome is SAEC and the Tulare County WDB partnering in previous years to deliver a workforce development conference called Innovators by Design. This event focused on regional workforce trends and increasing economic mobility of those we jointly serve. SAEC looks forward to resuming this work and partnership on this event as COVID-19 restrictions ease. SAEC partners will also participate on WDB committees, virtually, which support adult education. Specifically, SAEC members participate on the Tulare County WIB Referral Committee (chaired by an adult education director), Communication Committee, Cross Training Committee, and MOU Committee. SAEC will develop and implement virtual activities in partnership with other regional stakeholders to enhance the adult education and related service delivery system.

Strategy #8

Jail Education CTE: Visalia Adult School, in partnership with the Tulare County Sheriff's Department, County Board of Supervisors, Tulare County Probation Department, and the Tulare County Workforce Innovation Board will continue to offer a Career Technical Education program at the Tulare County Jail facility. The courses provide inmates with basic AC/DC control systems training and adult basic education. Support services in the form of enhanced post release care is provided from Probation (RESET Program).

Strategy #9

Local Control Funding Support: Member districts are increasingly realizing the need to further support their adult education programs with locally controlled funds. Member districts will continue to support their programs to varying degrees of effort and as feasible by the member district. Member districts will declare their local contribution each fall with the submission of the Program Hours Report.

Fiscal Management

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

The SAEC 2021/22 annual plan strategies align with the SAEC 3-Year Regional Comprehensive plan. Member allocations have been determined and approved by the SAEC Board and are reflected in the SAEC 2021/22 CFAD, as amended in August, 2021. All strategies listed in the SAEC 2021/22 Annual Plan align to the SAEC member allocation schedule. Base allocation for SAEC members was determined in planning for Program Year 1. Maintenance of Effort (MOE) by each member was declared by each SAEC member. Each member was allocated an amount equal to their declared MOE. SAEC Member representatives participated in establishing estimated costs for consortium strategies and then allocated new AEBG monies to members to implement specific strategies. The combined funds, MOE plus Allocation, became the members' base fund allocation.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

SAEC members follow a first in, first out expenditure model. All 2021/22 work is a continuation of existing strategies with new work being refined 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 2021/22 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

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08/12/2021 10:19 AM PDT

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08/12/2021 10:26 AM PDT

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08/31/2021 10:33 AM PDT

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09/03/2021 11:26 AM PDT

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08/12/2021 11:58 AM PDT

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08/12/2021 10:23 AM PDT

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08/12/2021 02:02 PM PDT

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08/12/2021 11:43 AM PDT

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08/12/2021 10:51 AM PDT

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08/12/2021 12:46 PM PDT

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08/13/2021 04:23 PM PDT



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