

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 1:52 PM UTC Action Taskman

## 59 Sierra Joint Consortium

### Plans & Goals - Consortium Approved

#### Executive Summary

The mission of our consortium is 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. In the past year, we've supported our mission through the following activities and efforts: Roseville Adult School has: Launched a Clinical Medical Assistant class. Added HiSet Testing and preparation Laid off two ESL teachers Nevada Union has: Completely remodeled curriculum and delivery for: Added a 0.4 FTE guidance counselor Developed multiple CTE pathways for our Integrated EL Civics program The Wayne Brown Correctional Facility program has been revamped Sierra College has: Developed noncredit, tuition free\* ESL pathway providing certificate of competency & clear transition/entry point to postsecondary Funded classroom supplies/dictionaries for ESL Bridge Program Funded prof. dev./release time for faculty to develop free instructional materials for students Developed additional noncredit\*CTE courses: Construction,Energy Tech, Customer Service/ Business soft skills, Computer Skills. Placer School for Adults has: Opened a regional Career Center and new campus Launched new pathways (IET) and new satellites Increased collaborations with local partners Professional development in: Google Training, Passport to Student Wellness - Wrap-Around Services, CALPRO Accelerated IET Training Tahoe Truckee Unified has accomplished the following: Offering a Pathway to Citizenship course Added summer classes Built a new GED testing center Offered our first Blockly Coding workshop Developed several new partnerships to add capacity Increased enrollment from 232 to 414 (up 78.4%). We saw this increase due to the expansion of variety of program offerings, increasing from 38 offerings to 56. Consortium wide, we served over 16,000 students which is approximately 30% more students than the prior year. On the mission/progress we've made in past year, primary goals include: Work with industry partners to expand career training opportunities Identify counseling and support services that help eliminate barriers to completion Address the wait-lists for our urban/more populated areas and expand our reach to rural and smaller regions within the consortium using technology and leveraging resources. More specifically address students with disabilities throughout our programs.

#### Regional Planning Overview

For the first three years of Sierra ASSETS, the consortium focused on establishing relationships, identifying existing programs and services in our region, along with the gaps, and aligning curriculum between schools where relevant. We also added a new partner school into the consortium and provided them funds to launch new or revive dormant adult education programs, expanding services into these communities. To plan and prioritize efforts in the past 3-year cycle, we organized into work groups using AEBG defined areas (ESL, AWD, Basic Skills, CTE) which provided time to dive deeper into the issues and learn from subject matter experts and instructors. During this time, we gained a better understanding of the gaps across the region and common barriers we face to successfully transition students to career and/or post-secondary education. While much was accomplished in terms of establishing relationships across partner organizations and curriculum alignment work in areas such as ESL, we believe that the time has come to shift our model for the next 3-year planning cycle. Moving forward, we plan to build upon the learning gained and partnerships established in the workgroups, but take a more consortium-wide, project approach. This next year, we will form project teams with a cross-section of relevant members, many from the prior workgroups, to address specific gaps or concerns that have surfaced in the past year. The steering committee will use the year to monitor projects, analyze shared enrollment and completion data as well as meet with students, counselors, partner agencies, employers and other stakeholders to determine needs and prioritize goals that will form the new 3-year plan in 2019. We will continue to provide training and services unique to each member school and their day-to-day operations, but we believe a project-based model will allow us to leverage limited resources to target the highest priorities of the year and make a greater impact consortium wide.

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#### Meeting Regional Needs

## Regional Need #1

### Gaps in Service / Regional Needs

We currently have too few CTE Pathway offerings for Adult Education students consortium wide. The top five are: 1) Trades, 2) Business/Office, 3) Medical/healthcare, 4) Information Communication and Technology (ICT), and 5) Hospitality and Tourism. There is a need for work-based learning via internships/pre-apprenticeships and industry certification training as well as a need for further alignment with post-secondary career pathways at our partner community college, Sierra College.

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

Several sources have identified the five areas of employment growth in our region. These sources include local workforce development boards, Valley Vision, a state funded nonprofit agency tasked with identifying community needs and challenges, and Placer County Employment Services report.

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

By the expansion in number of courses for high demand career pathways that align with local industry/employer needs. Increased enrollment and number of placements in internships/pre-apprenticeships/certifications. We'll measure completion rates and report employment follow-up data annually.

## Regional Need #2

### Gaps in Service / Regional Needs

We've identified the need for greater support for foundational mathematics to ensure students can complete high school and transition successfully to post-secondary or career training.

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

Adult Education counselors report foundational math as a significant barrier to high school completion and transfer. While a barrier for many students, there is a strong identified need for supporting AWD transitioning from IEP/504 programs to Adult Education in particular. Our industry partners, particularly in the trades, have identified deficits in math skills. Finally, the community colleges are eliminating many of their remedial math courses (AB705).

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

Effectiveness will be measured by the increased number of students completing diploma or getting GED, including number of IEP/504 students. Increased number of students completing industry certifications as well as number of students assessing into transfer level math at post-secondary. Enrollment in remediation courses supporting AB705 changes at the community college.

## Regional Need #3

### Gaps in Service / Regional Needs

Equity in access and availability of programs in rural/distant regions of consortium. Currently, we are unable to fully leverage resources and share programs with smaller, rural regional partners due to limited distance learning options.

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

Consortium steering committee members recognize that smaller, more rural areas are not able to leverage consortium-wide resources and programs fully due to the geographical spread of our region and limited distance learning technology currently in place.

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

Effectiveness can be measured by increased number of courses offered to students at Nevada Union and Truckee via blended/distance learning technology, providing students with better access to wider variety of course options that lead to high-need, high-skill, or higher-wage careers. For example, we could identify programs with available seats (capacity) with any particular member in the consortium, develop a plan to divy up who offers it on site, and offer distance-learning opportunities for the rest of the members to tap in to the same class.

## Regional Need #4

### Gaps in Service / Regional Needs

Low transition rates from adult school to post-secondary. There is a need for more robust support for adult students wishing to transition to college. Better career exploration, pathway guidance and awareness of post-secondary partner programs (ie., field trips, workshops, interest area counseling).

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

Adult Education counselors have communicated a low percentage of HS/GED/ESL students transitioning to careers and/or postsecondary. This includes an identified need for supporting AWD transitioning from IEP/504 programs to Adult Education. According to MIS data at Sierra, transfer rates from the adult schools to the college is low (and ability to track students is challenging).

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

Effectiveness will be measured by an increased number of students transitioning to postsecondary/certification programs and/or high-need, high-skill, or higher-wage career training at the adult school.

**Regional Need #5**

**Gaps in Service / Regional Needs**

High ESL demand, particularly in Roseville and Nevada County, with limited capacity.

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

Full classes with waitlists. Roseville Adult School must turn down ESL students due to limited capacity with space and instructors. ESL faculty at the Nevada County Campus of Sierra College has indicated that there is a need for lower level ESL in the community (lower than what is offered at the college).

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

Waitlist reduction for Roseville Adult School - meeting demand. More students served at Nevada Union. More students moving forward into higher skill levels, including levels offered at the college as credit and noncredit.

**Gaps In Service**

**New Strategies**

**Strategy #1**

Work with industry and postsecondary partners to develop and diversify CTE Pathway offerings with high job demand and increase internships/pre-apprenticeships options. Explore adoption of Integrated Education and Training (IET) programs or other contextualized instruction models to accelerate student progress and completion of career training. Align curriculum with post-secondary where possible and work to create bridges for students such as articulation agreements, credit by exam options, inte

**Strategy #2**

Identify students' needs in mathematics and develop consortium-wide approach (including adult education, post-secondary and agency/industry stakeholders) to providing proven methods and supports, including integration into CTE Pathways. Other considerations will be the development of programs that align with transfer level postsecondary programs, or completion of GED or high-school diploma.

**Strategy #3**

Increase distance learning course and program offerings in order to provide broader access across the consortium and leverage resources. This may include purchasing and installing necessary equipment at member locations. Professional development in how to effectively do this will be needed.

**Strategy #4**

Expand and improve transition support between high school and Adult Education, between Adult Education and post-secondary programs, and between Adult Education and careers. Identify strategies and successful models to improve student experience at each of these transition points. Leverage new interest area counseling at the college to better guide students into career pathways.

**Strategy #5**

Explore ways to serve the number of ESL students in our region and ease waitlists at Roseville Adult School. Better leverage Bridge class to transition students at higher levels to Sierra credit or noncredit ESL to make space for new, lower level ESL students at Roseville Adult School Add new sections/courses, including evenings, at Nevada Union.

## Seamless Transitions

### New Strategies

**Strategy #1**

Work with industry partners to align curriculum to regional employment needs and increase internships/pre-apprenticeships with those partners. Identify more tangible alignment opportunities between adult school career training programs and Sierra College/postsecondary CTE pathways (i.e. credit for work-based learning, credit by exam options, tours/guest lectures, etc.).

**Strategy #2**

Identify needs and explore best practices in support services to expand and improve transitions between HS and Adult Education, between Adult Education and post-secondary programs, and between Adult Education and careers. Connect Adult Education counselors with point person (or persons) at Sierra College to create more personalized transition and provide updates on relevant programs and processes.

**Strategy #3**

Work with instructors to review ESL Bridge pilot program and identify opportunities for change or expansion to further/better meet the needs of the high ESL demand in the region.

## Student Acceleration

### New Strategies

**Strategy #1**

Explore adoption of Integrated Education and Training (IET) programs for accelerated and contextualized basic skills and career training.

**Strategy #2**

Identify students needs and barriers in mathematics and develop consortium-wide approach to providing proven supports, including integration into CTE Pathways (contextualized math), to boost success rates and assist students in moving to career or postsecondary more quickly.

## Professional Development

## New Strategies

### Strategy #1

Integrated Education and Training consortium-wide is planned.

### Strategy #2

Adult Education Google Bootcamp - training to support collaboration among consortium members, instructors and agency partners.

### Strategy #3

Continue to attend statewide and regional conferences for AEP consortiums, adult learners, noncredit programs, etc.

## Leveraging Resources

### New Strategies

#### Strategy #1

Utilize regional agency partners to bring more classes, resources and supports into Adult Education Explore trades pathway development with a training provider who can bring mobile learning units to AE locations to train cohorts of students in various trades, and integrate this into new IET model. Finally, leverage programs offered in partnership with industry and post-secondary that can be housed at their location in order to leverage intellectual capacity, industry-specific equipment, and m

#### Strategy #2

Continue and expand local partnerships by having members of the consortium steering committee serve on various board. Currently one member from our committee sits on the local WDB to keep AE connected to regional workforce developments. As a consortium, we are represented in the regional workforce plan. In Truckee, a WDB representative sits on their AE Advisory Committee. Other regional partners include Economic Resource Council, Builders' Association, Probation, Chambers of Commerce.

## Fiscal Management

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

The annual plan allocation remains flat from previous years and is consistent with the initial percentages determined when the consortium formed. However, this includes consortium-wide funds that will be dedicated to addressing consortium level projects identified in this plan.

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

Consortium schools will submit one-time expense project proposals for a portion of the consortium wide carry-over funds that will help them specifically address one of the needs identified in the annual plan.

## Certification

**Nevada Joint Union High School District, Member Representative**

Michael Hughes  
Laura Flores

Approved

2018-08-14

**Placer Union High School District, Member Representative**

Bill Bettencourt

Approved

2018-08-14

**Roseville Joint Union High School District, Member Representative**

Lisa Voss

Approved

2018-08-14

**Sierra Joint CCD, Member Representative**

Darlene Jackson  
Anna Mostafavi

Approved

2018-08-14

**Tahoe Truckee Unified School District, Member Representative**

Todd Wold

Approved

2018-08-15



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