

59 Sierra Joint Consortium

Plans & Goals - Consortium Approved

Executive Summary

VISION: As noted in the Sierra Joint Consortium's Three Year Plan, our vision over the next 12 months 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. PRIOR YEAR ACCOMPLISHMENTS: Within the region, last year's highlights include launching streaming classes between schools, introducing a CTE automotive strand, adding a GED program and a testing center, expanding inmate education to multiple locations, developing industry recognized computer certification training, opening a Toddler Center and two satellite locations. PRIMARY GOALS FOR UPCOMING YEAR: Goal 1: Expand program and course offerings in remote and/or underserved locations within Consortium boundaries to fill gaps and meet customer needs. Goal 2: Continue to expand workforce training in high demand sectors throughout region. Goal 3: Improve transitions from adult schools to post-secondary education. Goal 4: Identify and address barriers to student success and completion.

Regional Planning Overview

Sierra Joint Consortium will maintain a strong focus on the four major goals of the consortium's three year plan and has developed strategies utilizing the logic models to achieve these goals.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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.

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

Discussion with our regional partners as well as viewing quantitative data from sources such as census data and the regional facts sheets.

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

Increased courses in outlying areas, increased enrollment, course completion, job readiness and articulation between the adult schools and post secondary education. This will be measured through Tops Enterprise data and the community college launch board.

Gaps In Service

New Strategies

Strategy #1

Utilize/expand streaming/distance learning technology between consortium partners. For example, 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.

Strategy #2

Expand ESL/Career education to regions in the consortia that do not have adult education programs. For example, RAS and PSA will work with Western Placer Unified School District to jointly offer ESL, CTE and High School Completion programs to help meet high demand and fill a gap because this District does not participate in the CAEP consortium.

Strategy #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.

Strategy #4

Develop partnership and collaboration with 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.

Strategy #5

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

Strategy #6

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

Seamless Transitions

New Strategies

Strategy #1

Foster post-secondary faculty/counselor collaboration with adult school instructors/counselors 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.

Strategy #2

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).

Strategy #3

Community college 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).

Student Acceleration

New Strategies

Strategy #1

Community college 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.

Strategy #2

Make data driven decisions in order to improve student success across all programs. For example, adult school ESL instructors will be utilizing the PLC model to identify successful instructional practices that can be replicated to increase completion rates in a more timely manner.

Strategy #3

ELA and/or mathematics gaps will be identified in Adult CTE programs in order to integrate CTE with supporting ESL and/or ABE instruction. For example, during student onboarding into AE CTE programs, students will be tested to determine academic gaps that will then be addressed through the infusion of workplace-relevant math, reading, and writing skills within those classes or through related workplace academic courses included in the CTE program course sequencing.

Strategy #4

ABE, ASE, and ESL instructors will collaborate with CTE instructors to offer integrated learning opportunities. Students in each program will be supported in identifying academic and employment needs and encouraged to participate in programs that help support those needs.

Professional Development**New Strategies****Strategy #1**

Relative to the strategies articulated in the annual plan, all consortium members will be given the opportunity to select and participate in professional development that will be of benefit. Examples of professional development include but are not limited to; annual CAEP Summit, a second annual AE Google Summit, New World of Work 21st Century Skills, CALPRO trainings, etc.

Strategy #2

Buy in and incentives for post secondary faculty and AE instructors to collaborate/communicate about curriculum alignment.

Strategy #3

Develop and maintain Professional Learning Communities in program areas and allow for a "mixed group" PLC consisting of a members from each program to area to share ideas and identifies opportunities to integrate multiple content areas into courses and pathways.

Strategy #4

Conduct "Teacher Academy" inservice days to educate/inform teachers of the "why" behind compliance requirements (registration forms, CASAS testing, attendance, etc.), share instructional techniques, and increase content knowledge.

Leveraging Resources**New Strategies****Strategy #1**

Expand offerings to regions within the consortium and new locations via streaming technologies, satellite campuses and partnering districts.

Strategy #2

Share curriculum between consortium members and from other consortia across the state (for example, Folsom Cordova instructional aide curriculum).

Strategy #3

Collaborate with community college math instructors to provide guidance to adult school instructor for the creation of a math support class.

Strategy #4

Partner with local businesses and schools to offer programs that are accessible to underserved and underrepresented populations.

Strategy #5

Share print and online catalog between consortium members. Greater use of Sierra Assets website for public information on course offerings.

Strategy #6

Develop partnership and collaboration with 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.

Strategy #7

Collaboration between community college instructors and 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.).

Strategy #8

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.

Fiscal Management

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

Planned allocations were voted on by the members of the Sierra Joint Consortium Steering committee. Allocations are directed to the following areas, based on our 3 year plan: Expanding program and course offerings in remote and/or undeserved locations within Consortium boundaries to fill gaps and meet customer needs; Continue to expand workforce training in high demand sectors throughout region; Improve transitions from adult schools to post secondary education; Identify and address barriers to student success and completion.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

If any member has carryover funds, they will be required to use those funds in compliance with the three year plan, consortium by-laws and state standards. Up until this year, only one member has had carry-over funds but has spent those funds the following year. If carryover funds are to be redistributed across the consortium, it will require a unanimous vote of the membership.

Certification

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