



Section 1: Consortium Information

Sierra Joint Consortia

Eric Vereyken

Title: Placer School for Adults Principal

Phone 530-885-8585 Ext 6006

Email: evereyke@puhsd.k12.ca.us

Submitted: 5-29-2019

Table of Contents

Section 1: Consortium Information	1
Section 2: Comprehensive Regional Three-Year Plan	3
2.1 Executive Summary	3
Table 1. Regional Service Providers	8
Table 2. Funding for Adult Education Programs and Services	10
2.3 Community Need and Customers	11
2.4 Identifying Goals and Strategies	17
Consortium-wide Goals for 2019-2012	17
2.5 Piloting and Implementation	26

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Looking Back: The Sierra Joint Consortium has made significant progress since the previous planning period. The five schools have grown in a very natural and organic way learning how to be a consortium and work systemically together. We have increased collaboration with regional partners and operate more like a consortium instead of separate schools in isolation.

Our major goal was “Filling the Gaps” and one way to do this was to bring Tahoe-Truckee Unified into the fold. Though they had a small ESL program for several years, they have been able to make great strides by joining the consortium. These include aligning their ESL program, adding GED (including a test center), adding Adult CTE, becoming WIOA II qualified, and adding an Adult Ed team to manage these programs.” Simultaneously Nevada Union Adult School, almost in ashes, has been the “Phoenix” in rebuilding with new energy to serve the adult learners in its community. Placer School for Adults launched a new Career Center and opened new campus locations, including an added satellite location in Rocklin (where there was no existing AE site) and an expansion of Inmate Education in two locations. Each new site able to add capacity in the coming years as well. Roseville Adult School has worked closely with Sierra College to build an ESL Bridge Class, aligning ESL curriculum across the consortium, and is adding new courses each semester. With an overarching goal of “filling the gaps,” each school has developed more courses, with many leading to CTE pathways and industry recognized credentials.

Tahoe-Truckee has been a model for leveraging and partnering with local businesses. Some examples include HyTech Auto and Smog, Contractors Association of Truckee Tahoe, Truckee Donner Recreation Park District, Roundhouse Makerspace, and Sierra College (Truckee Campus) to offer Adult CTE programs. TT also collaborates with community partners such as the Boys and Girls Club, Truckee Pines Apartments, Family Resource Centers and Sierra College leveraging facilities and other resources to offer programs that are accessible to underserved and underrepresented populations.

Nevada Union Adult School: NUAS and PSA have coordinated live streaming classrooms from Auburn to the Grass Valley region. NUAS has also revamped their ESL curriculum and launched new classes, as well as a new delivery for GED and High School completion. We have opened a free Toddler Care Center for our students. NUAS has expanded its computer course offerings and opened a satellite classroom in south Nevada County. The

school is working with Sierra College on a math support class to assist in the college's reduction in remedial math offerings (AB705).

Placer School for Adults: PSA has established a new Career Center when another agency was closing its doors to the public. PSA worked diligently to get other agency partnered coming into the Career Center to support more Work Re-Entry workshops. Significant expansion has happened with Inmate Education. Also relocating the adult school campus to another address to make better use of existing underutilized district spaces, leading to expansion and added capacity now and for the future. PSA is also re-designing many courses to align with the IELCE pathways model.

Roseville Adult School: RAS led the way to create an ESL Bridge course leading students from Adult Ed on to Sierra College. RAS did a needs assessment of the areas of greatest employment need in the area. Healthcare workers are needed at all levels and there was not previously a program in the Roseville Area. Roseville Adult School Started a clinical medical assisting program in Spring of 2018 and has since added 2 sections. RAS has also launched an IT Essentials program and in August 2019 will start an Auto Shop program that it hopes will fill the gap created by Sierra College closing their program.

Sierra College: The college has been an active partner in building a pathway for ESL students to transition to post-secondary via the ESL Bridge class with RAS. Students can now continue on in ESL with tuition-free, repeatable noncredit courses. They've also introduced noncredit courses in English, basic computers and 21st century professional skills. Most recently, faculty from NUAS and Sierra partnered to create adult education math curriculum designed to support students in preparing for transfer into college level math. Sierra has also hosted professional development that supports staff in both the college and adult ed landscapes.

Another goal was to do asset-mapping and incorporate this into a consortium-wide website (www.SierraASSETS.org). The intent is to support the region globally by listing each site and the classes and resources in the region.

We also made substantial progress with "Leveraging Resources." PSA and NUAS have joined efforts to provide several introductions to technology courses streaming from Auburn into Grass Valley each week. There has also been a joint effort to market both programs in one catalog in an effort to reach more people that might find their way between each school as well as discover that NUAS is roaring back from its near collapse into non-existence. RAS has reached out to a local automotive shop to house a new CTE automotive strand. TT has leveraged resources with HyTech Auto & Smog to support their automotive program. PSA has partnered with Placer County Employment Agency to deliver content to more students than could have otherwise been served. A new satellite location opened in

Rocklin at the Destiny Community Center to serve more ESL and CTE needs. Sierra has leveraged Strong Workforce and Perkins funds to support ESL and CTE noncredit pathway development.

“Professional development”: The consortium has been proactive to build and deliver more professional development than ever before. All of the professional development was created and delivered in a way that all schools could participate and benefit. Some examples of professional development included; the first AE Google Summit that reached out to invite others from around the state, the New World of Work 21st Century Skills, the CALPRO “Integrated Pathways”, alignment of ESL curriculum, WIOA practices across agencies utilizing local expertise to support new WIOA launching and/or new staff in TT and NUAS, a Counselor Symposiums, and to support the local workforce efforts a regional WIOA Agency Cross Training day.

Impact to the region: The new visioning and re-engineering of the consortium has led to a significant reinvigoration and revitalization of an Adult Education presence in the region, development of a consortium-model that leverages regional partner strengths, and exponential increase in course offerings for adults in the region aligned to college and career readiness.

Looking Ahead: Over the next three year planning cycle, our vision is to maintain existing successful programs, expand offerings and access to more of the region and foster student success in their career and educational goals whether that be completion of a three-hour resume workshop, a high school diploma, industry certification or to transfer to post-secondary. Key indicators for progress will include an increased number of adult students served across all consortium member schools, added partnerships with local employers, expansion of targeted/relevant courses and programs and a greater number of our students reporting they are attaining their education and career goals.

Our plan builds on our previous goals including “filling gaps” by expanding program and course offerings in remote and/or underserved locations within our consortium boundaries. We’ve identified areas such as Rocklin and Lincoln that lack adult education programs in their districts and have a high need for ESL and career training. We also find that services are limited in rural Western Nevada County due to geography and small populations, yet there is a need for English language education, basic computer training and more. Additionally, preparing students for the workforce remains a primary goal. We’ll continue to develop industry partnerships and expand training programs that lead to high demand jobs in our region. Through the community needs assessment process and labor market fact sheet, we’ve identified key industry sectors such as healthcare, construction and office administration and will continue to work with employers and job placement partners to develop needed career pathways.

Finally, now that we have established relationships, communication and collaboration as a regional team, we see opportunity to work together on more consortium-wide projects to address common student barriers to success. For example, math skills, or lack of, repeatedly rises to the top of consortium meeting discussions and with counselors across all partner schools. We are taking the first steps in identifying best practices and curriculum needs to address this issue. We hope to pilot efforts that can be rolled out consortium wide. Similarly, we find that too few adult education students see post-secondary education as attainable. Exploring successful practices across the state that have fostered these transitions, we will create an implementation plan that we hope will lead to improved student awareness about career education opportunities and easier on-boarding processes at Sierra College (or other post-secondary institutions) all resulting in increased rates of transfer.

2.2 Pre-Planning Assessment

Directions: In the Pre-Planning Assessment, you will identify:

<i>Member Agency</i>	<i>Total Program Area Hours*</i>	<i>Total Leveraged Funds**</i>
<i>Nevada Joint Union High</i>	<i>31,804</i>	<i>\$465,854</i>
<i>Placer Union High</i>	<i>76,005</i>	<i>\$3,029,406</i>
<i>Roseville Joint Union High</i>	<i>172,078</i>	<i>\$1,260,000</i>
<i>Sierra Joint CCD</i>	<i>810</i>	<i>\$7,129</i>
<i>Tahoe-Truckee Unified</i>	<i>4,078</i>	<i>\$254,653</i>
<i>Totals</i>	<i>284,775</i>	<i>\$3,759,042</i>

*Program areas provided throughout Consortium region include: ABE/ASE, ESL/EL Civics, AWD, K12 Success, Short Term CTE, Workforce Reentry, and Pre-Apprenticeship. PSA also has a Career Center.

Funding for these programs and services includes the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.

** Funds include partner resources (i.e CAEP funds, in-kind supports, facilities, professional development opportunities and joint advisories/advisory representation, Workforce Readiness content, etc.)

Key partners that assist with providing adult education resources in our region are listed in chart that follows in Table 1. Partner services are funded through various state and federal government agencies.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Placer School for Adults	Education	3775 Richardson Dr., Auburn, CA 95602	x	x	x	x	<input type="checkbox"/>	x	x	<input type="checkbox"/>		
Nevada Union Adult Education	Education	11651 Ridge Rd. Grass Valley, CA 95945	x	x	x	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		
Roseville Adult School	Education	200 Branstetter St, Roseville, CA 95678	x	x	x	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		
Sierra College	Education	5100 Sierra College Blvd, Rocklin, CA 95677	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>		
Tahoe Truckee	Education	11603 Donner Pass Road, Truckee, CA 96161	<input type="checkbox"/>	x	x	x	x	x	x	x		
Placer County HHS	County	1919 Grass Valley Hwy, Auburn, CA 95603	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		
Golden Sierra Connections	WIB	115 Ascot Dr # 100, Roseville, CA 95661	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		
Department of Rehab	State	151 N Sunrise Ave Unit 601 Roseville, CA 95661	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Placer County Libraries	County	350 Nevada St, Auburn, CA 95603	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Placer County Office of Ed/CTE Works	County	360 Nevada St, Auburn, CA 95603	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Wayne Brown Correctional	County	925 Maidu Ave, Nevada City, CA 95959	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Placer County Corrections	County	2775 Richardson Dr Auburn CA 95603	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

NorTEC	WIB	988 McCourtney Road Grass Valley, CA 95949	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	
Pride Industries	Business	13080 Earhart Ave, Auburn, CA 95602	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Latino Leadership Council	Non-profit	2945 Bell Rd #274, Auburn, CA 95603	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nevada County Literacy Libraries	County	117 New Mohawk Rd # C, Nevada City, CA 95959	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Touch of Understanding	Business	5280 Stirling St # 102, Granite Bay, CA 95746	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		
Partners in English Language Learning	Business	103 Providence Mine Rd #104b, Nevada City, CA 95959	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sierra Small Business Development Center	Business	10183 Truckee Airport Rd Suite 202, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
North State Building Industries Association	Business & Non-profit	1536 Eureka Rd, Roseville, CA 95661	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lennar Homes	Business	Eureka Rd., Roseville, CA 95678	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
HyTech Auto & Smog	Business	10745 W River St, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	x		
Truckee Roundhouse Makerspace	Community	12116 Chandelle Way Suite E3, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>		
Truckee Donner Recreation Park District	County	8924 Donner Pass Rd, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	x		
Contractor Association of Tahoe Truckee	Industry	12313 Soaring Way # 1G, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	x		
Healthcare Partners: Sutter, other	Business	Misc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TTUSD Translation and Interpretation Department	Education	11603 Donner Pass Road, Truckee, CA 96161	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x		

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
State / Federal Funding			
AEP	\$3,439,169	\$3,576,735	\$3,719,805
CalWORKs	\$48,386	\$49,801	\$41,273
CCD Apportionment	\$0	\$0	\$0
Corrections	\$184,886	\$192,281	\$199,973
LCFF / District Funds	\$87,342	\$88,435	\$89,573
Perkins V	\$2,000	\$2,000	\$2,000
WIOA II	\$752,560	\$772,663	\$793,569
Other	\$0	\$0	\$0
Fees Collected for CTE Classes	\$246,489	\$261,948	\$257,626
Strong Workforce (College)	\$2,500	\$0	\$0
Total	\$4,325,831	\$4,498,864	\$4,678,819

2.3 Community Need and Customers

1. Regional Need for Adult Education and Workforce Services

The Sierra Joint Consortium covers over 2500 square miles across Placer and Nevada Counties. This wide geographical spread creates a number of unique factors for each consortium member to consider. However, some commonalities can be found. The region has a relatively low percentage of adults who have not completed a high school diploma (between 5 – 8%) compared to the state overall. Still, this represents close to 45,000 adults who would benefit from a high school completion or GED program and indicates a need to continue to offer this to our communities. A larger portion of our population, about 20%, have completed only a high school diploma which puts them at risk for unemployment and poverty, particularly during an economic downturn. In light of this data, we believe developing high quality CTE training, industry certifications and viable pathways to post-secondary education is a priority for our communities.

Given the vast geographical reach of our consortium, employment and industry needs vary. However, the LMI data shows healthcare (particularly healthcare support), construction, leisure and hospitality, and administrative support have the highest projected job growth across most of the region. Truckee has unique industries, such as tourism and seasonal employment, and Western Nevada County has a greater number of government jobs.

English language learners make up approximately 15- 20% of our counties' populations (with a projection of growing to 35% by 2022) with specific areas, including Lincoln, Auburn and Truckee, at the higher end of this number. There is a need to continue to grow our ESL programs, particularly looking for expansion in areas that currently lack this opportunity, such as Lincoln.

It's important to reiterate that our consortium region is geographically vast and the customer needs and barriers vary. We continue to look for opportunities to collaborate to leverage resources when addressing these needs, but often find ourselves "siloed" as a result of these differences.

The tables below provide a snapshot of our communities.

Placer County Demographics for Literacy, Graduation Rates, Language, Poverty, Income, Non-native Born, Housing Costs

Total Placer County Population 386,166 (2017)

High School Graduate	94.5%
Non High School Graduate	5.5%
Lacking Basic Literacy Skills	7%
Bachelor's Degree	37%
Foreign Born	10%
Other than English at Home	14%
Below the Poverty Level	8.2%
Median Income	\$80,488
Per Capita Income	\$39,734
Average Home Price	\$413,300
Median Rental Cost	\$1,398.00

<https://www.census.gov/programs-surveys/acs/>

*<https://nces.ed.gov/naal/estimates/>

Nevada County Population 98,515 (2017)

High School Graduate	93.5%
Non High School Graduate	7.5%
Lacking Basic Literacy Skills	1.3%
Bachelor's Degree	35.3%
Foreign Born	6%
Other than English at Home	14%
Below the Poverty Level	14.4%
Median Income	\$60,610
Per Capita Income	\$35,558
Average Home Price	\$379,800
Median Rental Cost	\$1,217.00

Regional Industry Sector Priorities:

Health Care

Health Care is the second largest employment sector within the county and added the greatest number of jobs since 2010. Growth is projected to continue through 2020. Of the top ten high demand occupations within the county, four are within the Health Care sector. These trends indicate that this should be a priority sector for the counties.

Key occupations within Health Care include: Registered Nurses; Nursing, Psychiatric, and Home Health Aides; Miscellaneous Healthcare Support Occupations; and Personal Care Aides. Of these, Nursing, Psychiatric, and Nursing Assistants, Home Health Aides and Personal Care Aides are projected to have the greatest number of jobs through 2020. Registered Nurses, which is one of the largest occupational groups, pays one of the highest wages, with a median hourly wage of \$38.19/hr.

Construction & Manufacturing

Jobs in construction/trades continue to be a priority sector for this region. According to the CAEP 2019 Fact Sheet, Carpenters are among the top occupations with a projected 4500 jobs needed by 2027. For the Manufacturing sector, there are four key sub sectors that each employ over 100. They include: Communications Equipment Manufacturing; Navigational, Measuring, Electromedical, and Control Instruments Manufacturing; Miscellaneous Manufacturing; and Beverage Manufacturing. However, the two largest sectors, Communications Equipment and Navigational, etc. are projected to decline in employment through 2020. Sub Sectors projected to grow include Beverage Manufacturing; Bakeries and Tortilla Manufacturing; and Motor Vehicle Parts Manufacturing.

Administrative Support

Administrative support jobs are listed among the occupations with the most job openings in the next decade in our region. According to the CAEP 2019 Fact Sheet, Office/Administrative jobs are projected to grow to 36,033 by 2027. Administrative skills are needed for a variety of these jobs, ranging from office assistants to secretaries to office managers. Employees in nearly every industry and company also need strong administrative skills. In the greater Placer county region, we are experiencing growth of businesses and professional offices such as law offices, accounting firms, medical and dental offices, etc. The need for highly trained office support staff will be one of the top four areas of job growth.

Tourism

The Tourism sector falls across several business categories including Hotels and Restaurants; Travel Agencies and Tour Operators; Arts, Entertainment and Recreation; and Sightseeing Transportation. Within the county, the largest sub sectors include

Restaurants and Other Eating Places; Other Amusement and Recreation Industries; and Traveler Accommodation. All are projected to grow through 2020, but Food Preparation and Service represents the greatest number of jobs in our region - a projection of just over 13,000 by 2027 according to the CAEP 2019 Fact Sheet.

Automotive Services Technicians and Mechanics

The Capital Region Planning unit for EDD has projected 1,830 new job openings by 2024 with a median income range of \$43, 919. The local high schools and community college have reduced or completely eliminated automotive programs. The consortium is leveraging local automotive shops to provide safe training centers in state of the art facilities.

2. Unique Customers:

Nevada County and Tahoe/Truckee share many of same community/customer needs and industry sector priorities described above. However, below provides more specific data on these regional partners:

Nevada County:

Top occupations by employment within the county fall within four areas: Office and Administrative Support (4,863 employees); Sales and Related (3,686 employees); Construction and Extraction Occupations (3,551 employees); and Food Preparation and Serving Related Occupations (3,427 employees). In 2014, Nevada County had more than 10,000 workers commuting into the county and more than 16,650 commuting out. This means that Nevada County is a net exporter of workers. However, larger than both of these categories are the number of people who both live and work in Nevada County (about 15,300).

Placer County, CA contributes the largest number of in-commuting workers (2,476, 9.7% of the workforce), seconded by Washoe County, NV (1,305, 5.1%). The top destination counties for Nevada County out-commuting workers are Placer County, CA (4,612, 14.4% of residents), and Sacramento County, CA (2,175, 6.8%). The population of the county is predominately White (87% of the 2015 population). However, over the past ten years, the White population has decreased 2% from its 2005 level. On the other end of the spectrum, the top three fastest growing races in the county are Native Hawaiian or Pacific Islander, Asian and Black.

Tahoe/Truckee:

Tahoe Truckee Unified spans 732 square miles in the the High Sierra region primarily of Placer and Nevada counties, with a slight portion of El Dorado, and east of Donner Pass to the Nevada state line. For this reason, when identifying the high-skill, higher-wage, and high-need careers in this region, zip codes must be looked at closely, rather than by state regions or counties. 65% of our students live in the Truckee region with 35% living in North Tahoe. 64% are Hispanic with 29% being White. 58% speak Spanish as their primary language and 42% speak English. 46% were born in the United States. 64% are married. 16.6% make \$0 - \$7500. 13% make \$7,500 - \$15,000. 39% make \$15,000 - \$50,000. 69% employed, 8% full time student, 12.6% are unemployed. Goals: 29.8% learn/improve

English skills, 27.2% family goals, 12.6% enter college or training, 3.3% get a job, 3.3% get a promotion, 11.9% get GED, 1.3% get U.S. citizenship

Working closely with the Workforce Development Board, an analysis was performed of the Occupational Employment and Wage data of this community. For the Northern Mountain Region, which includes Nevada County, Computer and Mathematical Occupations (15-000) is projected to grow by 20% by 2024 and Healthcare Practitioners and Technical Occupations (29-000) is projected to grow by 31% by 2024. Using the Employment Development Department's Labor Market Information Division data, for the Northern Mountains Region, which includes Nevada County, many of the job openings and fastest growing occupations are not in the High Sierra portion of the county. Industry employment projections do show large employment and growth in the manufacturing, construction, trade/transportation/utilities, information, health care, waste management, and leisure and hospitality industries, all of which our CTE pathways lead.

3. Alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

Consortium wide, we believe we are providing relevant services, education and training at appropriate levels in most of our region.

Examples of alignment in needs/types of services:

Placer School for Adults has stepped up to help to support the regional workforce not only in the high school subjects, GED, and ESL (the 231 group), but also through inmate education (845 students). Since Auburn does not have a formal "One-Stop" PSA has opened up a Career Center. The Career Center and the added collaboration with partners has allowed us to serve thousands more students than we have in the past. In school year 2017-18 PSA served 14,213 students in classes and services, as seen through total registrations, offered 1,099 classes, and includes 5,684 unduplicated students. The current method that only reflects numbers that roll-up into TE has discounted the students and supports offered but who did not hit 12+ hours, or who attended in separate "periods of participation", or who got a job outside the "period of participation"; therefore the current counting of students and support delivered is highly inaccurate, and sadly does not reflect the extensive levels or rigorous work and support to adults provided by adult education throughout the state.

Tahoe Truckee Unified Adult Programs has developed a GED testing center that offers a local opportunity to take the GED tests. The GED courses are offered in English and Spanish to support Spanish speakers which have the highest population without a high-school diploma in our region. ESL and GED courses are offered across the 725 sq.mi school district in order to meet the needs of small pockets of underrepresented populations. TTUSD also has added Automotive Technician, Welding, 1st Aid/CPR, and NCCER Construction courses supported with an Interpreter/Translator intern assigned to support Spanish speaking learners. In addition, TTUSD schedules an annual visit by the Mexican Consulate to support undocumented adults in obtaining legal Mexican documentation and

move toward beginning their 5-years of legal residency in order to qualify to take the exam for citizenship

Roseville Adult School continues to serve Adult Secondary Students with High School Diploma classes, GED and HiSet Preparation, as well as Adult Basic Education. WE have a great need for ESL classes here in Roseville and we offer 9 different classes that run year round. We have recently added a sheltered diploma class for English Language Learners who are close to their diploma but need extra support in English Language. We have added several CTE classes and will seek Accreditation from the Council On Occupational Education.

Nevada Union Adult Education has expanded its High School Diploma/Equivalency program. This expansion was based on census data that reported over 6,000 adults in the county that didn't have a high school diploma. We created an online, self-paced, curriculum where the student may drop in to our classroom for tutoring and proctored tests.

Sierra College is evaluating and adding programs to better align with industry needs from healthcare to construction and manufacturing. Noncredit courses and certificate programs have been introduced to offer adult students a tuition-free, repeatable opportunity to start college in areas such as Construction, Computers and ESL. Noncredit pathways prepare students for entry level work and also connect back to related degree and certificate programs as they grow in their careers. ESL offerings have also expanded to noncredit to give students an opportunity to transition from adult school to college tuition-free saving financial aid dollars until they are ready to start transfer level degrees or certificate programs.

Gaps in Needs that will be address in Goals for 2019-2021:

Nevada county has over 5400 residents (7.3% of county) that haven't earned a high school diploma. Our goals are to expand the High School Diploma and High School Equivalency programs to meet the needs of the students and the area employers.

This expansion is multifaceted including: an increase the hours of operations, open satellite locations, modernize curriculum to allow for students to self-pace, and provide free babysitting.

Rocklin (population 64,838) and Lincoln (population 45,837) do not have adult school programs. This is a gap in alignment of needs and services within our region, particularly with regards to ESL and high school diploma. These areas fall between PSA and RAS district areas and will be addressed in the goals in section 2.4.

Currently, consortium wide, not enough adult education students move on to post-secondary education for higher level training that could lead to higher paying jobs. More effort should/will be focused on assisting adults transition to post-secondary education to earn certificates and degrees.

2.4 Identifying Goals and Strategies

Consortium-wide Goals for 2019-2012

Goal 1: Expand program and course offerings in remote and/or underserved locations within Consortium boundaries to fill gaps and meet customer needs.

Activity: Utilize/expand streaming/distance learning technology between consortium partners. Nevada Union Adult Education is planning on alternating these classes between the Nevada Union High School location and its new satellite classroom located on the Bear River High School campus.

Activity: Expand to Lincoln to fill a gap in ESL/Career education with a partnership between RAS and PSA. RAS and PSA will work with Lincoln District to jointly offer ESL, CTE and High School Completion programs to help meet high demand and fill a gap because these Districts do not participate in the CAEP consortium.

Activity: Expand inmate education in Nevada and Placer Counties. NUAE will offer English as a Second Language classes in the Wayne Brown Correctional facility. PSA will expand CTE programs in existing inmate education program.

Goal 2: Continue to expand workforce training in high demand sectors throughout region.

Activity: Explore opportunities to develop upskill and incumbent worker training programs within partner school districts and for regional industry partners.

Activity: Develop partnership and collaboration with K12 Strong Workforce funded programs in our region in order to improve transitions to postsecondary education and workforce in high-need, higher-wage, or high-skill occupations in our region as identified by the CalAdultEd Labor Market Outlook, the COE, or the CDE.

Goal 3: Improve transitions from adult schools to post-secondary education.

Activity: Identify and explore best practices across state and develop plan (may include field trips to Sierra classes, awareness/assistance workshops, counselor education/training, and curriculum articulation opportunities). Track students using statewide SSID CALPADS to benchmark and monitor transitions to post-secondary.

Activity: Sierra faculty collaboration with adult school instructors to develop curriculum to assist in successful transition to post-secondary (example may be a focus on transfer level math due to AB705 changes).

Activity: Sierra faculty collaboration with adult school instructors on articulations (formal or informal) and transitions to the college where relevant/applicable (e.g., construction (including jail program), computers/IT, advanced manufacturing and welding, etc.).

Goal 4: Identify and address barriers to student success and completion.

Activity: Gather and analyze student data and industry data to identify barriers to student success.

Activity: Work with regional resource partners to identify most common barriers preventing our students from completing their educational goals. Update map of services and resources. Hold planning session to reconnect with partners on this subject. Explore Cal-PASS Plus Data to inform barriers. Identify best methods for communicating with partners and students.

Activity: Use the data uncovered to create strategies to address and improve student success rates across all programs.

Figure 1. Logic Model

Goal 1: Expand program and course offerings in remote and/or underserved locations within Consortium boundaries to fill gaps and meet customer needs.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>In order to accomplish our set of activities we will need the following:</p>	<p>In order to address our problem or asset we will accomplish the following activities:</p>	<p>We expect that once accomplished, these activities will produce the following evidence or service delivery:</p>	<p>We expect that if accomplished these activities will lead to the following changes in the next year</p>	<p>We expect that if accomplished these activities will lead to the following changes in 1-3 years</p>	<p>We expect that if accomplished these activities will lead to the following changes in 3-5 years</p>
<p>1. Assessment of capacity of remote regions.</p> <p>2. Evidence regarding student needs and industry needs, from local businesses, advisory councils, schools, and social services partners.</p> <p>3. Lincoln is a region in our consortium area that is underserved and lacks ESL, ABE, ASE and CTE programs.</p> <p>4. Information from Corrections partners about their needs.</p>	<p>1. Determine classes to stream.</p> <p>2. Build and staff distance learning classrooms.</p> <p>3. Work with Lincoln School District to identify classroom space and schedule courses.</p> <p>4. Pilot classes</p> <p>5. Determine needs/gaps in correctional facilities</p>	<p>1. Utilize/expand streaming/distance learning technology between consortium partners.</p> <p>2. ESL/Career, High School Completion education offered in Lincoln via a partnership between RAS and PSA.</p> <p>3. Expand inmate education in Nevada and Placer Counties. NUAE will offer English as a Second Language classes in the Wayne Brown Correctional facility. PSA will expand CTE programs in existing inmate education program.</p>	<p>1. Nevada Union Adult Education will offer these classes between the Nevada Union High School location and its new satellite classroom located on the Bear River High School campus.</p> <p>2. Increased student participation in programs in underserved or remote locations.</p> <p>3. Expansion of program offerings in corrections settings</p>	<p>1. Learning gains</p> <p>2. CTE training opportunities</p> <p>3. Inmates receive contextualized industry recognized training and certification aligned with HSD and GED completion</p>	<p>1. HSD and GED completion</p> <p>2. CTE program completers</p> <p>3. Employment</p> <p>4. Transition to community college or further education.</p>

Assumptions	External Factors
<ul style="list-style-type: none"> • Adult education students have unique barriers and require specialized supports. • The needs of the students in remote and underserved areas will remain. • Students have career and/or educational goals • Expanding distant learning technology will help us reach unserved areas 	<ul style="list-style-type: none"> • We are trying to expand in new areas without increased funding. • Economy, unemployment rate, state funding.

Goal 2: Continue to expand workforce training in high demand sectors throughout region.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
1. Data from regional workforce development boards indicating high demand sectors and skill gaps 2. Information from industry partners about workforce needs/demand.	1. Analyze data (inputs) and explore opportunities to develop upskill and incumbent worker training programs within partner school districts and for regional industry partners. 2. Develop partnership and collaboration in our region in order to improve transitions to postsecondary education and workforce in high-need,	1. Develop new pathways and programs that expand workforce training in high demand sectors throughout our region	1. Increased student participation in workforce training programs.	1. Increased student participation in workforce training programs 2. Increased work-based learning (internships, job shadows, etc...) opportunities 3. Increased student transition in to aligned	1. Students gain employment in high demand sectors and/or transition to post-secondary career training programs.

	<p>higher-wage, or high-skill occupations.</p> <p>3. Collect baseline data on student participation in workforce training programs, work-based learning (internships, job shadows, etc...) and student transition in to aligned degree/ certification/ certificate programs</p>			<p>degree/ certification/ certificate programs</p>	
--	---	--	--	--	--

Assumptions	External Factors
<ul style="list-style-type: none"> • Industry and postsecondary will be willing to collaborate. • Stable funding. • Students have career and/or educational goals. 	<ul style="list-style-type: none"> • Economy, unemployment rate, state funding. • Industry needs in the region.

Goal 3: Improve transitions from adult schools to post-secondary education.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p>

<p>1. Access to counterparts across the state to learn more about best practices.</p> <p>2. Buy-in and incentives for post-secondary faculty and AE instructors to collaborate/communication about curriculum alignment.</p> <p>3. Framework for collecting data to track students between AE and SC (and other post-secondary entities)..</p>	<p>Activity 1: Explore best practices across state and develop plan (may include field trips to Sierra classes, awareness/assistance workshops, counselor education/training, and curriculum articulation opportunities).</p> <p>Activity 2: Develop a plan to pilot activities and monitor students' transitions to SC and other post-secondary entities.</p> <p>Activity 3: Sierra faculty collaboration with adult school instructors and counselors on articulations and transitions where relevant (eg. construction (including jail program), computers/IT, advanced manufacturing and welding, etc.).</p>	<p>1. Initial output will be a plan that identifies relevant best practices and a timeline to implement/pilot.</p> <p>2. Better understanding of the long term potential to build on their skills over time to continue to advance in jobs/careers.</p>	<p>1. Pilot plan of best practices from around the state launched.</p> <p>2. Students will have increased awareness of career pathway options (and understanding of how their skills acquired at AE may lead to further training and higher paying jobs with certificates/degrees from college).</p>	<p>1. AE students have greater awareness of the programs/career pathways offered at SC and other postsecondary programs through conversations with instructors and counselors.</p> <p>2. Better program/pathway alignment between AEs and post-secondary CTE programs.</p> <p>3. Data indicates the number of AE students attending SC and/or other post-secondary entities has increased (using original benchmarks).</p>	<p>1. Articulation agreements (formal and informal opportunities) are in place in relevant CTE programs between AEs and SC or other post-secondary entities..</p> <p>2. Students who wish to continue on to SC for a degree or certificate understand the process and experience a smooth transition.</p>
--	--	---	--	--	---

Assumptions	External Factors
<ul style="list-style-type: none"> Able to secure buy-in between Sierra faculty and student services and AE counselors and instructors to pilot and implement ideas and best practices that are identified through initial research. 	<ul style="list-style-type: none"> Time and money. Challenges with requirements at state level/Chancellor's office for articulation options.

Goal 4: Identify and address barriers to student success and completion.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p>
<p>1.Data of current student outcomes, completion rates, test scores, etc.</p> <p>2. Data and information from industry to understand needs for workforce.</p> <p>3.Work with regional resource partners to identify most common barriers preventing our students from completing their educational goals.</p>	<p>Activity 1: Determine skill levels and needs of current students in relation to educational and career goals.</p> <p>Activity 2: Analysis of student data to determine barriers and deficiencies and needs of workforce and/or college.</p> <p>Activity 3: Update map of services and resources. Hold planning session to reconnect with partners on this subject. Explore Cal-PASS Plus Data to inform barriers. Identify best methods for communicating with partners and students.</p>	<p>1. Curriculum changes to address barriers uncovered.</p> <p>2. Collaboration with industry and college faculty to align curriculum and create courses to address barriers or meet needs.</p>	<p>1. Develop and offer new or additional courses that address identified barriers.</p> <p>2. Potential pilots: Add contextualized courses at the adult schools (examples: PSA Medical Math has been launched to support Healthcare courses). Construction math in development.</p>	<p>1.Students have gained the skills and competencies needed to succeed in their career and/or educational goals.</p>	<p>1.Increase student attainment of identified education and/or career goals</p> <p>2.Increase student attainment of diploma, industry recognized certifications, job entry, increase wages in careers, and/or increase entry in college-level programs.</p>

Assumptions	External Factors
<ul style="list-style-type: none"> • Adult education students have unique barriers and require specialized supports. • Industry and postsecondary will be willing to collaborate • Stable funding. • Students have career and/or educational goals 	<ul style="list-style-type: none"> • Identified barriers may be fluid over time. • Economy, unemployment rate, state funding.

Table 3. Progress Indicators

1. Provide a contextualized ESL/CTE offering to adults in the Lincoln (Western Placer Unified School District) by January 2020.
2. Provide a minimum of 6 hours a week of streaming classes in NUAE by June, 2020.
3. By June 2020, we will offer professional development/training workshop on matriculation processes from jails to community college for AE counselors.
4. Develop and offer two new, or additional, courses that address identified barriers to student success by June 2021.
5. Increase student transitions to aligned degree/ certification/ certificate programs by 10% by June of 2022.

2.5 Piloting and Implementation

Explain how you will prototype new strategies and describe measures of effectiveness.

1. Distance learning to increase reach and efficiency.
 - a. Pilot: We will pilot distance learning computer courses between PSA and NUAE.
 - b. Effectiveness: Increased numbers of participants attending courses from Nevada County by 10%. Students are able to pass exam/exercises at end of class to demonstrate competency/skills acquired.

2. Partnerships to fill gaps in services.
 - a. Pilot: Partnering to offer 243 IELCE programs in Lincoln, CA
 - b. Effectiveness: Students attend jointly offered 243 IELCE programs
 - a. Pilot: NUAE and Sierra College Nevada County Campus collaboration project to align math curriculum to support adult education students move successfully into college/transfer level math (or Sierra students who may be referred to adult school for additional support).
 - b. Effectiveness:
 - i) Students successfully demonstrate competency in the defined math skills needed for transfer level math.
 - ii) Student enrollment and transition to postsecondary programs.

- a. Pilot: Auto technician certification - partnership with BMR Automotive Roseville and Roseville Adult School.
- b. Effectiveness:
 - i) Minimum enrollment attained to run pilot course.
 - ii) Students successfully complete the course, earn industry certificate and attain entry-level automotive technician employment.

3. Pilot: Contextualized math courses at the adult schools
 - a. Examples: Medical Math to support Healthcare courses), Construction math, etc.