

59 Sierra Joint Consortium

Plans & Goals

Executive Summary

Funds Evaluation:

Upon release of the annual CAEP allocation, the SJC steering committee reviews the allocation and any applicable COLA. A draft of each member's new allocation is presented at a scheduled monthly meeting. Members agreed that the consortium has sufficient funds to meet current demands but may be insufficient for program growth in the future in underserved areas.

Following a thorough review of consortium data, key data points and educational needs were identified:

1. Need to increase hours of participation for existing students (persistence)
2. Need for outreach to underserved populations: younger age group, males, ELL students, Low Income
3. Need for continued support and expansion of ELL offerings, particularly at Roseville, Truckee and Inmate Education
4. We are only serving 8.6% of low income people over 20 years old in our community
5. Need to expand quality CTE training, industry certifications and viable post-secondary pathways
6. Need to continue to increase high school completion or GED rates. Our consortium could serve over an additional 10,000 people between ages 20 and 49 who do not have a high school diploma

Objectives:

After a thorough review of the data, members identified the following objectives to focus on over the three year period:

1. Increase English Language Literacy (ELL)
2. Support students obtaining a high school diploma or equivalent (LL)
3. Learn industry-specific and soft-skills needed to either obtain employment or earn a livable wage (LI)

Accomplishments:

- Increased ELL course offerings and student enrollment in underserved areas
- Increased course offerings and student enrollment for GED/HSD
- Implemented National External Diploma Program
- Increased course offerings and student enrollment for CTE including non-credit at Sierra College
- Implemented course offerings in CTE for inmate education
- Added transition counselor to post secondary education
- Implemented workforce preparation course with the California Conservation Corp
- Implemented HyFlex model of instruction

Regional Planning Overview

Through our three year planning process consortium members (by looking at data and demographics) called out four objectives and four activities and outcomes to meet our regions student needs:

Objectives:

1. Increase English Language Literacy (ELL)
2. Support students obtaining a high school diploma or equivalent (LL)
3. Learn industry-specific and soft-skills needed to either obtain employment or earn a livable wage (LI)
4. Support transition to post-secondary

Activities and Outcomes:

- Offer ELL, HSD/HSE, or CTE classes in underserved areas
- Target marketing to reach underserved populations
- Support for managed enrollment
- Provide contextualized ELL instruction to support industry needs

For year one of our three year implementation process we will align with our Continuous Improvement Plan and WASC action plan. Benchmarks will be monitored through data to determine our effectiveness at meeting these activities and outcomes.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need for outreach to underserved populations:

- Younger age group
- Males
- ELL students
- Low Income

Lack of adult school programs and services in the Western Placer Region including Lincoln, Rocklin and Nevada/North San Juan

Lack of employees prepared for high need, high wage, and middle - high skilled industry sectors such as early childhood development, construction and healthcare

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

We analyzed LaunchBoard data to identify underserved populations

The Western Placer County region has no adult school serving the area with a population of 51,000 and a projected growth rate for the entire Placer County region of 1.6% over the next five years (Placer County Economic Forecast)

We analyzed Center of Excellence labor market data and input from our local industry partners

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

- We will see an increased in participation by younger age group, males, ELL students and low income students
- We will see an expansion in class offerings in CTE, ELL, GED/HSD in Western Placer, Tahoe Truckee, and Nevada County
- There will be an increase in student completion of IET/IELCE programs that lead to employment or advancement

Address Educational Needs

2022-23 Strategies

Strategy Name

Outreach/Awareness

Activity that Applies to this Strategy

Outreach and Enrollment for ESL, HSD/HSE, or CTE

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Efforts to create awareness about Adult School programs and services in underserved areas - especially critical post-Covid

- Partnering with the local workforce industry partners such as Mountain Enterprises to offer contextualize ELL and workforce readiness to increase participation with younger adults, males, ELL and low income
- Providing technology, and internet access to low income students
- Offering a HyFlex model of instruction to make programs accessible to a higher percentage of younger adults, working adults and low income students
- Working with local school districts to add GED/HSD which will re-engage younger adults, ELL, low income, justice involved and males who were non-completers during Covid
- Targeting community outreach and digital marketing to specifically directed towards younger adults, males, low income and ELL students

Strategy Name

Increase programs and services in underserved areas

Activity that Applies to this Strategy

Student Services and Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

- Partnering with the local workforce industry partners such as Mountain Enterprises
- Providing technology, and internet access
- Offering a HyFlex model of instruction to make programs accessible
- Working with local school districts to add GED/HSD which will re-engage adult learners post Covid
- Targeting community outreach and digital marketing

Strategy Name

Prepare students for high need, high wage, and middle - high skilled industry sectors

Activity that Applies to this Strategy

Student Services and Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

- Partnering with the local workforce industry partners such as Mountain Enterprises to offer contextualize ELL and workforce readiness
- Providing technology, and internet access
- Offering a HyFlex model of instruction
- Working with local school districts to add IET/IELCE programing
- Targeted marketing for middle skilled industry sectors

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

AE CTE Pathways and Curriculum Alignment with Sierra

Activity that Applies to this Strategy

Student Services and Transitions

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Continue efforts to align curriculum and create pathways between the adult schools and Sierra College. Additionally, the consortium will work to identify AE students ready to transfer to college. Our dedicated Transition Counselor will assist students (and other counselors) with the application process across PSA, RAS and NCAE. Incentives to transition include leveraging the new, broader interpretation of Credit for Prior Learning, particularly with CTE programs. Curriculum alignment work with existing CTE programs will continue and efforts to develop new career pathways between the AEs and the college will also continue. North Far North priority sections such as Human Development and Education will be a focus of exploration in the coming year. Lastly, ESL at Sierra College is working directly with CTE departments, starting with Building Industries, to create a Vocational ESL course model that will better prepare students to transition from ESL into CTE programs. College is working directly with CTE departments, starting with Building Industries, to create a Vocational ESL course model that will better prepare students to transition from ESL into CTE programs.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Student Support Services

Activity that Applies to this Strategy

Student Services and Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Consortium members will use the following strategies to improve support services:

- Offer alternative diploma pathways such as NEDP
- Refine onboarding for new client/students to include goal setting
- Monthly pacing guides for completion of academic goals
- Early alert system that monitors student persistence and follow up interventions as needed
- Offering a HyFlex or Hybrid instructional models to support equitable learning opportunities and access
- Support of bilingual digital access to technology and training

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.

The Sierra Joint Consortium Steering committee agreed to allocate the 2022-2023 COLA at the same percentage as currently allocated. Consortium CAEP allocations are directed to the following areas, based on our 3-year plan: Expanding program and course offerings in remote and/or underserved locations within Consortium boundaries to fill gaps and meet customer needs; Continue to expand workforce training in high demand sectors throughout the 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 2022-23.

If any member has carryover funds, they will be required to use those funds in compliance with the three-year plan, Consortia by-laws, and state standards. If carryover funds are to be redistributed across the consortium, it will require a unanimous vote of the membership.

The members have the following plans to spend down their carryover:

NCAE- increase community outreach, increase course offerings, increase compensation for teachers, facilities improvements.

TTUSD-Maintaining increased spending levels to close the gap in carryover. Current spending is \$40,000 per year over current budget.

PSA- expanding programs into underserved areas (Lincoln and Inmate education)

Sierra will provide a classroom for TTUSD for NCCER classes and fund the Building Industries Association contract for Sierra's noncredit construction bootcamp

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