




**Sierra Joint Planning Consortium  
Regional Comprehensive Plan March 1, 2015**

AB86, Section 76, Article 3 Consortium Planning Grant Certificate of Eligibility Cover Sheet			
 <b>California Community Colleges Chancellor's Office</b>		 <b>State Department of Education</b>	
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<p><b>Briefly describe the process used to determine the fiscal agent (please limit your response to this space):</b>            At the first planning meeting attended by Consortium Members from Adult Education and Community College (1/8/14), Roseville Joint Union High School District (RJUHS) volunteered to be the fiscal agent as they have experience with multi-agency funding such as managing the finances for McKinney-Vento funding. An expanded Consortium Member meeting was held on January 27, 2014 at Sierra College that was attended by 4 Sierra College Administrators and 2 Adult Education Administrators. Mandy Davies of Sierra College moved to accept RJUHS as the fiscal agent for the AB86 Planning Grant and Bill Bettencourt of Placer Union High School District (PUHSD) as the primary grant contact. The motion was seconded by Darlene Jackson of Sierra College and it was approved unanimously. It was agreed that the size and scale of the high school district's fiscal operation is able to fulfill the requirements of this project. Key staffs at Roseville Joint Union High School District (Director of Accounting and Roseville Adult School Principal) have agreed to the responsibilities involved with this project.</p>			
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## **Sierra Joint Planning Consortium Regional Comprehensive Plan December 31, 2014**

### ***Vision Statement***

*It is the intent of the Sierra Joint Consortium to leverage the strengths of members and partners to deliver outstanding adult education programs and services with seamless transitions into the workforce or postsecondary education.*

The project plan originally submitted in January of 2014 is updated here to reflect changes that occurred during the year as planning progressed.

### **A. ORGANIZATIONAL STRUCTURE**

#### **MEMBER ORGANIZATIONS**

The Sierra Joint Consortium is composed of two high school districts with active adult education programs, one high school district with an adult education program slated for discontinuance, and one community college district.

Consortium members and quality indicators are:

- Placer Joint Union High School District -- Placer School for Adults: Founded 57 years ago, WASC accredited in 2012, WIA funded
- Roseville Joint Union High School District -- Roseville Adult School: Founded 93 years ago, WASC accredited in 2008, WIA funded
- Nevada Joint Union High School District – Nevada Union Adult Education, Founded 50 years ago, WIA funded
- Sierra Joint Community College District -- Rocklin, Nevada County, and Tahoe/Truckee Campuses: Founded 78 years ago, WASC accredited in 2010 (2014 pending), Perkins, Basic Skills Initiative, Student Success and Support Program, and General Apportionment funded.

Nevada Union Joint High School District, a Consortium member, will discontinue adult education effective 2015-16. Rocklin Unified, Western Placer, and Tahoe Truckee high school districts have discontinued adult education programs or have expressed no interest in participation in the Consortium.

Beginning with the 2015-16 academic year providing service to the region – all of Placer and Nevada counties – falls to the remaining members of the Sierra Joint Consortium: Roseville Adult School, Placer School for Adults, and Sierra College. Existing partnerships in Nevada County with Nevada Joint Union High School are being clarified, with discussions as to which of those partnerships might expand current services to encompass the adult student populations that NJUHSD has served. All of this is being conducted with an eye towards the upcoming closure of Nevada Union Adult Education in June 2015. Finalized decisions in these strategic discussions are nearing closure.

Sierra-Plumas Joint Unified School District, a hoped-for Consortium member, was unresponsive to Consortium contacts and attempts to recruit them as an active member. Although they expressed interest to participate, they did not. Sunrise Tech Center (within the San Juan Unified School District and part of the Los Rios Consortium) was invited to attend the "Sierra Consortium Summit" and has been invited to participate as a Primary Partner going forward. Pearson VUE was removed from the list of partner agencies, as they are a vendor of the computer based GED rather than a collaborative partner agency for AB86 program purposes.

## **PARTNER ORGANIZATIONS**

Partner agencies have been linked to member districts based on proximity and existing relationships.

*Primary partners* -- those agencies with MOUs, formal contracts, or services and programs that are utilized by multiple member agencies to meet the need of the region's adult learners -- include:

- Auburn Union School District
- Golden Sierra Job Training Agency
- Latino Leadership Council
- Nevada County Library: Read UP
- Nevada County Public Works Assistance - CalWorks
- Nevada County Sheriff Department/Wayne Brown Correctional Facility
- Nevada-Sierra Regional In-Home Support Services (Public Authority)
- NorTEC - Grass Valley and Truckee One Stop Centers
- Partners Family Resource Centers
- Partners In English Language Learning
- Placer County Health and Human Services (HHS)
- Placer County Jail
- Placer County Library
- Placer County Office of Education
- Placer County National Alliance on Mental Illness (NAMI)
- Professional Educational Programs (PEP)
- Roseville City School District
- Roseville Public Library

*Secondary partners* -- those agencies without MOUs or formal contracts that provide a narrower range of services and programs to select member agencies -- include:

- California Department of Rehabilitation
- Nevada County Behavioral Health
- Placer Adult Literacy Service
- Saint Rose of Lima Catholic Church
- Sierra Nevada Children's Services
- \*Western Sierra Youth Build/John Muir Charter School

\* This school for 18-25 year olds still in need of a high school diploma offers free vocational training and certificates. Opened in September of 2014 this new secondary partner is included for future reference to services in Nevada County.

## **B. SHARED LEADERSHIP STRATEGIES**

Leadership is shared at the executive level with regular updates on Consortium activities to the Superintendents/Designees at Nevada Joint Union High School District, Placer Union High School District, and Roseville Joint Union High School District; and the Executive Council of Sierra Community College District. Many of these individuals participated in the Summit planning session held in September. Representatives from these organizations also serve on the project Executive Oversight Committee.

Executive Oversight Committee members are:

- Willy Duncan, President/Superintendent, Sierra Joint Community College District
- Debra Sutphen, Vice President of Instruction, Sierra Joint Community College District
- Mandy Davies, Vice President of Student Services, Sierra Joint Community College District
- Louise Johnson, Superintendent, Nevada Joint Union High School District
- George Sziraki, Superintendent, Placer Union High School District
- Ron Severson, Superintendent, Roseville Joint Union High School District

The Executive Oversight Committee is scheduled to meet bi-annually with the next meeting tentatively scheduled for February 2015.

Leadership is shared at the management level where representatives from each member agency are active participants in the planning and implementation process.

Steering Committee members are:

- Bill Bettencourt, Principal, Placer School for Adults
- Michael Brockman, Counselor, Roseville Adult School
- Trisha Dellis, Assistant Superintendent, Nevada Joint Union High School District
- Darlene Jackson, Associate Dean of Business, Applied Academics and Physical Education, Sierra College
- Joyce Lude, Principal, Roseville Adult School
- Stephanie Ortiz, Executive Dean of the Nevada County Campus, Sierra College
- Diane McKnight, Consultant, Project Coordinator (Part-time)

The Steering Committee meets on an as-needed basis, usually at least twice per month, to develop and update Consortium planning activities, review project plan reports, and monitor compliance with AB 86 plan objectives.

Leadership is shared at the operational level where representatives from member and partner organizations participate in program work groups in “hands-on”, collaborative, work sessions to implement AB86 plan objectives.

Workgroup leaders are:

- Basic Skills
  - Kaeli Hogan, Counselor, Placer School for Adults
  - Tricia Lord, English Faculty, English Department Chair, Sierra College
  - Lynn Harrison-Benavidez, Mathematics Faculty, Sierra College

- English as a Second Language
  - Toni Jensen, Instructor, Placer School for Adults
  - Kay Foster, ESL Faculty, Sierra College
- Adults with Disabilities
  - Jeff Clark, Roseville High School
  - Gwen Joy, Disabilities Specialist, Sierra College
- CTE/Apprenticeship
  - Arij Mousa, Computer Program Director, Placer School for Adults
  - Denise Bushnell, Business/Computer Information Systems Faculty, Sierra College

Work groups met twice during the Fall of 2014 and are scheduled to meet March 6, April 10, and April 24 of 2015. To date the work sessions have generated input in the form of strategies included in Objectives 3, 4, 5, & 6 of the Sierra Joint Consortium Plan. Future work sessions will focus on implementation of those strategies.

### **C. DESCRIPTION OF THE PLANNING PROCESS**

The planning process began with two meetings to obtain support from executive-level leaders of the college and high school districts. One meeting was held to establish the fiscal agency and develop processes and protocols for budget management. With these elements in place a Steering Committee was formed to develop the planning process, complete the required reports, and manage plan implementation. During the spring/summer of 2014 this committee met 18 times to develop a planning process, review information as it was obtained from partners and consultants, and prepare the July 31<sup>st</sup> report. (A detailed listing of these meetings is attached in Appendix A.) Since July 31<sup>st</sup> the Steering Committee has continued to meet regularly and is now scheduled to meet twice each month through June 2015.

The first step in the planning process was to gather information from and about partners. A coordinator who worked with each member agency initiated partner contacts. A spreadsheet was developed listing each partner and cross-referencing services offered in each of the five priority areas. Contacts were made via e-mail, phone interviews, face-to-face meetings and on-site visits. Partners were informed about AB86 legislation and the goal of the planning project. Partners were then asked to describe current services provided in each of the five areas, areas of need, and areas in which they wished to expand services. This information was summarized and shared with the Steering Committee and was incorporated into the July 31<sup>st</sup> Regional Comprehensive Plan Report.

Partners and members participated in a Planning Summit in September. The agenda included an overview of AB86 legislation and an overview of Consortium activities. Following the general session participants were assigned to breakout session work groups for each of the program areas. The workgroups developed strategies for plan objective 3 and content for the report Table 3. Workgroups met again in early October to provide input on plan objectives 5 and 6 and content for report tables 5 and 6.

Three priorities for the remainder of 2014-15 and early 2015-16 have emerged from the workgroup input: 1) developing referrals information and flowcharts (ASSET maps), 2) assessment and placement test alignment, and 3) curriculum alignment and articulation agreements. Workgroup meetings have been scheduled during the early months of 2015 to begin address these priorities.

Another priority identified by the steering committee is the need for additional research related to Objective 2 - Evaluation of Current Need, and Objective 4 - Identifying gaps. Aggregated data supplied

by the CCCO/CDE coordinating group indicates an enormous need for Adult Ed programs and services. However additional, disaggregated, data will be needed if the Consortium is to effectively and efficiently serve this large region. Additional research will more precisely define where, what type, and how much service communities in Placer and Nevada counties need.

Strengths of the Consortium structure include extensive communication between member agencies, expanded outreach to a broad network of partner agencies, and a growing knowledge of the needs of adults within the diverse communities in the region. Concerted efforts to build partnerships, supported by planning grant funds, are having a positive impact. In the spring of 2014 professional development workshops were offered for GED preparation teachers and the Roseville Public Library literacy tutors. Student services face-to-face contacts with partner agencies has increased. Conversations are taking place about assessment/placement testing alignment and course-to-course, program-to-program, articulation agreements and shared professional development opportunities.

Planning challenges include: 1) lack of enrollment data from partner agencies; 2) differing ideas from partner agencies about priority needs of adult learners; 3) lack of data available to measure and quantify gaps in services; 4) the constrained timeframe of the AB86 project; 5) personnel changes in member districts; 6) lack of response from aforementioned potential member and partner agencies; and 7) budget reductions stemming from 2007-2008 "Tier III Flexibility Legislation" which resulted in the elimination or drastic cut-back of adult education programs.

## **TEACHER AND FACULTY INVOLVEMENT**

In the early stages of the planning process, key faculty from member schools were identified by program administrators and administrators serving on the Steering Committee. The timing of the planning process was unfortunate in that these individuals were not notified in time to fully participate in planning efforts that took place during the summer months. In September approximately 10 adult school faculty and 10 college faculty participated in the planning summit, which not only brought them up to speed on AB 86 and Consortium activities, but also involved them directly in the development of strategies for Objective 3. Work groups met again in October and faculty were again given the opportunity for direct input to strategies for Objectives 5, & 6 and modifications to the strategies outlined in Objective 4. In December the Vice President of Instruction at Sierra College met with the Academic Senate and gave an update on Consortium activities. Members of the steering committee and work group co-chairs are scheduled to attend an Academic Senate meeting on February 25, 2015 to discuss additional ways the Senate can be involved with the Consortium and assured of a strong voice in decision-making related to program development, curriculum, and articulation.

## **D. COMMUNICATION PLAN**

Member and partner contact information is documented in an Excel spreadsheet used to electronically distribute information about the inventory of services, gap analysis, workgroup findings, meeting dates and key objectives, and other related project outcomes. Project updates have also been presented by steering committee members in person at Board meetings, Executive Council meetings, Academic Senate meetings and at the Planning Summit. The consortium also plans to make presentations to the Sierra College Equity Committee and the meeting of regional high school superintendents.

Project reports and recommendations, a calendar of meetings and events, and the project work plan are also posted on the Sierra ASSETS website <http://sierraassets.org/> as well as through links to the Roseville Adult School, Nevada Union Adult Education, Placer School for Adults, and Sierra College

websites. Press releases to inform Placer and Nevada County residents of project activities and outcomes will be developed and disseminated to local newspapers.

Outreach is cited as a priority strategy in the SJC Regional Plan. The strategy calls for extensive distribution of printed informational materials, referrals training for counselors and other service providers, and the hiring of contract service providers (Adult Education Liaisons or AELs) to network and meet face-to-face with community members and organizations. Implementation of this strategy will begin in 2015.



## DEMOGRAPHIC PROFILE OF THE REGION

The Sierra, Placer and Nevada Planning Consortium (also referred to as the Sierra Joint Consortium, or simply, the Consortium), has a total population of 506,132 individuals and covers 3,200 square miles, comprising the entirety of Placer and Nevada counties, as well as parts of El Dorado and Sacramento Counties. Placer and Nevada Counties, which account for the majority of the Consortium's geographic region, are each comprised of their own diverse sub-regions and incorporated areas. Placer's three distinct sub-regions include: the Valley, which is the most urbanized in terms of population area and commercial development, encompassing the cities of Rocklin and Roseville; the Gold Country, which includes the historic county seat of Auburn; and the High Country, which includes the cities of Kings Beach and Tahoe City, as well as the Sierra Nevada Mountains -- well-known for their myriad recreational opportunities (Placer County Economic and Demographic Profile, 2014). Nevada County's three incorporated areas of Grass Valley, Nevada City, and Truckee account for 33% of the county's total population and include three vibrant and historic downtown areas, and the beautiful Sierra Nevada foothills provide an abundance of recreational opportunities for County residents and visitors alike (Nevada County Demographic and Statistical Profile, 2012/2013).

When viewing and reporting demographics for the "region," it is important to note the geographic differences between the Metropolitan Sacramento Area (MSA) and Placer and Nevada Counties. Placer County is considered part of the Metropolitan Sacramento Area along with Sacramento, El Dorado, and Yolo Counties. Nevada County is not included in the MSA, but is quite often grouped with other northern California counties such as Lassen, Modoc, Plumas, Sierra, Siskiyou, and Trinity. However, Placer and Nevada Counties make up the Sierra Joint Consortium Region. Wherever possible data from individual counties is used, but frequently it is not possible to disaggregate data making it difficult to accurately quantify some objectives.

Population: Placer County's population of over 350,000 has grown over 39% in the past fifteen years, and it remains the fastest-growing county in the Sacramento region. Most of this growth has been concentrated in the Roseville/Rocklin area. Growth, particularly in the south county region, is expected to increase by 24% to over 435,000 residents by 2021. Nevada County, with a significantly smaller population, is anticipated to continue to grow at the much slower rate of 7% to over 106,000 by 2022. Population projections anticipating a continuance of these trends over the next decades will further widen the population gap between these two counties.

Age: The 25-64 year old age group dominated in Placer County in 2010 with the next largest group being 5-17 year olds. These two groups will remain the largest segments through 2020. In Nevada County the same two groups dominated in 2010, but by 2020, 65-74 year olds will replace 5-17 year olds as the second largest group. In Placer County 40-45 year olds are the median age group and will remain so through 2030. In Nevada County the median age is slightly older at 45-50 and will remain so through 2030.

Ethnicity: Placer and Nevada Counties show some differences in their ethnic composition. Both regions are relatively homogeneous, with those identified as White holding significant majorities. Placer County, however, holds greater ethnic diversity, and this diversity is becoming more pronounced. Those who identify themselves as Hispanic/Latino have been, and continue to be, represented as the largest community of non-white residents in Placer County at approximately 14%. A growing proportion of those who identify themselves as Black and Asian or Pacific Islander are also gradually increasing. Projections show that if current trends continue, diversity will increase in both counties, with Placer County experiencing the proportionately greater growth in its non-white population. Both counties are expected to

remain far more homogeneous than the statewide population as a whole.

Income: While not the highest income in the state, Placer County residents have higher income than the statewide average while Nevada County residents have significantly lower income than the statewide average. Placer County’s median household annual income is the fifth highest in the state.

The region is characterized by low poverty with Placer County having the lowest poverty rate in the state of California.

**ECONOMIC PROFILE OF THE REGION**

Economic and Business Climate: Overall the region is considered to have a favorable attitude toward economic development and is characterized by a pro-business, planned growth approach. Proximity to the San Francisco Bay area and the Sierra Nevada Mountains, easy access to major transportation arteries including roadways, trains, and waterways, and a solid banking and real estate market all lend to the favorable economic and business climate. Again, it must be noted that there are marked differences in employment, workforce, and growing industry sectors depending upon how data is viewed: by county, Sacramento Metropolitan Area, or Sierra Joint Consortium Region. It is clear that Life Sciences and Health Services (including Allied Health) is a major and growing SMA industry sector that includes Placer and Nevada County. Beyond that, the indicators are less clear-cut. Retail Services, Agriculture and Food, Advanced Manufacturing, Financial Services (including Real Estate and Insurance), Construction, Leisure and Hospitality and Trade, Transportation & Utilities are cited as potential growth sectors by different reports and for different areas.

Labor Market and Employment: The region is characterized by high employment rates. Employment in Placer County is expected to increase over 26% by 2016 to a total of almost 177,000 jobs as compared to 10% for the Sacramento Region, 8% for the Bay Area, and 9% for California.

Major Industries:

Placer County (2012)	Nevada County (2012)
Trade, Transportation, Utilities	Government
Information and Communications Technology	Trade, Transportation, Utilities
Leisure and Hospitality	Leisure, Hospitality
Financial Activities	Health and Education Services
Education and Health Services	-

Increasing Employment Sectors:

Placer County (2012)	Nevada County (2012)
Construction	Education and Health Services
Leisure and Hospitality	Professional & Technical
Information and Communications Technology	Management, Business & Finance
	Leisure and Hospitality
Sacramento Region (2012)	
Agriculture and Food	
Advanced Manufacturing	
Information and Communications Technology	
Life Sciences and Health Services	
Education and Knowledge Creation	
Knowledge-intensive Business and Financial Services	

Education Climate: The populace of Placer and Nevada Counties is well educated with more than 93% of those over the age of 24 having some college education. Among the college educated more than 46% have completed an AA degree or higher.

In both counties high schools have high API scores and students perform well on SAT exams. In 2011 Placer County graduates numbered 4,944 and 49% of those had completed CSU/UC entrance requirements. In 2011 in Nevada county graduates numbered 1,090 and 24% of those had completed CSU/UC entrance requirements. As noted elsewhere, for the next ten years the number of students attending and graduating from high school is expected to level off in both counties.

## OBJECTIVE 1: CURRENT PROGRAMS AND SERVICES

Sierra Joint Consortium member and partner agencies are providing a broad range of services and programs in each of the following five program areas outlined by AB86, Section 76, Article 3:

- i. Elementary and Basic Skills
- ii. English as a Second Language, and Classes and Courses for Immigrants
- iii. Education Programs for Adults with Disabilities (AWD)
- iv. Short-Term Career Technical Education (CTE)
- v. Programs for Apprentices (App)

The following chart provides an overview of programs and services delivered by each member and partner agency in the five program areas. It is followed by a narrative description of the programs and services provided in each key area. Where available, enrollment numbers and totals for 2013-14 have been provided. An “X” indicates programs/services offered without enrollment numbers available. (Detailed descriptions of programs and services provided by each member and partner agency are included in Appendix B.)

Member Agency	ABE/ASE (enrollment)	ESL & Classes for Immigrants (enrollment)	AWD	CTE	App
Nevada Joint Union High School District (Nevada Union Adult Education)	x	x	n/a	n/a	n/a
Placer Joint Union High School District (Placer School for Adults)	1048	95	--	1720	--
Roseville Joint Union High School District (Roseville Adult School)	774	497	17	668	--
Sierra Joint Community College District (Rocklin & Nevada Campuses)	1060	331	300	600	--
<b>Total (Comm. College /Adult Ed.)</b>	<b>1060   1822</b>	<b>331   592</b>	<b>300   17</b>	<b>600   2388</b>	
Partner Agency	ABE/ASE (enrollment)	ESL & Classes for Immigrants (enrollment)	AWD	CTE	App
Auburn Union School District	x	x	x	x	x
California Dept. of Rehabilitation	--	--	x	--	--
Golden Sierra Job Training Agency	x	--	x	x	x
Latino Leadership Council	--	x	--	--	--
Nevada County Library: Read UP	28	8	--	--	--
Nevada County CalWorks	--	--	--	x	--

Nevada County Jail	72	16	--	--	--
Nevada-Sierra Regional In Home Support Services	--	--	--	X	--
NorTEC - Grass Valley One Stop	--	--	--	x	--
Partners In English Language Learning (PIELL)	--	95	--	--	--
PARTNERS Family Resource Centers	X	X			
Placer Adult Literacy Service	x	x	x	x	--
Placer County HHS	--	--	x	x	--
Placer County Jail	x	--	--	x	--
Placer County Library	x	--	--	--	--
Placer County NAMI	--	--	x	--	--
Placer County Office of Education	--	--	49	61	--
Professional Education Programs	--	--	x	x	--
Roseville City School District	x	x	--	--	--
Roseville Public Library	49	32	--	--	--
St. Rose of Lima Catholic Church	--	x	x	--	--

## EVALUATION OF REGIONAL PROGRAM AND SERVICES

The following calculations were made using data from the AB86 Sample Demographic Data Table and available enrollment information provided by member and partner agencies on Tables 1.1a, 1.2, and 2. In analyzing this data, the team has been able to identify gaps in programs and services provided in the Consortium region (to be further discussed in the narrative and analyses following in Objective 2). Comparing figures of the proportions of adults served by member and partner agencies in the five program areas raises questions as to which programs and services should be considered priority areas by respective member agencies (to be further explored in the discussion of Objective 4).

### Elementary and Basic Skills

Sample demographic data from the Sierra Joint region indicate that 6.4% (32,392 individuals) of the Consortium's total population over the age of 25 lack a high school diploma or the equivalent, and 16% (80,311) are in need of further assistance in the area of literacy development.

While the majority of Consortium member and partner agencies have programs and services that support the attainment of elementary and basic skills and literacy development, unduplicated enrollment data (where available) indicates that only about 2.5% (2882) of the region's adults in need of educational services in these areas are accessing and being served by regional programs. Adult education is serving about 1.5% (1822 individuals) of regional adult learners in this program

area, while Sierra College is serving roughly one percent (1060 individuals).

### English as a Second Language, and Classes and Courses for Immigrants

The Sierra Joint region is comprised of a large number of English Language Learners; almost 42% of the total population (210,530 individuals), and some 14% (72,307 individuals) of the region's total population are non-citizens who would benefit from programs and services that support the acquisition of US citizenship.

Over half of Consortium member and partner agencies have services and programs for English Language Learners and adults seeking citizenship. However, available enrollment data indicate that a little less than a third of one percent (923) of potential beneficiaries in the region receive these needed services. Adult education is serving 0.2% of regional adult learners in this program area, while Sierra College is serving 0.12%.

### Education Programs for Adults with Disabilities

About 10% of the region's adults (51,231 individuals) are living with a disability, and numerous Consortium member and partner agencies have specialized programs and services available to meet these adults' educational needs. Nonetheless, available unduplicated enrollment data indicate that only 62% (317 individuals) of the region's adults with disabilities are accessing and participating in Consortium programs and services.

While these enrollment figures may be confounded as a result of Consortium agencies that neglect to collect disability information on participating clientele, and further skewed by clientele reticence to report disability information, data clearly demonstrate that the vast majority of the region's adults with disabilities are failing to have their educational needs met by regional programs and services. Adult education is serving 0.03% of regional adult learners in this program area, while Sierra College is serving 0.59%.

A complicating factor for the AWD program is the distinction between providing services for adults with disabilities and providing classes for adults with disabilities. The California Department of Education allows adult education providers to deliver "services including modified equipment, materials, and instructional strategies to increase literacy for both individuals and families as well as workplace skills" (<http://www.cde.ca.gov/sp/ae/po/cefadulted.asp>). However, the ADA-driven funding model has focused K-12 adult education efforts primarily on providing classes for adults with mental disabilities.

### Short-Term Career Technical Education

Nearly 17% (86,042 individuals) of adults in the Sierra Joint region are living below the poverty line, and seven percent (35,429 individuals) of the region's adults are unemployed.

Short-term career technical education programs that would support these adults in their struggle to prepare for and find employment, improve their earning potential, and escape poverty, account for a majority of the programs and services offered by Consortium member and partner agencies. Nevertheless, enrollment data available from member and partner agencies indicate that of these potential beneficiaries little more than 1.3% (2,988 individuals) are being served by the Consortium. Adult education is serving 0.81% of regional adult learners in this program area, while Sierra College

is serving 0.49%.

Geographically and culturally the Sierra Joint Consortium region is large and diverse. It serves an urban population in the Sacramento Metropolitan area, very rural Nevada County, and the resort region of Lake Tahoe. This cultural and geographic diversity makes for unique challenges in the delivery of career and technical education.

#### Programs for Apprentices

With the exception of two partner agencies reporting a newly-formed partnership in support of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices.

## OBJECTIVE 2: CURRENT NEEDS

While providing a broad range of services and programs in each of the five program areas outlined by AB86, Section 76, Article 3, the Sierra Joint Consortium member and partner agencies have discovered that only a fraction of the region's adult learners are being served in each area (see aforementioned Narrative Evaluation). Quantitative snapshots capturing the extent of the region's existing gaps in each of the five priority program and services areas follow (summarized from the Objective 1 Narrative Evaluation):

**Elementary and Basic Skills:** 6.4% of the Consortium's total population over the age of 25 lack a high school diploma or the equivalent (32,392 individuals), and 16% (80,311) are in need of further assistance in the area of literacy development; only 2.5% (2882) are being served by regional programs.

**English as a Second Language, and Classes and Courses for Immigrants:** Almost 42% (210,530 individuals) are English Language Learners, and some 14% (72,307) are non-citizens; less than 0.32% (923) are receiving these needed services.

**Education Programs for Adults with Disabilities:** About 10% of the region's adults (51,231 individuals) are living with a disability; only a fraction of the region's adults with disabilities (0.62%, or 317 individuals) are accessing and participating in Consortium programs and services.

**Short-Term Career Technical Education:** Nearly 17% of adults in the Sierra Joint region (86,042 individuals) are living below the poverty line, and seven percent (35,429) of the region's adults are unemployed; little more than 1.3% (2,988) of these potential beneficiaries are being served by the Consortium. Further review of regional economic and labor market data is needed to determine whether the Consortium's existing short-term career technical education programs are aligned with current regional occupational needs, and to inform the development of future CTE programs and services.

**Programs for Apprentices:** With the exception of two partner agencies reporting a newly-formed partnership in support of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices. Further review of regional economic and labor market data is needed to inform the development of Consortium-area apprenticeship programs aligned with regional occupational needs.

This aforementioned quantitative data alludes to an overarching need within the Sierra Joint Consortium for member and partner agencies to collaboratively develop and implement plans and strategies to expand educational programs and services in a concerted effort to eliminate the gaps enumerated above between the numbers of adults in need of programs and services in each of these five priority areas, and the numbers of adults currently being served in existing programs.

Additional member- and partner-specific needs have also been identified by way of the region-wide information gathering conducted by the Consortium since the inception of the AB86 program. These individual statements of need, categorized by program/service area, follow:



### Elementary and Basic Skills Programs and Services

Auburn Union School District has expressed a need for GED preparation classes at their school sites; however, transportation to after-school programs appears to be a challenge facing adults in the school community.

Golden Sierra reports a need to certify regional Adult Schools as approved vendors in order to expand the delivery of Elementary and Basic Skills programs to Job Center clientele.

Latino Leadership Council points to a need for supporting ELL students who are seeking GED completion, as well as elementary and basic skills programs offered in Spanish.

Placer Adult Literacy Services needs more information about the new GED to improve tutor training and effectiveness; additional resources to help better prepare students to succeed on new GED are also needed.

Placer County Jail reports a need for full-time, credentialed teaching and counseling staff, as well as research on recidivism and Adult Education, and additional staff to build partnerships with area schools, training programs, and businesses.

St. Rose Catholic Church cites a need for programs to help adults within the parish community learn elementary and basic skills in both English and Spanish concurrently.

### English as a Second Language, and Classes and Courses for Immigrants

Auburn Union School District reports a potential need for citizenship classes for school community members.

Golden Sierra has identified clientele in need of ESL and citizenship classes and can subcontract to pay approved vendors to deliver programs in this area.

Roseville Public Library sees a need for working to further connect with the region's Spanish-speaking community.

St. Rose Catholic Church has a need for child-care services for parenting adults attending ESL classes at church facilities.

### Education Programs for Adults with Disabilities

Auburn Union School District cites a large need for expanding partnerships with local community-based organizations to address the extensive mental health needs of students, and the adult parents and caregivers of those students, who are not found eligible for district-based Special Education programs.

Golden Sierra's funding for pilot programs and services targeting adult clientele with disabilities (offered through the Disability Employment Initiative) ends in September. Golden Sierra could sustain these programs and services with additional/ongoing funding.

Latino Leadership Council shares that programs and services need to be developed that target Spanish-speaking adults with disabilities.

Placer County Jail is in need of programming and staff to conduct assessments of the educational skills levels of their clientele in order to identify those inmates with learning disabilities. Educational programs to support these disabled individuals are also needed.

Roseville Public Library, similar to Placer County Jail, sees a need for the development of programs and services for assessing clients to identify learning disabilities, and the creation of educational courses that meet these clients' individualized learning needs.

St. Rose Catholic Church reports a need for a Spanish-speaking priest in order to broadly reach out to adults with disabilities within the church community.

### Short-Term Career Technical Education

Latino Leadership Council cites a need for the creation of programs (offered in both English and Spanish) aimed at increasing the number of bilingual/bicultural medical/health care workers.

Placer County Jail has limited facilities/space to deliver CTE programs in evenings, but needs partners to deliver programs. Programs in life skills, computer skills, welding, agriculture, and other programs leading to skills certificates are needed. Expansions to classroom and recreational space are further reported needs.

Roseville Public Library sees a need for the development of "soft skills" classes for their clientele seeking job-readiness support, and a related need for the development of stronger partnerships with Golden Sierra Job Training Center and others to provide this and similar programs and services to library clientele. (Additional staffing to conduct outreach to regional agencies and develop required MOUs is further needed.)

St. Rose Catholic Church reports a need for computer skills and digital literacy classes during summer months (when parish facilities are available to be used for such purposes).

### Programs for Apprentices

Placer County Jail has a need for partner agencies to develop apprenticeship programs for inmates with existing occupational experience and talent, as well as partnership from the Department of Probation for regular, ongoing job-site monitoring in support of such programs.

## **FUNDING ALLOCATION**

In the past six years funding for regional adult schools and the community college have been substantially reduced due to State Tier III flexibility and reduction or elimination in District funding for some agencies. Placer School for Adults has seen reductions of approximately 62%, Roseville Adult School approximately 18%, and, prior to the planned elimination of the program in 2015, Nevada Union Adult Education approximately 16%. Such drastic reductions can only result in program cutbacks that have significantly contributed to the large numbers of adults currently in need of adult education services.

Assuming that maintenance of effort and capacity funding will be renewed for all members for 2015-2016,

to address the priorities identified for the 2015-2016 year base funding of \$550,000 for the Consortium is recommended to be allocated as follows:

ASSET Mapping, Research, and Program Coordination	\$350,000
Program Alignment (Assessment/Placement testing, Individualized Learning Plan, Transition Pathways)	\$100,000
Curriculum Alignment	\$100,000

It will take time to carefully, intelligently, and appropriately build and expand programs to meet the intent of AB 86 legislation and address regional need therefore the Sierra Joint Consortium is recommending a five year plan as outlined in the table that follows.

<b>Sierra Joint Consortium Budget (Proposed) 2015-2020</b>					
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>
<b>*Roseville Adult School</b>	\$819,137	\$853,103	\$887,068	\$921,034	\$955,000
<b>*Placer School for Adults</b>	\$1,179,887	\$1,471,776	\$1,763,663	\$2,055,551	\$2,347,439
<b>+Nevada Union Adult Education</b>	\$354,376	\$367,162	\$379,949	\$392,735	\$405,521
<b>+Other (Discontinued programs)</b>	\$305,717	\$332,434	\$359,150	\$385,867	\$412,584
<b>Sierra CCD</b>	\$3,550,000	\$3,550,000	\$3,550,000	\$3,550,000	\$3,550,000
<b>Program Growth</b>	\$250,000	\$950,000	\$1,250,000	\$1,500,000	\$1,750,000
<b>Total</b>	<b>\$6,459,118</b>	<b>\$7,524,474</b>	<b>\$8,189,831</b>	<b>\$8,805,187</b>	<b>\$9,420,544</b>

\*Adult Education Schools have no guarantee of continued funding 2015-2016. Amounts reflect current base plus "restoration/rebuilding" funds.

+Amount reflects what would be needed to restore programs that have been discontinued or are slated for discontinuance.

The plan Objectives set forth in tables 3-7 include one-time initiatives as well as on going initiatives. The proposed 2015-2020 funding plan includes both types of initiatives with funding for one-time initiatives being converted to on going initiatives upon completion of the one-time project.

### **OBJECTIVE 3: SEAMLESS TRANSITIONS**

Sierra Joint Consortium program workgroups have identified four overarching strategies for program integration and transitions.

The first strategy in creating seamless transitions is to make certain that all members and partners are aware of the programs and services offered by other members and partners. The creation of flowcharts and tables that can be shared on the web and through hard copy is being called ASSET Mapping (Adult Student Services and Educational Training). Sharing current and accurate information about what is being offered, for whom it is intended, how and when it is offered, how it is accessed, and available support services allows providers to see connections and determine how to make the best horizontal and vertical articulations. An essential element of this strategy is that information is shared broadly and consistently. ASSET maps will be used in outreach and marketing efforts, and will be the topic of professional development workshops for provider counselors, staff, and other interested parties. ASSET maps will be particularly useful for AWD counselors where the main focus is referrals.

Along these same lines, Career and Technical Education providers will review advisory board composition and wherever possible create single, regional, boards. Regional boards would not only have the advantage of better coordination and compliance with new WIOA legislation, but would also be more efficient utilization of time for community members who participate on boards.

The second strategy for creating seamless transitions is to coordinate assessment and placement standards and build articulation agreements. Counselors and faculty will review the assessment instruments used by providers. Where possible, common assessment instruments will be adopted. If not possible, an advisory grid for common placement will be developed. As a precursor to creating formal articulation agreements, faculty will map curriculum by reviewing course entry requirements, course content, student learning outcomes, and outcomes assessments. After individual courses have been reviewed, course sequencing will be aligned within and between member and partner agencies.

The third strategy for creating seamless transitions is to provide adequate advising and support services for students. Professional development workshops will be held to bring counselors and faculty up-to-date on assessment/placement results and course articulations. Informed counselors will help students complete an individual plan to map a course of study appropriate to student goals. Professional development workshops will be held to bring counselors, faculty, and staff up-to-date on available support services. Specific support services mentioned in workgroup sessions include: campus tours for Adult Education students, student ambassadors, peer mentors, academic tutoring for student success, and student support centers (e.g., “The Hub” at Sierra College, Rocklin).

The fourth strategy for creating seamless transitions is to provide specialized “transitions” curriculum including “bridge” programs and workshops (soft skills, college success, postsecondary goal setting). New courses will be written to address specific transitions for specific populations (e.g. ESL to college, AWD to college, basic skills to college, basic skills to work).

Table 3.1 - Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – follows.

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<b>All Programs</b>						
3.1 Adult Education to Community College	3.1.1 Assessment/Placement Alignment Agencies share assessment instruments, pre-requisites/application requirements and information regarding intake at CC to have students prepared when they arrive (from AE to CC)	Paid meeting and work time for AE/CC faculty.	See table 4	AE and CC	AE & CC Enrollment, AE and CC course/program completion, rate of transfer to CC	February 2015 and on-going meetings/review
	3.1.2 Curriculum alignment Horizontally – across programs Vertically – between programs	Paid meeting and work time for faculty.	See table 4	AE and CC AE clerical	Outlines, flow chart of classes, map of curriculum	February 2015 and on-going meetings/review
	3.1.3 Pathway from Adult Education to Community College <ul style="list-style-type: none"> <li>• Campus tours &amp; Presentations</li> <li>• Application Workshops</li> <li>• Visits with Staff</li> </ul> Use of student support services & student support centers	Staff to set up tours, presentations, provide student support services and classroom activities  Paid parking  CC enrollment data	See table 4	AE and CC Support Staff (Counselors)  AE Teachers  CC Teachers	Attendees at events, number of AE students completing CC applications, numbers of students utilizing student support services centers, number of AE students enrolling at CC	February 2015 and on-going meetings/review

<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
3.2 Agency to Adult Ed, Adult Ed to CC or career.	3.2.1 Development of regional Asset Map to facilitate program placements and referrals for adult learners	Paid faculty & staff meeting and work time	See table 4	All members and partners.	AE and CC enrollment, AE and CC program/course completion	February 2015 and on-going meetings/review
3.3 Curricular Alignment	3.3.1 Jointly develop new curricula e.g.: "Pre-employment skills" workshops & courses College success "Sheltered" or "blended" instruction "Contextualized" learning Transitional math & English	Paid faculty and staff meeting and work time	See Table 4	AE and CC	Number of new AE and CC course offerings	February 2015 and on-going meetings/review
3.4 Transition from Adult Ed to CC or career	3.4.1 Individualized Learning Plan	Paid counselor meeting and work time.	\$25,000	AE and CC	AE program completion (high school graduation and equivalency rates), CC Enrollment, CC program/course and completion (degrees and certificates awarded), student surveys	February 2015 and on-going meetings/review

<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
	3.4.2 Transition specialist counselor(s)	Counseling services at AE and CC	\$240,000	AE Support Staff, Community College Advisory Office, Library Tutoring program staff	Referrals between AE and CC, Counseling logs, students enrolling in CC programs/classes, AE and CC program persistence, AE and CC completion, transfer rates	2016--2017
3.5 Individuals from community become program participants.	3.5.1 Inform public of pathways, alignments, and articulations.	Admin support, marketing specialist.	See table 4	Program Coordination Office	AE and CC enrollment, program/course completion; number of degrees and certificates awarded	2016-2017
<b>Adults with Disabilities</b>						
3.6 Adults with disabilities to AE, college, or job training	3.6.1 SJC Disability Program Coordinator	Funding for (contract?) position	\$80,000	All service providers and partner agencies	Increased % of AWD students enrolled in AE/ CC and/or employed.	2016-2017
	3.6.2 Special outreach to AWD. DOR and their supporting agencies to provide referral information.	Staff time; website links; service summary handout, incl, website		Disability Program Coordinator	AWD student enrollment in AE and CC.	
	3.6.3 Training for support staff in special AWD approaches and skills for navigating the college experience.	Staff time for training		Disability Program Coordinator, High schools and Sierra College	Pre and post surveys of counselors/staff ability to disseminate accurate information	

<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
	3.6.4 Counselors to advise AWD students into careers in key career areas such as health, green technology, and manufacturing.	Staff hours		Disability Program Coordinator, All service providers – high schools, college, Dept. of Rehab, etc.	Increased % of AWD students completing AE and CC courses/programs; transfer rate to CC; numbers of degrees/certificates awarded; numbers of jobs attained.	
	3.6.5 Improve connection with employers, esp. to identify assistive technology available	Staff time for liaison work		Disability Program Coordinator	Increase in employment rate for AWD	
3.9 AWD to educational programs and employment	3.9.1 In –depth training about autism spectrum disorders for high school and college counselors and faculty.	Trainer and staff time to attend training		Sierra College and high schools	Improved retention/persistence rates; program/course completion rates	Commencing 2015-2016 and ongoing
<b>Career and Technical Education / Apprenticeship Programs</b>						
3.10 School-to-career	3.10.1 Merge advisory boards for regional representation.	Staff time	\$800	Sierra College CTE consultant	Completed grouping of aligned advisory boards and possible implementation with “Town Hall” model meeting(s)	2015-2016



## **OBJECTIVE 4: PLANS TO ADDRESS GAPS**

While the member and partner agencies comprising the Consortium provide a broad range of programs and services to the region's adult learners, gaps between the numbers of regional adults being served by Consortium agencies and the numbers of adults in need of programs and services have been identified in each of the AB86 five priority areas (see aforementioned discussion concerning Objective 2).

The process of quantifying these program and services gaps, and the numbers of adults served in each priority area, has permitted further identification of the proportions of adult learners various member agencies serve as percentage of total program enrollment. Data enumerating the proportions of adults served by the Consortium's K-12 adult education programs and the community college follow for each priority program area.

### Elementary and Basic Skills

PSA served a total of 1048 students -- 71% of total annual enrollment.

RAS served a total of 774 students -- 36% of total annual enrollment.

NUAE served a total of 72 students -- 59% of total annual enrollment.

Sierra served 1060 -- slightly less than 3% of the total annual enrollment

### English as a Second Language, and Classes and Courses for Immigrants

PSA served a total of 95 ESL students -- 6% of total annual enrollment.

RAS served a total of 497 students -- 23% total annual enrollment.

NUAE served a total of 66 students -- 62.5% of total annual enrollment.

Sierra served 331 students -- less than one percent of total annual enrollment.

### Education Programs for Adults with Disabilities

RAS served a total of 17 students in classes -- one percent of total annual enrollment.

Sierra served 300 students in classes -- approximately .08% of the total annual enrollment.

### Short-Term Career Technical Education

PSA served a total of 1,720 students -- 33% of total annual enrollment.

RAS served a total of 668 students -- 31 percent of the school's total annual enrollment.

Sierra served 600 students -- 1.5 % of total annual enrollment.

Comparisons of these enrollment proportions reveal the mission-specific nature of programs and services offered by K-12 adult education and community colleges. Basic skills, lower to middle ESL levels, and career technical education are primary missions for K-12 adult education. Career technical education is a secondary mission and basic skills is tertiary for community colleges. Advanced and upper levels of ESL also lend itself to community college attendance. Going forward the Consortium will leverage the strengths of each to develop mission-appropriate programs and services. The Consortium envisions a collaboration in which K-12 adult education members continue to provide the majority of programs and services while developing additional programs and services to transition students to the next level of appropriate education and training.

A narrative description of the Consortium's plan to address regional gaps in the five AB86 programs and services areas follows.

## Elementary and Basic Skills Programs and Services

While all Consortium member agencies have elementary and basic skills programs, only 2.5% of the region's large numbers of adults in need of high school/GED completion and literacy development are being served.

As part of the regional plan to meet the needs of this large number of un-served adults, Consortium K12 adult education member agencies will: conduct expanded outreach (supported by Consortium partner agencies) to inform adults of regional high school completion and literacy programs; explore the development and delivery of more elementary and basic skills classes in an expanded number of locations within the Consortium region; provide greater support for adult learner persistence by expanding counseling services and enlisting targeted partner agencies to help with barriers to attendance such as childcare and transportation; and deliver training to teaching, counseling and clerical staff aligned with best practices that support adult learner persistence and program completion. The Consortium will also foster alignment of member and partner curriculum, courses, and programs, and assist students with transition plans to move them from basic skills through career and technical education and training and/or college.

Support and resources needed by K12 adult education members include funding (and in-kind contributions) for: acquiring additional classroom facilities from regional businesses, apartment management agencies and churches; paying teachers; developing new promotional and curricular materials; purchasing technology needed for the delivery of course content; and professional development for teaching, counseling and clerical staff.

Progress in meeting program needs and services gaps in this area will be measured by: attendance records, CASAS test gains, schedules of expanded course offerings, and numbers of diplomas and completion certificates conferred, and students transitioning to college.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education members; Sierra College; partner agency support for outreach efforts and services to support adult learner persistence.

## English as a Second Language, and Classes and Courses for Immigrants

Within the Sierra, Placer and Nevada Planning Consortium, less than a third of one percent of the region's 210,530 English Language Learners and 72,307 adults in need of citizenship programs are being served by member agencies, even though more than half of Consortium member and partner agencies have programs and services in this priority area.

Consortium K12 adult education member agencies, in an effort to address regional programs and services gaps contributing to this large unmet need, will engage similar strategies as those referenced in the above narrative concerning Elementary and Basic Skills. K12 adult education agency efforts will include: expanded outreach (supported by Consortium partner agencies and within partner school districts) to inform adults of regional ESL and citizenship programs; exploring the development and delivery of additional ESL and citizenship classes in new locations within the Consortium region; provision of greater support for adult learner persistence by expanding counseling services and enlisting targeted partner agencies to help with barriers to attendance such as childcare and transportation; alignment of member and partner curriculum and programs; and delivery of training to teaching and clerical staff aligned with best practices in the support adult

learner persistence and program completion. The Consortium will also foster alignment of member and partner curriculum, courses, and programs, and assist students with transition plans to move them from novice level through career and technical education and training and/or college.

Support and resources needed by K12 adult education members include funding (and in-kind contributions) for: acquiring additional classroom facilities from partner school districts, regional businesses, apartment management agencies and churches; paying teachers; developing new promotional and curricular materials; purchasing technology needed for the delivery of course content; and professional development for teaching, counseling and clerical staff.

Progress in meeting program needs and services gaps in this area will be measured by: attendance records, CASAS test gains, schedules of expanded course offerings, numbers of students completing course sequences and transitioning into higher-level ESL courses, and numbers of students passing the USCIS citizenship exam and students transitioning to college.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education members; Sierra College; partner agency support for outreach efforts and services to support adult learner persistence; member and partner school districts for the provision of classroom facilities.

#### Education Programs for Adults with Disabilities

While an accurate number of adults with disabilities being served in Consortium member programs may be confounded as a result of agency policies that prevent the collection of clientele disability information, and further skewed by clientele reticence to report disability information, regional data demonstrate that, even under the best of circumstances, only 0.62% of the 51,231 regional adults living with disabilities are being served by Consortium members.

Within the Consortium, K12 adult education member agencies have largely retired site-based programs in this priority area, being unable to confront and overcome a number of challenges, including: the renovation and new construction of needed facilities and infrastructure, the development of resource-intensive academic programs and services, and the provision of specialized care required to adequately support adult learners with more extensive physical, medical, emotional and mental health needs. (Existing programs and services for adult learners with disabilities within the K12 education system are delivered by school districts at comprehensive high school sites and by county offices of education at specialized school sites and facilities.)

Despite the aforementioned challenges, K12 adult education member agencies are able to assist the Consortium to effectively address the needs of regional adults with disabilities, even while lacking the capacity to expand internal academic programs in this area. K12 adult education members will continue to broaden awareness of regional programs and services for adults with disabilities and serve as a strong referral source to public agencies, community-based organizations and regional partners with specialized programs and services in this area. K12 adult education members will further work to strengthen relationships with regional community college disabled student programs and services offices in order to facilitate access, transition and success for college-bound adult learners with special needs.

Support and resources needed by K12 adult education members include: budget to provide services, including modified equipment, materials, and instructional strategies; staff to assist with

collaboration and updated services available; member school district special education staff; community college disabled student programs and services staff.

Progress in meeting program needs and services gaps in this area will be measured by: number of referrals made by K12 adult education member agencies; number of students served in community college disabled student programs and services.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education member agencies; community college disabled student programs and services; department of rehabilitation.

### Short-Term Career Technical Education

Nearly 17% of adults in the Sierra Joint region (86,042 individuals) are living below the poverty line, and seven percent (35,429) of the region's adults are unemployed; however, little more than 1.3% percent of these potential beneficiaries are being served by Consortium members. Given this large number of unserved adults, the Consortium acknowledges a significant need to expand short-term career technical education programs informed by regional economic and labor market data.

In-depth analyses of the regional local economy and labor market, conducted in 2011, indicate the greatest gains are forecast in the Health Care and Social Assistance, Accommodation and Food Service, and Construction sectors, along with increased job demand in the Clean Energy Technology cluster as a result of the emerging green economy (Golden Sierra Labor Market Analysis, 2011).

Within the Clean Energy Technology and Construction sectors, area employers have identified the following key occupations with high-employment potential as a result of regional workforce shortages and worker skills gaps: HVAC Installers (where a backlog of equipment replacements will create a huge demand for increases), Electricians/Lighting Specialists, Certified Energy Auditors, Construction Laborers, Iron Workers, Carpenters, and Sheet Metal Workers (Capital Region MC3 Strategy Proposal Narrative, 2014).

Additional labor market projections provided by the California Employment Development Department indicates those occupations with the fastest growth through the year 2020 include, for Placer County: Home Health Aids; Helpers, Carpenters; Anthropologists, Archeologists; Meeting, Convention and Event Planners; Helpers, Brick Masons and Tile Setters; Medical Equipment Repairers; Personal Care Aides; Market Research Analysts and Marketing Specialists; Coin, Vending, and Amusement Machine Workers; Occupational/Physical Therapist Assistants/Aides.

For Nevada County, projected occupations with fastest growth include: Veterinary Technologists and Technicians; Stonemasons; Industrial Machinery Mechanics; Market Research Analysts and Marketing Specialists; Surveyors; Environmental Engineers; Cost Estimators; Urban and Regional Planners; Nursing Instructors and Teachers, Postsecondary; Home Health Aides. Plans to address the region's gap in short-term career technical education programs must remain focused on helping adult progress along pathways leading to occupational areas with high employment potential (such as those listed above).

K12 adult education members face a number of challenges to expanding short-term career technical education program offerings, including: disparate regional needs, the substantial investment required

for new facilities, equipment, and tools when launching new programs; the need for matching program funding; and the inability to provide vast amounts of resources to provide highly-specialized/technical, industry-specific programs and capstone courses without diverting resources from priority program areas, such as Elementary and Basic Skills, ESL, and Classes and Courses for Immigrants. K12 adult education members are further challenged in the area of assessment of CTE program outcomes and effectiveness, being unable to reliably track student entry to and persistence in the workforce.

As part of regional plan in this priority area, K12 adult education members will continue to provide elementary and basic skills programs (which are needed for all job-seekers to build foundational skills and learner confidence) as well as basic-level, occupation-specific academic and technical skills programs (e.g., math courses meeting the needs of adults seeking certification and employment in Health Care or Construction sectors, or digital literacy programs for adults pursuing careers in Clean Energy Technology professions). K12 adult education members will work with regional ROP and the community college to develop Career Pathways programs of study, and will provide counseling to regional adults about pathways leading to jobs with high-employment potential, remaining up-to-date with current regional industry needs and providing yearly presentations to school community members (including adult students, staff and faculty) to educate them about the region's needs and the educational and career-training opportunities in these fields. K12 adult education members will also explore ways to complement Sierra College's robust internship program.

Support and resources needed by K12 adult education members include: funds to build specialized academic programs targeting industry-specific needs; funding to pay staff to visit, tour and learn about regional industry-area needs and training/certification providers. K12 adult education members will require strong links with industry partners and the Golden Sierra Job Training Center as an advisory board on regional industry needs and trends.

Progress in meeting program needs and services gaps in this area will be measured by short-term CTE enrollment numbers and numbers of certificates of completion conferred.

Consortium agencies responsible for implementing strategies to address identified gaps include: Golden Sierra Job Training Agency; K12 adult education member agencies providing basic-level CTE skills and preparation; and Sierra College.

### Programs for Apprentices

With some 17% of adults (86,042 individuals) living below the poverty line, and seven percent (35,429) unemployed, the Sierra, Placer and Nevada Planning Consortium would benefit from apprenticeship programs and services that serve as pipelines to regional occupations with high employment potential. However, with the exception of two partner agencies supporting the development of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices.

To address this gap in regional services, K12 adult education members will focus on providing supportive services and academic preparation for regional adult learners seeking apprenticeship program participation. To this end, Consortium K12 adult education members will collaborate with Golden Sierra to assist in the recruitment and preparation of potential candidates for the region's

new pre-apprenticeship program, while working to build new relationships with apprenticeship program providers in surrounding consortia regions. The aim of this regional networking will be to heighten K12 adult education agency awareness of new and existing apprenticeship (and pre-apprenticeship) programs so as to facilitate the alignment of elementary and basic education programs with prerequisite academic requirements of these programs, and to facilitate program referrals. Adult education teachers within member agencies will be trained to design individualized learning plans that help meet students' unique academic preparation needs for these apprenticeship programs in line with student and apprenticeship program goals. K12 adult education members will also expand collaboration with Placer County Office of Education's Regional Occupational Program, creating streamlined referral processes as part of the development of a "map" of regional career pathways leading to occupations with high employment potential.

Support and resources needed by K12 adult education members include: funds to build specialized academic programs targeting industry-specific needs; funding to pay staff to visit, tour and learn about regional industry-area apprenticeship and pre-apprenticeship providers. Funding for the creation of regional occupational information and resources mapping pathways into jobs with high-employment potential by way of local occupational training providers (including apprenticeship, pre-apprenticeship, ROP, and community college CTE programs). K12 adult education members will require strong links with industry partners and the Golden Sierra Job Training Center as partner advisors about regional industry needs and trends.

Progress in meeting program needs and services gaps in this area will be measured by: number of referrals to pre-apprenticeship and apprenticeship programs; diplomas and GED certificates earned by apprenticeship program participants at K12 adult education member agencies.

Consortium agencies responsible for implementing strategies to address identified gaps include: Golden Sierra Job Training Agency; Sierra College; K12 adult education member agencies (where applicable).

Table 4.1 - Implementation Strategies to Address Identified Gaps - follows.

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<b>All Program Areas</b>						
4.1 – Large number of un-served adults.	4.1.1 Needs assessment/program evaluation. Use data and surveys to determine the level of need, location, and types of services to be offered. Develop prioritized list. (Objectives 2 & 7)	Adult Ed Program Coordination Office: program coordinators, data analyst, admin support, office space, supplies, and equipment.	\$350,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Improved course/program fill rates, retention, success, and persistence rates. Lower percentage of un-served population.	Set up office & begin data analysis – 2/15-9/15 Program building. – 9/15-12/15 Additional data analysis, program building and other support activities – on-going through 2020.
	4.1.2 Add courses, programs, and services (per research findings).	Counselors and faculty, facilities and equipment.	\$500,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Improved course, program fill rates, retention, success, and persistence rates. Lower percentage of un-served population.	Initial data analysis & program building 9/15-12/15. ongoing through 2020.
4.2 Awareness of programs and services offered by consortium	4.2.1 Develop regional resources database and referral and tracking system.	Staff to develop, disseminate, and maintain regional resources	Program Coordination Office (see above)	Sierra Joint Consortium – Placer Adult, Roseville Adult,	Program and course enrollments and completions.	Commencing 11/14. Ongoing through 2020.

<b>Description of the Gap</b>	<b>Strategies to Address the Gap</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
members and partners.	(Objectives 2, 3, 6 & 7)	information.		Sierra College		
	4.2.2 Recruit participants through outreach and marketing campaign. (Objective 2)	Outreach/marketing specialist, marketing materials.	\$160,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Improved course and program fill rates. Surveys results.	Initial 1/16-12/16 Ongoing through 2020.
4.3 Student Support Services	4.3.1 Develop support services: Assessment/placement, education plans, counseling to promote success, retention, and persistence. (Objectives 2 & 5)	Counseling staff, supplies, materials, and equipment.	300K	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Improved course, program fill rates, retention, success, and persistence rates. Lower percentage of un-served population. Survey results.	Ongoing through 2020.
4.4 Program Alignment	4.4.1 Align consortium members/partners curriculum, courses, programs, and services. (Objective 5)	Faculty and counselor work time – stipends, reassigned or release time.	\$50,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Number of articulated courses. Number of students moving from adult ed programs to college-level programs or to vocational training or jobs.	Initial 2/15-6/16. Ongoing through 2020.
	4.4.2 Develop transition pathways.	Faculty and counselor work	\$50,000	Sierra Joint Consortium –	Number of students moving	Initial 7/15-6/18. Ongoing through



Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	(Objective 5)	time – stipends, reassigned or release time. Conferences, other training sessions.		Placer Adult, Roseville Adult, Sierra College	from adult ed programs to college-level programs or to vocational training or jobs.	2020.
4.5 Professional Development	4.5.1 Conduct professional development workshops for faculty, staff. (Objective 6)	Faculty and counselor work time, facility rental, and conference and travel.	\$50,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College	Number of workshops offered, number of participants, number of new programs & teaching methodologies.	Ongoing through 2020.
<b>Adults with Disabilities</b>						
4.6 Large number of un-served adults with disabilities.	4.6.1 Develop client support services including referrals to autism spectrum testing and remediation, learning disabilities testing and remediation, accommodations plans, modified equipment, and instructional strategies.	Counselors and staff to refer students to appropriate agency for autism spectrum, and learning disabilities testing and remediation plans. Provide accommodation	See Table 3	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College (Potential to leverage Sierra College DSPS services)	Clients completing autism spectrum & learning disabilities testing & remediation, utilizing modified equipment, & utilizing instructional strategies.	Commencing 1/16. Ongoing through 2020.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	(Objectives 2 & 5)	services, specialized equipment, tutoring, and other specialized support services as recommended.			Surveys regarding the efficacy of programs and services. Number of clients transitioning to employment, independent living, or college programs.	
<b>Career and Technical Education / Apprenticeship Programs</b>						
4.7 Pre-employment courses and programs.	4.7.1 Develop and deliver pre-employment courses and programs as needed. (Objective 2)	Faculty and counselor work time. Facilities, supplies, equipment.	\$25,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College, One-Stop providers and other CTE providers	Program and course enrollments and completions. Numbers of students getting jobs. Numbers of students transferring to advanced training. Employer satisfaction surveys.	Commencing 7/15 and ongoing through 2020.
4.9	4.9.1					

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Large number of adults in need of short-term career technical education programs	Expansion of collaboration and referral to local One-Stops, ROP, and other CTE providers. (Objectives 2 & 7)	Staff to develop, disseminate, and maintain regional resources information.	Program Coordination Office (see above)	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College, One-Stop providers and other CTE providers.	Numbers of referrals to other agencies. Numbers of students transferring to advanced training.	Commencing 7/15 and ongoing through 2020.
4.10 Large number of adults in need of work experience.	4.10.1 Develop referrals to internship programs. (Objectives 2, 3, & 5)	Staff time to develop referrals network	\$25,000	Sierra Joint Consortium – Placer Adult, Roseville Adult, Sierra College (Potential to leverage Sierra College Internship Program)	Numbers of internship placements. Numbers of participants attaining jobs.	Commencing 7/15 and ongoing through 2020.

## **OBJECTIVE 5: ACCELERATING STUDENT PROGRESS**

As often as not student progress is stymied or slowed by lack of support outside of the classroom or life events. Program workgroups identified non-instructional strategies that are essential to acceleration of student progress.

First, students need to be aware of, and not afraid to use, available support services. Counseling sessions, web resources, workshops, and in-classroom-presentations will be used to raise student awareness. Counselors will assist students with goal setting and individual plans. Individualized plans help students monitor and track their own progress and thus proceed more efficiently through programs.

Once students are enrolled, timely and accurate academic advising and interventions are essential for students to move quickly through instructional programs. Sierra College uses the “Early Alert” system wherein faculty report regularly on student progress. If there is a sudden decline in student performance, interventions (e.g. tutoring, crisis counseling, financial aid) are activated. Members and partners will be given information on this system and will receive assistance in the adoption of this and/or other similar intervention strategies.

Traditional support services deemed essential to student progress include: tutoring (peer and online), academic success workshops, life skills workshops, and career planning. Many members and partners currently provide these services. ASSET mapping will assist providers in locating services and referring students appropriately. Where gaps exist, services will be developed.

Other less traditional support services fall into the health, wellness, and other “life supports” category, and include: transportation, childcare, housing, financial aid, and substance abuse counseling. Once again, ASSET mapping will be used to help members and partners identify potential providers, or the avenues for development of services where gaps exist.

Within instructional programs, workgroups identified formats that will be developed for initial adoption to promote acceleration through programs. Information on existing short-term classes (courses with duration of 8 weeks or less) and short-term programs (programs completed in a year or less) will be shared, and new classes and programs developed. Information on open-entry/open-exit classes (classes that students can join and leave as time and life circumstances permit) will be shared and new classes and programs developed. Sierra College received training in “Acceleration in Context” on November 14. Consortium members and partners were invited to participate. Sierra College faculty will conduct post-training workshops for those unable to attend the November 14th session.

“Enhanced Instruction” has been shown to be an effective way to accelerate student progress and includes classes blended with online instruction or with supplemental online materials (Moodle courses). Enhanced instruction also includes courses with additional labs or tutoring. Both formats will be developed for regional offerings.

Finally, simultaneous or “dual” enrollment with several providers (concentrated acceleration) will speed student progress towards their goals. ASSET mapping will allow counselors and students to pursue simultaneous enrollment.

Table 5.1 - Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals - follows.

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<b>All Programs</b>						
5.1 Counseling/Support Services to help adult learners with goal-setting, transitions, and persistence	5.1.1 Develop uniform “individualized learning plan” for adult learners adopted by and shared between AE and CCC counseling teams (uniform documentation follows student throughout AE/CCC system)	Counseling staff time Admin support.	See table 3	Counseling staff from each agency	Document created and in use.	Spring/Fall 2015
	5.1.2 Employ individualized learning plan	Counseling staff time	See Table 3	AE & CC	Number of Individualized Learning Plans completed	Commencing 2016 and on-going
	5.1.3 Adult mentor/liaison program development		\$10,000	Collaboration of staff between agencies	Number of mentors/liaisons trained; number of AE/CC program participants utilizing mentoring/program liaison services.	Commencing 2016-2017
	5.1.4 Tutoring – online 24/7	Online Tutoring Service – partner	\$150,000	Consortium admin and	Students using tutoring service success,	Commencing 2016 and

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		with Sierra?		student services staff.	retention, and persistence.	ongoing.
5.2 Acceleration of student program completion through blended/online instruction	5.2.1 Develop and deliver online content (e.g., Moodle courses)	Paid staff time for course development, IT support for delivery	See table 3	AE & CC faculty, Consortium IT	Number of courses using blended methodology; student success, retention and persistence.	Commencing 2016 and ongoing.
	5.2.2 Expand access to technology at CCC campuses/AE facilities for adult learners without resources	IT support, facilities, equipment.	\$100,000	Program Coordination Office & Member IT Units.	Number of AE/CC "open access" technology facilities; number of AE/CC program participants accessing facilities.	Commencing 2016-2017 and ongoing
5.3 Acceleration of student program completion through delivery of contextualized courses.	5.3.1 Dual enrollment courses. CCC and AE partnership to deliver college- and career-readiness dual enrollment basic skills courses	Paid faculty time for course development, facilities and other supports for course offerings, faculty salaries to offer courses.	See table 3	AE & CC Faculty, Program Coordination Office.	AE/CC program/course completion rates; high school graduation/equivalency completion rates; transfer to CC rate; job attainment rates.	Development 2015-2016, Offerings beginning 2016-2017
5.4 Alignment of adult basic education and adult secondary education curricula	5.4.1 Initial and ongoing collaboration and curricula development by joint CCC and AE workgroup comprised of ABE and CTE experts	Paid faculty and staff time to develop and implement.	See Table 3	AE & CC Faculty	New AE/CC curricula offerings; AE/CC program/course completion rates; high school graduation/equivalency completion rates; transfer to CC rate; job attainment rates.	Development 2015-2016, Offerings beginning 2016-2017.

<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
5.5 Delivery of contextualized basic skills curricula in programs addressing low-literacy level adult learners	5.5.1 Student needs assessment to inform curricula development	Research Analyst & Program Coordination Staff	See Table 4	Program Coordination Office.	Contextualized Basic Skills curricula offerings; AE/CC program/course completion rates; high school graduation/equivalency completion rates; transfer to CC rate; job attainment rates.	Development 2015-2016, Offerings beginning 2016-2017
	5.5.2 Inter-agency collaboration and curricula sharing (Library, AE, CCC)	Paid faculty and staff time.	See Table 3	AE & CC Faculty		Beginning 2015-2016 and ongoing.
5.6 Professional Development	5.6.1 Review other models of acceleration	Time to research models of acceleration	See table 7	TBD	Number of training participants, data on numbers/time to complete the program	Winter 2015 and on-going meetings/review
5.7 "Concentration Acceleration"	5.7.1 Identify the approach—multiple classes in multiple programs. Pilot project: Cross-referencing enrollment of students participating in different programs.	Admin assistant Work/collaboration time Survey/collect information on multiple programs available to students between agencies	\$6,000	AE, partner agencies (RJUHS, Roseville public Library)	Numbers of students in more than one class/program, time needed to make level gains CASAS testing & time needed to make a level gain	Winter 2015 and on-going meetings/review
5.8 Make available	5.8.1 Collect/compile the	Dedicated time for collection of	\$1000	TBD	Enrollments, contracts,	Jan-Mar 2015

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
current (participating) agencies schedule of “short-term”, compressed, classes and workshops	course/workshop schedules and registration information as well as “Contract Ed” options and cost.	schedules, time for in-putting info on web site “master calendar”			lists on web-site	
5.9 Develop and maximize wrap-around services, follow-up for clients.	5.9.1 Develop wrap-around follow-up model, flow-chart which integrates multiple services	Work group time with key agencies to identify resource pathways and develop universal “traveling form or check list for client and associated service agencies, to include follow-up template.	See Table 4	TBD	Draft and final approval of checklists, forms, and flowchart. Use of the tools and feedback	Spring 2015 development. Fall 2015 deploy beta and test with agencies.
<b>English as a Second Language</b>						
5.10 Competency Based Curricula	5.10.1 Map competencies in ESL curriculum	Teacher time to review curriculum and assessments of competencies	See table 3	See 3.1	Curriculum aligned with competencies	Winter 2015 and on-going meetings/review
<b>Adults with Disabilities</b>						
5.11 AWD peer tutoring	5.11.1 Training tutors, scheduling sessions, integrating content with faculty	Training, facilities	\$40,000/yr	Offered at all campuses as needed	Pre/post survey of trainee tutors	Plan – 2015/2016; Implement – 2016/2017



Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
5.12 AWD student success workshops	Workshops and support materials for study skills strategies and resources	Presenter, materials, database of resources	See Table 3	Disabilities Program Coordinator	Surveys of students	Plan – 2015/2016; Implement – 2016/2017
5.13 Assist AWDs in identifying area agencies that assist with independent living services to build a support infrastructure to increase successful attendance and completion of college and training programs, including transport, tutors, assistive tech, shared/sheltered living options, health care, IHSS, advocacy	5.13.1 Locate/create list of area agencies (such as Dial211);determine eligibility, services, costs, availability; provide contact info to each AWD of agencies appropriate for their specific needs	Through consultant coordination, staff may need to spend time collecting/creating agency list, or determining who is served by each, if already on a local list.	See Table 3	Disability Program Coordinator	Program enrollment, attendance, and completion rates should increase based on specific agencies targeted supports to remove barriers.	Plan – 2015/2016; Implement – 2016/2017
5.14 Utilization of post-secondary AWD transition curriculum.	5.14.1 Curriculum design and presentations to AWD	Staff to present information	See Table 3	Disability Program Coordinator	Pre/Post-interviews or questionnaires w/ AWD students	Utilization of post-secondary transition curriculum.
5.15 Encourage enrollment in AWD college success	5.15.1 Provide information about regularly	Staff time	Negligible	Sierra College	AWD taken course 1 <sup>st</sup> semester/ continued enrollment/ grades	Fall 2015

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
course to develop college readiness skills	scheduled College Success Courses					
	5.15.2 (Professional Development) available each semester to high school counselors	Staff time	See Table 6	Disability Program Coordinator		Fall 2016 and ongoing

## **OBJECTIVE 6: PROFESSIONAL DEVELOPMENT**

Non-instructional professional development activities that would include staff and counselors as well as faculty were proposed by the workgroups. Building on the work done in objectives 3 & 5, the notion of sharing of ASSET Maps in workshops and training sessions was consistent across program workgroups. Other workshops will be held to inform counselors, staff, and faculty of common assessments, articulation agreements, and curriculum mapping. To promote the development of the best individualized plans for students, “pathways” training (the sequences of course or skills acquisitions leading to employment in a given industry either directly or through college-level work) will be offered to members and partners. Workshops on the identification of learning disabilities and autism spectrum disorders will be offered.

Professional development for faculty proposed by the workgroups included “Acceleration in Context” training that will take place prior to the end of the 2014-15 school year. Other existing Adult Education professional development training opportunities including CALPRO, OTAN, and CASAS will be pursued. Consortium “Best Practices” symposiums will be held on a regular basis to share information and train faculty in the use of intensive instruction, competency-based instruction, and contextualized learning.

Finally, memberships in relevant national and state organizations will be supported in order to leverage other cutting-edge instructional and student services strategies and provide training opportunities for faculty, counselors, and staff.

Tables 6.1 and 6.2 follow.

**Table 6.1 Current Professional Development**

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<b>All Programs</b>			
Student Support Services	Expansion/extension “early alert” student progress monitoring systems	All	\$2,500
Inter-agency collaboration	Agency “symposium on collaboration - best practices”, including CALPRO, OTAN, and CASAS training.	All areas - all partners and members	\$2,500
Acceleration	Contextualized Learning - workshops	All	\$2,500
Alignment/Articulation	“Articulation - Symposium” - how to do it and do it right	All	\$2,500
Alignment	Identify best practices for Curriculum Mapping	All	\$2,500
Inter-agency collaboration	Technology tools to share resources, and plan/communicate efficiently utilize	All	TBD – depends on if technology needs upgrading at agency sites
<b>Adults with Disabilities</b>			
Autism Spectrum Disorders	Field experts for training of staff	High school, K12 and college due to increasing number of students identified on Autism Spectrum	\$30,000 for training coordination and fee for trainer

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<b>Career and Technical Education</b>			
Assessment (Job and Career Readiness)	In-person workshop sponsored by ROP on the use of National Occupational Testing Institute (NOCTI) instrument to assess job and career readiness.	CTE	TBD

**Table 6.2 Collaborative Professional Development Plan**

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<b>All Programs</b>			
Ongoing collaboration	Continued regional meetings to allow presentations by members/partners about programs (to facilitate placement and referral of adult learners)	All	6,000
Student Support Services	Development of regional "individualized learning plan" for adult learners shared by AE and CCC	All	See Table 3
Problem solving/critical thinking	Implementation of pre-employment skills programs	All	\$2,500
Intercultural competencies	Expansion of adult student mentors / community liaisons	All	\$2,500
Technology	Development of regional Asset Map	All	See table 4
Curriculum	Curriculum mapping between Adult Education and Community College done initially and then updated annually. On-going meetings between agencies 2x each year.	All (although ESL is priority area)	\$4,500

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Student Pathways	Facilitation and expansion of communication among support personnel.	All	See costs in Table 3.1
<b>Adults with Disabilities</b>			
Provide training for autism spectrum disorders	Field experts for training of staff, faculty, administrators to be delivered to K12, AE, CC support services personnel due to increasing number of students identified on Autism Spectrum	AWD	\$30,000 for training coordination and fee for trainer
AWD transition: college and career	See Table 3: 3.12		
<b>Career and Technical Education</b>			
Building Job/Career Readiness	Train the trainers workshops: pre-employment skills, career assessment, critical thinking, problem solving, team building.	CTE	\$2000
Financial Resources for Students	Annual in-person and webinar format workshop for counselors/faculty/staff outlining the variety of financial aid resources available to Adult Ed students from partner agencies.	All	\$2000

## **OBJECTIVE 7: LEVERAGING RESOURCES**

To address the objectives of AB86 legislations, the Sierra Joint Consortium formed four distinct program area workgroups: Basic Skills, English as a Second Language, Adults with Disabilities, and Career Technical Education/Apprenticeships. Each group includes faculty and is comprised of representatives from area adult schools, libraries, correctional facilities, workforce investment boards, social service agencies, and the community college.

The program area workgroups first met on September 11, 2014 and began parallel work on Objective 3. During the debriefing session a strategy surfaced that was identified by each workgroup. This strategy calls for the development of a shared database of existing regional structures and resources. Referred to by the Consortium as ASSET mapping (see Objectives 3, 5, and 6), the strategy is considered to be the necessary precursor to the leveraging of regional resources. Consortium work on ASSET mapping is now underway, and the early indicators of how members and partners will work together to build alliances and expand upon these relationships is evident in the strategies outlined in Objectives 3, 4, 5, & 6.

The Consortium has identified a range of existing assets and engagement strategies within each AB86 program area that may be maximized to better meet the needs of regional adult learners. Existing structures and strategies, and the manners in which they can be further leveraged and extended to meet newly discovered regional needs, are discussed by program area below. Additional time is needed for the Consortium to develop these proposed strategies and outline consequent action plans. The majority of the detail will be developed in work group meetings in the Spring of 2015, however, the plans outlined below serve as a useful starting point for Consortium member and partner agencies.

### Elementary and Basic Skills Programs and Services

In order to improve elementary and basic skills programs and services for adult learners, the Sierra Joint Consortium will leverage existing regional structures and resources as follows:

Local city and county libraries and literacy programs will continue to support the progression of adult learners from low literacy levels to increasingly advanced level-appropriate programs and services. Enrollment in library programs will increase as a result of ongoing communication and inter-agency referral within an identified continuum of literacy programs and services outlined by Consortium ASSET Maps.

Existing curricula at Sierra Community College in the area of career and technical education will be analyzed and contextually adapted to support the acquisition and mastery of elementary and basic skills while accelerating student progress in achieving targeted academic and/or career goals.

Existing individualized learning plans currently used by counseling and student support staff at the K12 adult education and community college levels will be shared electronically. The intent is to eventually develop a uniform plan that is easily accessed by appropriate personnel and follows students as they move between systems.

Golden Sierra Job Training Agency and Northern Rural Training Employment Consortium (NoRTEC) will certify regional K12 adult schools as approved vendors of elementary and basic educational skills programs. Job center clientele will thus have more options for attaining career goals.

### English as a Second Language, and Classes and Courses for Immigrants

In order to improve ESL programs and classes and courses for immigrants, the Sierra Joint Consortium will leverage existing regional structures and resources as follows:

Regional K12 elementary and secondary school facilities will continue to be used as neighborhood centers for delivery of ESL and citizenship.

The Latino Leadership Council (LCC) will continue targeted outreach and recruitment for Consortium ESL and citizenship programs, and the volunteers that support them. The LCC's existing Promotora Program, which assigns community liaisons as mentors to program participants, will be used as a model for the development of expanded "peer mentoring" programs.

Golden Sierra and NoRTEC, having identified clientele in need of ESL and citizenship classes, will subcontract to pay approved K12 adult education vendors to deliver appropriate courses to meet this regional need.

Saint Rose of Lima Catholic Church will continue to provide parish space and facilities for K12 adult schools to deliver multi-level ESL courses and informal English conversation courses that are open to the public. Parish staff members will continue to support adult learners to persist in the completion of ESL coursework and to successfully transition into more advanced levels of ESL coursework offered at the community college.

### Education Programs for Adults with Disabilities

In order to improve programs and services for adult learners with disabilities, the Sierra Joint Consortium will leverage existing regional structures and resources as follows:

Sierra Community College Disabled Students Programs and Services (DSPS) has a robust program of services for disabled students and will serve as a hub for dissemination of information about regional services offered by the college, the Department of Rehabilitation, Alta Regional Center, Golden Sierra, NoRTEC, and other local/regional agencies. DSPS efforts will be focused on helping adults with disabilities connect with providers of independent living services. Building a support infrastructure will increase the likelihood of successful completion of college and/or job training programs.

Department of Rehabilitation (DoR) will share career planning assessments with counseling and student support staff at K12 adult schools and Sierra College. Sharing these resources will increase informed planning for clientele and decrease duplication of services and program costs. Upon referral by K12 adult school or college counselors DoR will conduct diagnostic testing and assessment for adult learners who are suspected of having a disability but otherwise possess strong employment potential and transferable skills. DoR designated employment coordinators will continue to directly support adults with disabilities by attending business network meetings and job fairs, and assisting clients with linkages to other community resources and human services agencies, including the Placer County Adult System of Care.



Placer Adult Literacy Services will continue its work to support adults with disabilities by conducting educational assessments upon intake. Assessment results allow tutors to individualize instruction for adults with special learning needs. Tutors will also continue their visits to regional Placer Advocacy, Resources, and Choices (ARC) program centers to directly deliver services to adults with disabilities in the broader community.

Placer County National Alliance on Mental Illness (NAMI), in partnership with the Placer County Department of Health and Human Services, will continue “Peer-to-Peer” classroom programs for adults with mental illness in order to help them learn to successfully manage potentially disabling conditions that may interfere with the achievement of academic and career goals.

### Short-Term Career Technical Education

In order to more fully address the short-term career technical education needs of adult learners, the Sierra Joint Consortium will leverage existing regional structures and resources as follows:

Golden Sierra Job Training Agency and Northern Rural Training Employment Consortium (NoRTEC) will serve as the hub for dissemination of information to counseling and student services support staff about new and existing job-readiness courses and programs, as well as new and existing apprenticeship and pre-apprenticeship programs for adult learners. K12 adult education programs will work to develop and deliver elementary and basic skills courses that prepare adult learners to meet the academic prerequisites of these programs and make referrals to program providers. Golden Sierra and NoRTEC, in alignment with the Workforce Innovation and Opportunity Act of 2014, will also lead efforts to consolidate regional advisory boards in order to facilitate the broad dissemination of current information about regional labor market trends and economic needs. K12 adult education providers and the community college will use this information to develop new programs, modify existing programs, and develop industry linkages to better meet student needs.

Sierra Community College will share existing “soft-skills” curriculum with K12 adult education providers. This curriculum is aimed at developing the requisite interpersonal and professional skills for success in the workplace and is widely reported as a need by employers and internship providers. From this sharing new K12 adult education courses will be developed for adults who are not yet ready for college-level work.

Local city and county libraries, also pointing to an increased need for “soft-skills” classes for their clientele seeking job-readiness support, will serve as a strong referral source for K12 adult education “soft-skills” classes and programs.

Placer County Health and Human Services will continue partnership with K12 adult education programs to provide facilities and referrals for job-readiness workshops. Workshop topics include résumé writing, interview preparation, job application completion, labor market information, basic math skills review, and employment portfolio development.

Placer County Office of Education’s Regional Occupational Program, as part of the Consortium’s ASSET mapping process, will incorporate and share information within all courses and programs about regional career pathways and employment preparation programs leading to occupations with high employment potential.

Regional K12 elementary and secondary schools, and city and county libraries, will continue to provide computer lab space and technology program aides. In these labs adult learners develop basic computer skills, digital literacy, and the technical skills needed for college and the workplace.

## **MISSION-SPECIFIC LEVERAGING OF REGIONAL STRUCTURES AND RESOURCES**

Going forward, the Sierra Joint Consortium will leverage the strengths of K12 adult education members and the community college to develop mission-appropriate programs and services. The Consortium envisions a collaboration in which K12 adult education members continue to provide the majority of elementary and basic skills programs and services, and novice and lower-intermediate level English as a Second Language programs. K12 adult schools will also provide the services necessary for students to transition to the workplace, job-training programs, or higher education. The community college, capitalizing on its strengths, will concentrate on the provision of career-technical education programs in areas with high employment potential, and associate degree and associate degree transfer programs. Over time, and with support of the Sierra College Academic Senate, the Consortium envisions limiting remediation coursework at the community college to one or fewer levels below college-level, and expanding the capacity of K12 adult education to deliver remediation programs for those adults more than one level below college readiness.

### Leveraging of Regional Professional Development

To build the capacity of member and partner agencies to deliver effective programs and services to adult learners, the Consortium will broadcast opportunities for participation in relevant professional development activities, and will contribute to the creation of avenues for region-wide sharing of best practices. A special focus will be given to training in the areas of intensive instruction, competency-based instruction and contextualized learning, as well as state and national research on cutting-edge instructional and student-services strategies.

Table 7.1 – Leverage of Existing Regional Structures from Partners – follows.

**Table 7.1 Leverage of Existing Regional Structures from Partners**

Partner Institution Supporting Regional Consortium	Program area to be addressed*** (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Department of Rehabilitation (DoR)	3	Career planning assessment; testing/assessment of undiagnosed adult learners with strong employment potential; client services by employment coordinators, including business network meetings, job fairs, and linking clients to community resources and human services agencies.	Community College (CC) K12 Adult Education (AE)	Staff time	Existing/ongoing
Golden Sierra Job Training Agency, and Northern Rural Training Employment Consortium (NoRTEC)	1, 2, 4/5	Certification of K12 adult schools as approved vendors of elementary and basic educational skills programs; subcontract to pay approved K12 adult education vendors to deliver ESL courses to meet regional needs; outreach to heighten regional awareness of new and existing job-readiness courses and programs, and new and existing	CC K12 AE	Cash Staff time	Year one / implementation

Partner Institution Supporting Regional Consortium	Program area to be addressed*** (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		apprenticeship and pre-apprenticeship programs; provide leadership of regional efforts to consolidate advisory boards and facilitate dissemination of current information about regional labor market trends and economic needs.			
Latino Leadership Council (LCC)	2	Targeted outreach and student recruitment for ESL and citizenship programs; recruitment of volunteers to support ESL and citizenship programs; consultation about models of “peer mentoring” programs to support adult learner transitions.	CC K12 AE	Staff time	Existing/ongoing
Local city and county libraries and literacy programs	1, 2, 4/5	Delivery of continuum of literacy programs and services; referral source for K12 adult education pre-employment skills classes and programs; provision of space for informal “conversation clubs”	CC K12 AE	Staff time	Existing/ongoing

<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed*** (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
		for English language learners.			
Placer Adult Literacy Services (PALS)	3	Conducting educational assessment in order to individualize instruction for adults with special learning needs; staff visits to regional Placer Advocacy, Resources, and Choices (ARC) program centers to deliver tutoring services to adults with disabilities in the broader community.	CC K12 AE	Staff time	Existing/ongoing
Placer County Health and Human Services	4/5	Provision of facilities and referral source for job-readiness workshops offered by K12 AE instructors.	CC K12 AE	Facilities Staff time	Existing/ongoing
Placer County National Alliance on Mental Illness (NAMI)	3	Delivery of classroom programs for adults with mental illness.	CC K12 AE	Facilities Staff time	Existing/ongoing
Placer County Office of Education – Regional Occupational Program	4/5	Dissemination of information about regional career pathways and employment preparation programs leading to occupations with high employment potential..	CC K12 AE	Staff time	Year one / implementation

<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed*** (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Regional K12 elementary and secondary schools	2, 4/5	Provision of campus facilities for the delivery of neighborhood-based ESL and citizenship classes; provision of computer lab space and technology program aides.	CC K12 AE	Facilities Staff time	Existing/ongoing
Saint Rose of Lima Catholic Church	2	Provision of parish facilities for delivery of multi-level ESL courses, and for informal English conversation courses; staff support of adult learner persistence, program completion, and transition.	CC K12 AE	Facilities Staff time	Existing/ongoing
Sierra Community College (member)	1, 2, 3, 4/5	Analysis and contextual adaptation of academic CTE curricula to support the acquisition and mastery of elementary and basic skills and accelerate student progress; collaboration on development of uniform individualized learning plan for adult learners and creation of inter-system student support	CC K12 AE	Facilities Staff time	Years one through three / implementation

Partner Institution Supporting Regional Consortium	Program area to be addressed*** (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		services communication channels; dissemination of information about and referral to regional services for adult learners with disabilities; collaboration on development of pre-employment skills courses.			

\* Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

\*\*\* AB86 Program Areas: 1) Elementary and Basic Skills Programs and Services; 2) English as a Second Language, and Classes and Courses for Immigrants; 3) Education Programs for Adults with Disabilities; 4) Short-Term Career Technical Education; 5) Programs for Apprentices.

**APPENDIX A – SRJC MEETINGS 2014-2015**

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose</b>	<b>Outcome/Action</b>
12/13/13	PSA	Bagwell, Bettencourt, Lude (AE)	Initial review of AB86, discussion of PSA's contact with Sierra College, sharing of site programs	Identify Consortium boundaries, research what is required of the fiscal agent
1/3/14	PCOE	Partners and Sierra College (SC)—No AE	Prospective partners initial discussion of AB86.	Initial attempt to begin AB86 project management by partners and CC w/o Adult Education Members able to attend.
1/8/14	PSA	AE, Partners (49er ROP, Placer County Office of Education, SC	Clarification of Member/Partner roles	RAS as fiscal agent, Bill Bettencourt as Primary Contact, establishment of future meeting dates
1/17/14	PSA	AE, Diana Shurtleff (Center Unified)	Review grant, identify tasks ahead	Wrote justification for Fiscal Agent, initial template for partners, Bettencourt to write letter to prospective member districts
1/27/14	Sierra College	AE, Sutphen, Davies, Jackson	Initial review of AB86 tasks	Gathered names of responsible parties, established Steering Committee



Date	Location	Participants	Purpose	Outcome/Action
2/4/14 2/5/14 2/7/14	PSA	AE, Jackson	Writing Project Management Plan (PMP)	Multiple drafts of Project Management plan, Consortium Organizational chart, Intent to Participate
2/12/14	SC	AE, Sutphen, Davies, Jackson	Shared draft PMP, Intent to Participate, Draft Budget information with Sierra College Deans	Edits and input to PMP, Org chart, Intent to participate
2/27/14	PSA	AE	Budget discussion	Directions for budget documents
3/14/14	PSA	Bettencourt, Bagwell, Ortiz	Catch up Ortiz, Summit discussion	Initial planning for summit (6/26/14)
3/17/14	RAS	Bettencourt, Lude	Project Director, GED Workshop	Need for matrix of objectives/program areas, creation of Project Director duty document
3/19/14	PSA	AE, Ortiz,	Budget, Identify tasks ahead, Project Director	Divided duties of Project Director to Planner (RAS) and Researcher (SC), establish initial amounts to each Member (\$25K to NU, \$50K each to Placer, Roseville, Sierra College)
3/20/14	RAS	Bettencourt, Lude	Interview Consortium Planner	Mike Brockman hired to serve as AB 86 Consortium Planner

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose</b>	<b>Outcome/Action</b>
3/26/14	Nevada City	Bettencourt, Lude, Simas	Meet Pauli Simas	Pauli to assist with Nevada Union Data Collection
4/2/14	RJUHSD	Lude, Landon, Tejes, Jackson, Fisher	Budget process with Sierra College and other Members	Budgets to RJUHSD by 5/1/14 Invoices to RJUHSD by 7/15/14 Each agency can charge their own indirects at the grant approved rate (4%)
4/3/14	PSA	AE, Brockman	Contact information, divide partner contacts	Partner contacts divided between members
4/23/14	PSA	AE, Brockman, Jackson, Ortiz, Leon	Partner contacts, Summit planning, GED training, Sierra Plumas JUSD	Meetings scheduled, budget deadline reminders, date of summit (9/11/14), minutes created
4/30/14	PSA	AE, Brockman, Leon	Partner contact list review, Summit planning	Summit at Holiday Inn Auburn on 9/11/14. Pauli to contact partners: Loyaltton-Sierra Plumas, Tahoe-Truckee Mike to contact partners: Roseville, Rocklin and Auburn
5/2/14	PSA	Bettencourt	Summit Save the Date Flyer Out	Save the Date flyer shared with Sierra College Staff
5/13/14	RAS	Bettencourt, Lude, Brockman	Partner contact follow up, plan for July 31 <sup>st</sup> deliverables	Identified summer work/vacation schedules

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose</b>	<b>Outcome/Action</b>
5/21/14	PSA	AE, Brockman, Ortiz, McKnight	July 31 <sup>st</sup> deliverables, non-participating member districts	Identified due dates for tables, identified summer work/vacation schedules
5/23/14	Roseville City Library	Lude, Brewer, Literacy Tutors	GED Preparation Training	Training for tutors, professional development to support program area 1 (Basic Skills) of AB86
7/16/14	RAS Conference Call	Brockman, Lude, McKnight	Table review, status of partner input, establish needs/gaps for report due 7/31	Information coming on community college mandates for basic skills, partner contacts for Nevada Union and summary of McKnight's notes from partner meetings
7/21/14	RAS/PSA	Bettencourt, Brockman, Lude	AB86 Regional Chat hosted by Neil Kelly	Sharing of current status of reporting by No. CA Consortium members
7/22/14	RAS	Bettencourt, Brockman, Lude	Writing of Report for Objectives 1, 2, 4	Continuing input for report due 7/31/14
7/23/14	PSA Conference Call	Bettencourt, Brockman, Lude, McKnight	Questions about Nevada Co, Mc Knight as main Sierra College contact, scope of work for AB86 Consultant	Bill to contact Nevada Union member, Mike to continue writing based on input from meeting
7/25/14	RAS	Bettencourt, Brockman, Lude	Writing of Report for Objectives 1, 2, 4	Continuing input for report due 7/31/14

Date	Location	Participants	Purpose	Outcome/Action
7/25/14	RAS	Brockman	Sent draft report to Diane McKnight for Review	Review and return to Brockman on 7/28/14

## **APPENDIX B: MEMBER AND PARTNER OFFERINGS BY PROGRAM AREA**

### **Elementary and Basic Skills Programs and Services**

#### Member Agencies

Nevada Union Adult Education (NUAE) offers morning and evening classes in GED test preparation, including one-to-one and small group instruction, as well as online practice tests and assistance with test registration. NUAE's high school diploma completion program is offered in two distinct venues: independent studies and a night time class that meets twice weekly. Students may enroll in either modality and receive personalized assistance and tutoring. Managed enrollment for the independent studies modality is on a first-come, first-served basis with a waiting list for openings once weekly appointments are filled.

Placer School for Adults delivers elementary and basic skills instruction in three distinct educational program areas: Adult Basic Education (ABE) for individuals who are below GED level; GED preparation and testing; and a WASC-accredited high school diploma program (which resulted in 8 graduates earning their diploma in the 2013-2014 school year). PSA served a total of 1048 students in these three programs (inclusive of 'inmate education'), which equates to 71% of the school's total enrollment.

Roseville Adult School delivers elementary and basic skills instruction in three distinct educational program areas: Adult Basic Education (ABE) for individuals who are below GED level; GED preparation and testing; and a WASC-accredited high school diploma program (which resulted in 53 graduates earning their diploma in the 2013-2014 school year). RAS served a total of 774 students in these three programs which equates to 36% of the school's total enrollment, or 40 percent of the school's average daily attendance.

Sierra College delivers elementary and basic skills instruction through the Academic Foundations Program. The program combines courses and support services to help prepare students for college-level coursework. During the 2013-2014 school year 1060 students participated in Academic Foundations (slightly less than 3% of total annual enrollment at the college). An additional 4,190 students (11% of annual enrollment) enrolled math and English courses that are pre-collegiate but do not fit the definition of "Adult Education" as they are only one tier below college-level.

#### Partner Agencies

Auburn Union School District has partnered with member agency Placer School for Adults to offer a

variety of adult learning opportunities during after-school hours. Examples of current programs include ESL classes located at a local elementary school campus (discussed further in the following section), and is in discussion with Placer School for Adults to expand to other campuses in 2014-15. In addition to programs offered in conjunction with Placer School for Adults, Auburn Union School District provides space at the Rock Creek Elementary School campus for the Corto Curso para Exito Escolar program. This program targets Spanish-speaking adults with school-age children in an effort to help them prepare their children to succeed in English-speaking classrooms and educational settings. Parent participants attend classes once a month and are trained to teach their children basic educational concepts in Spanish as well as letter sounds/names in English. A portion of instructional time is provided for both parents and their children to attend classes together in order for new lessons to be modeled for program participants to further practice at home for the remainder of the month.

Golden Sierra Job Training Agency, part of the national workforce development system and funded by the Workforce Investment Act of 1998, assists regional job seekers in the process of qualifying for and finding meaningful, long-term employment. In the area of elementary and basic education, Golden Sierra subcontracts with and pays approved vendors (including the member agencies of Roseville Adult School and Placer School for Adults) for tutoring services and courses, specifically targeting youth and young adults (ages 14 to 21) who test “basic skills deficient,” to remediate educational skills in literacy and math with the goal of reaching academic proficiency and employment readiness.

Nevada County Jail, through Nevada Union Adult Education, offers high school diploma completion, GED preparation coursework and testing, and ESL classes. It served XX students in 2013-14.

Placer County Jail reports a high illiteracy and innumeracy rate among their inmate population and has an MOU with Placer School for Adults to provide classes in reading and writing as well as GED preparation coursework and testing, and served 592 students in 2013-14.

Placer County Library, by way of their Placer Adult Literacy Services (PALS) program, provides adult learners (ages 18 and up) free, one-on-one tutoring with trained volunteers in an effort to improve reading, writing and math skills, as well as digital literacy. Volunteer tutors have also been specifically trained to provide GED preparation tutoring for program participants.

Roseville Public Library hosts a Roseville Adult School ESL class, and offers a literacy program which pairs adult learners with volunteer tutors. Adult students and tutors meet twice a week for 90 minutes, following a student-directed curriculum based on individual student goals outlined in the first tutoring session. Tutors and students utilize library literacy materials (including workbooks and texts), as well as student-purchased materials, to support the development of elementary and basic educational skills. A common goal of program participants is the completion of a GED or high school diploma program.

Western Sierra YouthBuild offers students high school diploma completion and vocational training in construction, de-construction/re-purposing, retail, landscape maintenance, and property management. The school opened in September 2014, so no data is currently available.

## **English as a Second Language, and Classes and Courses for Immigrants**

### Member Agencies

Nevada Union Adult Education offers weekly classes in English language learning and a Citizenship Preparation course. Instruction is delivered in a classroom format on the school's campus, and via Distance Learning, through which students can exchange CDs, DVDs, and work packets, and take unit tests and quizzes with the instructor, at one of the local Family Resource Centers on a weekly basis.

Placer School for Adults offers ESL classes, and classes and courses for immigrants. ESL courses are offered in a Distance Learning model at two locations in Auburn; at the Placer School for Adults building at 390 Finley Street and at the Chana/Maidu campus off of Highway 49. ESL classes are also offered in the evenings at Rock Creek Elementary School, two nights each week. ESL courses offered are primarily in the Literacy Level and Beginning Low to Beginning High levels, with a few students in the Intermediate Low to High levels. PSA served a total of 95 ESL students, which equates to 6% of the school's total enrollment.

Roseville Adult School offers classes and courses for immigrants in two areas: English as a Second Language (12 classes located at seven sites) and a Citizenship Preparation course. ESL courses serve adults ranging from literacy to high level. RAS served a total of 497 students in these two areas, which equates to 23 percent of the school's total enrollment, or 39 percent of the school's average daily attendance.

Sierra College English as a Second Language program is a seven-level program designed to move students from the "Novice" (basic literacy) to "Advanced College Level". There are 19 lecture/lab courses in the pre-collegiate level portion of the program. During the 2013-2014 school year, 331 students participated in pre-collegiate English As a Second Language courses (less than 1% of total annual enrollment at the college).

### Partner Agencies

Auburn Union School District, in addition to providing space for the aforementioned Corto Curso para Exito Escolar, offers the Rock Creek Elementary School campus during after-school hours for English language development and information literacy classes targeting non English-speaking adults in the broader school community.

Latino Leadership Council, a community-based non-profit organization dedicated to building the capacity and advancing the wellness of Northern California's Latino communities, offers a wide-range of services to Spanish-speaking populations in the region. Concerning ESL and classes and courses for immigrants, Latino Leadership Council partners with Placer School for Adults (PSA) to recruit adult students for PSA's English as a Second Language courses. Latino Leadership Council also supports the Auburn Union School District by recruiting students for ESL classes offered at Rock Creek Elementary, as well as volunteer instructors to staff and deliver these courses.

PIELL (Partners in English Language Learning) – formerly Literacy Council of Nevada County – provides English language learning assistance through volunteers, offering one on one language tutoring, building bridges that foster cross-cultural respect and understanding to assist English language learners to become thriving community members.

Placer Adult Literacy Service, delivered through the Placer County Library, provides special training

and designates specific volunteers to support immigrant adults seeking information about and support for the completion of citizenship courses and programs offered in the broader community.

Roseville City School District furnishes space at Eich Middle School for a Roseville Adult School ESL class as well as the La Plaza Comunitaria Sierra Gardens program, sponsored by Mexico's Secretary of Public Education. The program (which is free to participants, staffed entirely by unpaid volunteers, and operated only as the result of donated space, computers and materials) seeks to support immigrant youth (ages 15 years and up) and adults of all ages to learn English, complete their basic and secondary education, and receive an official certificate of completion from Mexico's Secretary of Public Education. The Office of the Consulate General of Mexico supports the program with the processing of students completion-certification paperwork. Two designated volunteers provide childcare for program participants with young children.

Roseville Public Library provides library space for Roseville Adult School in their Community Room for English as a Second Language courses and a student-directed Conversation Club program that meets regularly before and after scheduled ESL classes. Roseville Public Library tutors also support immigrant adult students enrolled in citizenship courses to study for exams, complete required coursework and receive their citizenship.

Saint Rose of Lima Catholic Church provides parish space and facilities multi-level ESL courses offered by Roseville Adult School, as well as informal English conversation courses open to the broader public two mornings per week. Immigrant adult English learners are supported by parish staff members to persist in the completion of ESL coursework offered through Roseville Adult School with the goal of successfully transitioning into more advanced levels of ESL coursework offered at the Sierra College Rocklin campus.

## **Education Programs for Adults with Disabilities**

### **Member Agencies**

Roseville Adult School offers one independent living skills class at the Cirby Hills office of Placer County Mental Health. RAS served a total of 17 students in this program in 2013-14, which is one percent of the school's total enrollment, or three percent of the school's average daily attendance.

Placer School for Adults recently made the hard decision to close the last of the classes that were offered for Adults with Disabilities. The continual reduction of the budget (as a result of 'flexibility legislation') and the cost to run the class(es) was not possible to sustain.

Sierra College Disabled Students Programs and Services (DSPS) program is primarily a support services program with accompanying perceptual training, skill development, and adaptive physical education courses. During the 2013-2014 school year, 300 students participated in DSPS courses (approximately .08% of the total annual enrollment of the college).

### **Partner Agencies**

Auburn Union School District, through the region's Special Education Local Plan Area (SELPA), has offered parenting classes specifically targeting adult parents with disabilities.

California Department of Rehabilitation (DOR), working in close partnership with the Roseville and

Auburn offices of Golden Sierra Job Training Center and the Grass Valley One-Stop Business and Career Center, supports adults with disabilities who are seeking to advance their education and enter or re-enter the workforce by providing funds which dispense the cost of attendance, books and tuition in workforce preparation classes offered by member and partner agencies, as well as funding for clothing needed for the interviewing process and within the job site. DOR has designated employment coordinators who directly support adults with disabilities by attending business network meetings, job fairs, and assisting clients with linkages to other community resources and human services agencies, including the Placer County Adult System of Care.

Golden Sierra Job Training Agency, with funding from the United States Department of Labor Disability Employment Initiative (DEI), offers a pilot program (scheduled to end in September) which attempts to help job seekers who identify themselves as having a disability enter and succeed in the mainstream job market. Golden Sierra customizes program services for each participating client, helping support access to workshops and training programs focused on “principles of employment” as well as assistive technologies and requisite computer and technical skills required for success in the workplace. These efforts have helped 124 individuals enter or re-enter the workforce.

Placer Adult Literacy Services, upon receiving referrals from regional member and partner agencies, works to support adults with disabilities by conducting educational assessments upon intake which allow tutors to individualize instruction for adults with special learning needs. Tutors also visit regional Placer Advocacy, Resources, and Choices (ARC) program centers to directly deliver services to adults with disabilities in the broader community.

Placer County National Alliance on Mental Illness (NAMI), in partnership with the Placer County Department of Health and Human Services, offers a “Peer-to-Peer” classroom program for adults with mental illness. Classes are delivered in a series of 10 weekly sessions offered two times per year. Classes are taught by teachers (themselves adults with mental illness) who have been trained by NAMI to deliver these courses and, in their own lives, have learned to successfully manage these potentially disabling conditions.

Placer County Office of Education (PCOE) offers a number of programs and services for adults with disabilities. PCOE’s primary clients are adults with behavioral plans whose needs cannot be met in less restrictive settings and school sites. Services include a “functional skills” program which provides instruction to young adults (ages 18 to 22) in areas such as self-care, household management, and access to transportation services, as well as supportive services through agency linkages with the California Department of Education WorkAbility I (WAI) program, the Alta California Regional Center, and PRIDE Industries (which receives subsidies from PCOE for job placements for PCOE clientele).

Professional Education Programs (PEP), a for-profit health and safety education training center, offers a number of educational programs which meet the standards and requirements set forth by the California Division of Occupational Safety and Health. Concerning the delivery of educational programs to adults with disabilities, PEP provides administrative medical assistant courses to clientele specifically referred by local offices of the California Department of Rehabilitation. PEP is also a collaborating partner with an MOU with PSA, and gets student referrals through participation in the PSA catalog of classes.

Saint Rose of Lima Catholic Church, in partnership with the Roseville Joint Union High School District (RJUHS), provides parishioners with training workshops delivered by RJUHS school social



workers on ways for parents to identify signs of mental illness and depression and how to help family members (both young and old) connect to community-based agencies and resources in order to obtain help.

## **Short-Term Career Technical Education**

### **Member Agencies**

Placer School for Adults offers courses in short-term career technical education, through a variety of technology courses. PSA served a total of 1,720 students, which equates to 33% of the school's total enrollment.

Roseville Adult School offers two programs in the area of short-term career technical education: thirty computer classes and workshops and a job-readiness class at the Placer County office of Health and Human Services. RAS served a total of 668 students in the 2013-14 school year, which equates to 31 percent of the school's total enrollment, or 10 percent of the school's average daily attendance.

Sierra College offers forty Certificates of Achievement (18 units minimum) and thirty-six Skills Certificates (less than 18 units) within its 24 Career and Technical Education programs. These certificates meet the needs of entry-level workers as well as those retraining and updating skills. During the 2013-2014 school year, 600 students participated in pre-collegiate level CTE courses (1.5 % of total annual enrollment at the college). It should be noted that in 13-14 fire academy classes were not offered, thus enrollments in short-term CTE were down significantly (more than 400) from the 12-13 year. The college also offers career exploration services and has a robust internship program.

### **Partner Agencies**

Auburn Union School District provides a computer technology program aide and offers computer lab space for parents to learn basic computer skills, improve digital literacy and expand technical skills needed for educational success and workforce readiness.

Golden Sierra Job Training Agency provides adults seeking short-term career technical education with a tiered system of programs and services. Golden Sierra's "core workshop series" includes sessions on resume improvement, interviewing and support for self-directed occupational assessments and job search. "Intensive" services are provided to qualifying adults and include staff assisted career assessments, reading and math skills assessments, and development of individualized plans for overcoming potential barriers to program completion. Golden Sierra also provides qualifying adults with "training contracts" for "work experience programs" where Golden Sierra serves as the employer of record, placing clients in positions within local businesses whom are provided hiring incentives, as well as "vocational training contracts" with approved regional member and partner agencies (including adult schools, vocational training programs or private providers), paying for a portion of tuition, child care and other client expenses.

Placer Adult Literacy Service assists adult job seekers with the completion of employment applications, training program forms and documentation, as well as resume and letter writing.

Placer County Health and Human Services contracts with Roseville Adult School to provide a two-week job-readiness/employability course to up to 14 attendees. Classes are intended to provide participants with the basic skills necessary to effectively begin looking for employment and include lessons on resume writing, interviewing techniques, job-search as well as academic skills testing in reading and math.

Placer County Jail, in addition to a small culinary arts program, offers life-skills and resume-writing courses by way of a newly opened “reentry center” on jail grounds (developed in partnership with the Department of Probation).

Placer County Office of Education, through its 49er Regional Occupational Program (ROP) offers short-term career technical education courses for adults in architecture, construction and engineering – applications; architecture, construction and engineering – fundamentals; automotive technology; child development and education; computer technology; dental careers; fashion design and history; fashion marketing and management; game development; integrated animal science; and clinical medical assisting.

Professional Education Programs (PEP), in partnership with Placer School for Adults, provides short-term health career technical education coursework in the areas of medical terminology, administrative medical assisting, and emergency medical technician. Additional coursework provided by PEP includes electronic health records, human anatomy and physiology, in-home care professions, and patient care technician programs.

Roseville Public Library offers basic computer skills classes to adults needing to improve digital and information literacy skills.

Nevada County Public Library offers basic computer skills classes to adults needing to improve digital and information literacy skills.

Western Sierra YouthBuild offers students high school diploma completion and vocational training in construction, de-construction/re-purposing, retail, landscape maintenance, and property management. The school opened in September 2014, so no data is currently available.

#### Programs for Apprentices

Golden Sierra Job Training Agency, while not directly offering programs for apprentices to adult clientele, helps adult job seekers locate viable apprenticeship and pre-apprenticeship programs -- all of which are currently offered outside of Consortium boundaries in the greater Sacramento region. However, Golden Sierra has recently won a Proposition 39 award to work in collaboration with the Capital Region MC3 (Multi-Craft Core Curriculum) partnership, providing hiring incentive and state-approved pre-apprenticeship certification to California Conservation Corp members in the Construction and Energy Efficiency Sector.

Auburn Union School District, as part of a new partnership with the California Conservation Corps (CCC), will provide school sites and facilities for the CCC to use in the aforementioned Construction and Energy Efficiency Sector pre-apprenticeship training program.

## Sierra Joint Consortium Organization Chart

