



**AEBG**  
PARTNERING FOR A STRONG  
 CALIFORNIA WORKFORCE

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

**Section 1: Consortium Information**

<b>1.1 Consortium Planning Grant Number:</b>	15-328-059
<b>1.2 Consortium Name:</b>	Sierra Joint Consortium
<b>1.3 Primary Contact Name:</b>	Bill Bettencourt
<b>1.4 Primary Contact Email:</b>	bbettencourt@puhsd.k12.ca.us

**Section 2: Three-Year Plan Summary**

AB86 Final Plan adapted to AB104 requirements

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

*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.*

Members of the Sierra Joint Consortium for Adult Education are Nevada Joint Union High School District (Nevada Union Adult School), Placer Union High School District (Placer School for Adults), Roseville Joint Union High School District (Roseville Adult School), and Sierra Joint Community College District (Sierra College). These members represent the remaining adult schools and the one community college in the region. Twenty-four partner agencies include libraries, correctional facilities, job training agencies, the Placer County Office of Education, school districts, churches, and other organizations. Members and partners are working well together and have successfully employed consensus decision-making.

The region served by the consortium covers 3,200 square miles and includes all of Placer and Nevada Counties. The total population is 506,132 individuals. The array of geographies, economies, demographics, and socio-economics within the region is far and away the most challenging aspect of service delivery. The Consortium envisions developing programs and service delivery models based on the needs of each sub-region.

Data provided by the CCCC/CDE office indicates that 6.4% of adults in the region lack a high school diploma and 16% need assistance with literacy development. Currently SJCAE members are serving 2.5% with basic skills and literacy programs. English language learners constitute 42% of the region's population and only .33% receive ESL instruction through the Consortium. Adults with Disabilities constitute 10% of the region's population and .62% are accessing and participating in Consortium programs and services. Nearly 17% of adults in the region are living below the poverty line and .07% are unemployed. The Consortium is serving a little more than 1.3% of those potential beneficiaries. It is evident that there is great need for adult education programs and services in the region.

To begin addressing the need and filling gaps in service the Consortium organized four program area workgroups (Basic Skills, ESL, AWD, and CTE/Apprenticeship) co-chaired by adult school and college instructors and including representatives from member and partner organizations. Workgroups are responsible for operational-level program and plan development, coordination, and implementation. Workgroups are overseen and supported by a Steering Committee comprised of representatives from each member institution. The Steering Committee is responsible for strategic program development, coordination, and management.

Funding priorities cited in the Final Work Plan call for 1) incremental restoration of adult school budgets to '08-'09 levels and 2) establishing a pool of funds for consortium-wide program development and expansion. The \$1,142,567 Consortium allocation award was distributed as follows: \$ 849,427 to the three adult schools (restoring their budgets to 50% of the '08-'09 level); \$293,140 to address consortium-level planning priorities.

Workgroups and the Steering Committee met throughout the 2014-2015 school year and identified strategies to create pathways and align systems, address gaps in service, accelerate student progress, provide professional development, and leverage existing structures. Strategies were prioritized and assigned to a timeline for implementation through 2017-18 with the majority assigned to 2015-16, 2016-17, and Ongoing.

Four project priorities were identified for 2015-16:

- 1) Research detailing the specific needs of urban, rural, and semi-rural communities in the region.
- 2) Mapping regional assets to better understand the programs, services, and referrals channels of member, partner, and other agencies.
- 3) Alignment of assessment and placement instruments used in each institution.
- 4) Alignment of curriculum across institutions.

Since the filing of the Final Work Plan in March of 2015, additional priorities have emerged for 2015-16:

- 1) Create a fifth workgroup for Counseling and Student Support Services.

- 2) Hire "Transition Specialists" to advise students and track their progress.
- 3) Build a new program in the Tahoe/Truckee region.
- 4) Re-build the adult education program at Nevada Union High School District.
- 5) Develop a marketing/outreach plan for launch in 2016-17.

Plans for 2016-17 and beyond include:

- 1) Develop programs consistent with research findings.
- 2) Develop support services to ensure student success, persistence, and program completion.
- 3) Create meaningful professional development networking opportunities and encourage participation in conferences and workshops.
- 4) Strengthen relationships with partners and expand partner networks.
- 5) Develop referrals to internship programs.
- 6) Marketing and outreach.
- 7) Create a mentor/liaison program.
- 8) Expand access to technology and develop digital literacy program.

At a Steering Committee retreat in June additional strategic goals were identified:

- 1) Train faculty in distance learning.
- 2) Build a stable AEBG management team with a succession plan.
- 3) Create a "Pathway to Completion" cohort of students.
- 4) Establish internal success metrics
- 5) Develop a student data sharing system
- 6) Support workgroups and build systemic collaboration
- 7) Streamline processes for maximum efficiency

The Consortium is well on the way to achieving the 2015-16 work plan goals. Finding internal staff with the capacity to take on additional duties was a challenge so contract consultants have been hired to assist and support workgroups, conduct research, promote program development in Nevada County and the Tahoe/Truckee community, and provide overall program coordination. Six workgroup meetings were scheduled for the 2015-16. As of this writing, two sessions have been held, a third is scheduled for November 6, and the remaining three sessions will be held in the spring of 2016.

The Consortium is also making progress on new goals set forth in AB104. Consortium by-laws, adopted in September 2015, outline the organizational and governance structure. The second annual SJC Summit was held September 18<sup>th</sup> and a second meeting that will include community input is tentatively scheduled for March 2016. Presentations to local Boards on the new AB104 requirements and Consortium status are being made this fall. The Steering Committee will meet in a special session in early December to discuss performance measures and data collection systems.

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

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

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

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

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

Course section offerings at Roseville and Placer adult schools have been increased and will continue to be increased in the spring of 2016. Anticipating closure in June of 2015, Nevada Union Adult School staff, programs, and services, had been pared back to almost nothing. A new Director of Education and Pupil Services has been hired and is actively engaged in rebuilding the program. Sierra College is seeing enrollments decline at the main campus as well as the outreach campuses in Grass Valley/Nevada City and Truckee. Basic skills English courses at the college have been revised to incorporate acceleration in context principles. The college is also exploring the option

of converting pre-collegiate level classes to enhanced non-credit.

In the Tahoe Truckee area, which has had no adult education program for many years, conversations are taking place about ways to provide the most needed programs and services. Tahoe/Truckee may join the Consortium as an official member in 2016-17.

The Consortium anticipates hiring "Transition Specialist" advisors to provide student support services at all member institutions. At Roseville Adult School intake and exit surveys are being administered to better gauge the need for additional programs and services. Roseville Adult School is also sponsoring tours of the Sierra College campus.

The Consortium recognizes that these beginning stage efforts do not sufficiently address the need in the region and will continue to make strides in the provision of quality programs and services at adequate levels.

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

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

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

The Consortium has engaged a consultant to do detailed research on need within each sub-region. Presentation of those findings is scheduled for mid-November 2015, and those findings will drive further evaluation of the levels, types, and delivery systems needed in each program. The Consortium is also in the process of engaging a private marketing firm to identify the best communication channels for contacting potential students in each sub-region. In the meantime other information is being used to inform early-stage efforts to meet regional need. Anecdotal information and other measures include but are not limited to: waitlists for ESL classes at Roseville Adult School, the number of full GED testing sessions, and requests from the Assistant Superintendent of Tahoe/Truckee Unified School District for meetings to discuss program development.

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

**offered to provide updates, if applicable.**

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

The Consortium is pursuing a high-touch, solid hand-off, approach to student assessment and placement. "Transition Specialists" are being hired and these individuals will do individual student intake interviews, assist students with program planning, connect them to the support services they need, track them through their educational program, and make sure they are connected to job placement services. The Consortium is also building stronger relationships with the WIOA/WIB's serving the region and is partnering with Golden Sierra Job Training Agency to hire a "Business Engagement Specialist" who will develop connections to employers. The Career Center at Sierra College has an outstanding internship program that will serve those students enrolling in college programs.

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

Currently no apprenticeship programs exist in the region, so pre-apprenticeship training is limited to general employability skills. The CTE workgroup is developing a Work Readiness/Employability Certificate that will be issued by the Consortium and certify that individuals have the basic literacy, digital literacy, and social skills necessary to succeed in any work place. Following a model from Feather River College the Consortium is developing a "Succession Planning" program that pairs individuals with small business owners or sole proprietors for mentoring in small business management. The mentoring aspect of the program will be coupled with basic skills and business courses offered through the Consortium adult schools and the college. This program is well suited to the region where the economy is scaled to small businesses. The Consortium will also be investigating partnerships with other Consortia in the greater Sacramento Metro Region where apprenticeship programs might currently exist.

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

Roseville Adult School is the only member currently offering such a program. In the future this program is most likely to be funded with Roseville Joint Union High

School District LCFF dollars. None of the other schools in the Consortium are considering developing such a program.

**2.3d** Collection and availability of data. (REQUIRED)

This element is still under development and the Consortium is optimistic that the promise of a statewide system will be realized by 2018. One of the advantages of having so few members is that in the meantime it is feasible to do manual tracking of students. "Transition Specialists" will be completing individual student intake forms, developing student educational plans, tracking student progress, and reporting on performance measures. Member adult schools all use TOPS Pro and CASAS. Reports from these systems will be compiled and compared. The college uses BANNER and has a robust student tracking and data collection system.

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

The California Commission on Teacher Credentialing establishes qualifications of adult education instructors and AB 1725 established qualifications for community college instructors. Since the qualifications of instructors in both systems are set by state agencies the Consortium does not see this as a local control item. The Consortium will continue to look for opportunities to establish common standards and will follow the recommendations of the CCCCCO/CDE office.

**2.3f** Alignment of academic content and curricula (OPTIONAL)

ESL curricula alignment is well underway and includes a common exit exam for aligned courses at the adult school and college. Basic skills curriculum at the college is being revised. When revisions are complete the process used for ESL alignment will be applied to basic skills math and English.

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

Formation of a Counseling/Student Services workgroup will facilitate alignment of assessment/placement instruments, intake forms, education plan forms, support services, study skills curriculum, personal development curriculum, and learning disabilities support services.

\_\_\_\_\_



Section 3: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

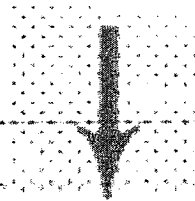
Name:

Consortia Member:

Email:

Date:

Signature Box:



Name:

Stephanie Ortiz

Consortia Member:

Sierra Joint Community College District

Email:

sortiz@sierracollege.edu

Date:

10/28/15

Signature Box:

*Stephanie Ortiz*

Name:

Darlene Jackson

Consortia Member:

Sierra Joint Community College District

Email:

djackson@sierracollege.edu

Date:

Signature Box:

Name:

Melissa Madigan

Consortia Member:

Nevada Joint Union High School District

Email:

mmadigan@njhsd.com

Date:

10/28/15

Signature Box:

*Melissa Madigan*