

**SIERRA, PLACER AND NEVADA ADULT EDUCATION PLANNING CONSORTIUM
PROJECT MANAGEMENT PLAN**

A. Organizational Structure:

Consortia Membership: Describe existing collaborative relationships, between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.

Members

The Sierra, Placer and Nevada Planning Consortium is made up of three school districts with active Adult Education programs in 2013-14 and one Community College district. The members and their respective school sites are listed below:

Nevada Joint Union High School District

Nevada Union Adult Education

Placer Joint Union High School District

Placer School for Adults – Primary Contact for Grant

Roseville Joint Union High School District

Roseville Adult School – Fiscal Agent

Sierra Joint Community College District

Rocklin Campus

Nevada County Campus

Prospective members may include representatives from school districts with inactive Adult Education programs* that are located within the Consortium boundaries. These prospective members are listed below:

Rocklin Unified School District (Rocklin)

Tahoe-Truckee Unified School District (Truckee)

Western Placer Unified School District (Lincoln)

*At the date of this submission, early efforts to reach out via email and/or phone calls have not resulted in any response indicating interest in this project. Center Unified District (which has an active adult education program) was also invited to be a member yet declined in order to participate with Los Rios Community College District. In addition, Sierra Joint Community College District has a Truckee Campus which may be added as the Consortium reviews services in the Truckee area.

Existing Collaborative Relationships

Collaborative relationships related to adults between Sierra Joint Community College District (SJCCD) and the school districts are listed below:

Nevada Joint Union High School District and Sierra Joint Community College District's Nevada County Campus

Nevada Union Adult Education (NUAE) shares an ESL teacher with the Nevada County campus of SJCCD. Individuals from the Nevada County Campus of SJCCD refer students who are in need of basic skills to NUAE on an informal basis. Nevada Union Adult Education refers students who need assistance to the appropriate department on the SJCCD Nevada County Campus.

Placer Joint Union High School District and Sierra Joint Community College District's Rocklin Campus

The Placer School for Adults (PSA) Counselor attends meetings at SJCCD's Rocklin Campus' Career and Transfer Center including the Counselor Symposium on admissions, financial aid and program offerings. Placer School for Adults' students participate in the annual College and Career night at Placer High School. The Rocklin Campus' Program Manager of Outreach does onsite presentations at PSA for prospective students. Individuals from the Rocklin Campus of SJCCD refer students who are in need of basic skills to PSA on an informal basis. Placer School for Adults refers students who need special services to the Disabled Student Services (DSS) program on the SJCCD Rocklin Campus.

Roseville Joint Union High School District and Sierra Joint Community College District's Rocklin Campus

Roseville Adult School (RAS) takes English as a Second Language (ESL) and Adult Secondary Education (ASE) students on tours of the Rocklin Campus. The Rocklin Campus' Program Manager of Outreach does onsite presentations at RAS for prospective students. Individuals from the Rocklin Campus of SJCCD refer students who are in need of basic skills to RAS on an informal basis. Roseville Adult School refers students who need special services to the Disabled Student Services (DSS) program on the SJCCD Rocklin Campus. The Program Manager for Outreach shares enrollment data from the SJCCD research department.

Collaboration on topics other than Adult Education include the Sierra College President hosting a Superintendents' Roundtable which meets no less than twice annually with Superintendents from our six main partner school districts (PUHSD, RJUHSD, Western Placer Unified, Rocklin Unified, Nevada Joint Union, and Tahoe-Truckee Unified). Monthly meetings are held with Math and English Language Arts representatives from SJCCD and the high school districts at the Rocklin Campus. The school districts work with Sierra College on a common Early Assessment Program (EAP). EAP Math is a UC "a-g" approved course offered to 12th graders in the member districts.

Existing Relationships Informing the Planning Process

The planning process will use and expand on these existing relationships to formalize referrals between schools. This will include establishing a referral process to/from the college and adult schools to identify:

- What services are available at each school?
- Who is sending students?
- Which students are being sent to which agency?
- What type of follow up is being done?
- What data is being collected and how is success measured?

An example of a new referral contact is the use of the Student Support Center at the Rocklin Campus. "The HUB" serves as a one-stop location for student services to increase student success. Through existing relationships between the members, referrals to this new support center will be made and evidence of success will be measured and evaluated.

Conversations on Adult Education started in January 2014 between the Consortium Members (Vice Presidents at SJCCD and Principals of Adult Schools in NJUHSD, PUHSD and RJUHSD). This group defined an Oversight Committee made up of the President and Vice Presidents of SJCCD and Superintendents (or Designees) from the Member Districts (NJUHSD, PUHSD, RJUHSD). The group also defined a Steering Committee is made up of Member Administrators (SJCCD Director/Associate Dean and NJUHSD, PUHSD, RJUHSD Principals).

Partnerships: List any identified partners and describe how these relationships may inform the planning process going forward.

Partnerships vary by level of involvement, resources committed and numbers of shared clients. Appendix C of *the Certification of Eligibility Instructions, Terms & Conditions—AB86 Adult Education Consortium Planning Grant* provides data collection guidelines in tables 1.2 (Evaluation of Existing Adult Education Programs Offered by Consortium Partners) and 2.1 (Evaluation of Existing Adult Education Enrollment). Data from these tables will help identify numbers of adults served and cost of instruction for each of the 5 program areas. Part of our planning process will include identifying primary and secondary partners. Those agencies considered primary partners will be agencies with MOUs and/or formal contracts or agencies that are utilized by multiple members. Partners with a more narrow focus i.e. working with only one of the member agencies or having a lower level of contact will be identified as secondary partners.

The planning process will use information from the following list of primary partner agencies to collaborate on education programs, job placements, transitions and labor market analysis. They will attend partner meetings as well as related Program Area Work Group meetings (Basic Skills, ESL, AWD, CTE/Apprenticeships).

Primary Agency/Partner	Member - NUAЕ	Member - PSA	Member - RAS	Member - SJCCD
Golden Sierra Joint Training Agency		X	X	X
Northern Rural Training & Employment Consortium (NORTEC)	X			X
Placer County Health & Human Services (HHS) Adult Services		X	X	X
County Offices of Education (Placer and Nevada)	X			X
Placer County Jail		X		
Nevada County Jail	X			
Elementary School Districts	X	X	X	X
Latino Leadership Council		X		X
Public Libraries	X	X	X	
Sierra College Foster Kinship Care and Education Program				X
Partners in English Language Learning (Nevada County)	X			
Nevada County Health & Human Services Agency	X			
Tahoe-Truckee, STEM				X
Tahoe-Truckee, AEP				X

Partners with a more narrow focus i.e. working with only one of the member agencies or having a lower level of contact will be identified as secondary partners.

Secondary Agency/Partner	Member - NUAE	Member - PSA	Member - RAS	Member - SJCCD
Professional Education Programs (PEP)		X		
Department of Rehabilitation	X	X	X	X
Placer Adult Literacy Service (Auburn/Placer County Library)	X	X	X	X
PearsonVUE—partner for computer based GED at PSA, RAS, NUAE	X	X	X	
National Alliance on Mental Illness (NAMI)—PSA partner—classes to support care providers		X		
Public Authority—NUAE partner—In Home Support Services (IHSS) classes and certification taught by a NUAE instructor at the Public Authority	X			
Booth Family Center (Salvation Army Nevada County) – (NUAE)	X			
Native American/TANF	X			
St. Rose Church – (RAS)			X	

These partners will also inform the planning process through an inventory of services, needs assessment, identify seamless transitions to postsecondary and/or workplace, identify opportunities to leverage resources to avoid duplication, address gaps in services, accelerate progress, utilize professional development to help achieve program integration.

Community Donors:

These are agencies that have consistently supported adult education in the respective communities through scholarship donations and/or grants.

- Auburn Rotary – (PSA)
- Odd Fellows – (PSA)
- Philanthropic Education Organization (PEO) – (PSA)
- United Auburn Indian Community - (PSA)
- City of Roseville (RAS)
- Soroptomist – (PSA)

B. Shared Leadership Strategies

Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (include resource allocation), advisory groups, and consortia member and partner agreements.

The members and partners in this proposal have extensive experience collaborating with agencies in developing, promoting, and/or providing adult education services in Placer and Nevada County. There is a need for stronger collaboration between SJCCD and the Adult Education Members to expand and formalize a network of services. This will be addressed as part of the planning grant.

A shared governance model with representatives from SJCCD and Adult Education Members will define member roles and responsibilities, partner roles and responsibilities, and decision-making processes and procedures. Project meetings (on ground and via teleconference) will be inclusive to key stakeholders and the community at large.

An Oversight Committee made up of the Consortium Member Executives (Vice Presidents at SJCCD and Superintendents/Designees at NJUSH, PUHSD and RJUHSD) will receive reports and review work done by the Steering Committee including legal assurances for the grant.

The Steering Committee is made up of Member Administrators (SJCCD Director/Associate Dean and NJUHSD, PUHSD, RJUHSD Principals). This Committee will establish a timeline, ensure that there is a process to create deliverables, and make sure that all outcomes are met. Additional staff may be hired and or supplemental pay will be provided for program coordination, clerical staff, and other program support.

Partners and Members will come together in face-to-face meetings to address the objectives of the grant. Program Area Work Groups with an Adult Education and SJCC co-chairs will be formed to focus on the five program areas of the Grant: Basic Skills, English as a Second Language, Programs for Adults with Disabilities, Short-term Career Technical Education and Programs for Apprentices. Each partner has a part to play as linkages are improved between adult education providers in Placer and Nevada County. The partners will work together to efficiently respond to the mandates of AB86's Adult Education Consortium Planning grant objectives and outcomes.

C. Project Planning Roles and Responsibilities

Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.

The Organizational Chart is at the end of the project management section. Project staff will include a Project Coordinator and an Administrative Assistant. The following information demonstrates staff members' prior experience, commitment, responsibilities and the amount of time staff will devote to project activities.

Oversight Committee

Consortium Member Executives Vice Presidents at SJCCD and Superintendents/Designees at NJUSH, PUHSD and RJUHSD

- Willy Duncan, President/Superintendent, SJCCD
- Debra Sutphen, , Vice President, Instruction, SJCCD
- Mandy Davies, Vice President, Student Services, SJCCD
- Louise Johnson, Superintendent, NJUHSD
- George Sziraki, Superintendent, PUHSD
- Tony Monetti, Superintendent, RJUHSD

The Oversight Committee will meet bi-annually to review implementation of the grant or other business related to the grant.

Steering Committee

Member Administrators (SJCCD Director/Associate Dean and NJUHSD, PUHSD, RJUHSD Principals)

- Darlene Jackson, Associate Dean, Business, Applied Academics and Physical Education, SJCCD
- Stephanie Ortiz, Executive Dean, Nevada County Campus, SJCCD
- Anita Bagwell, Principal, NUAE/NJUHSD
- Bill Bettencourt, Principal, PSA/PJUHSD
- Joyce Lude, Principal, RAS/RJUHSD

The Steering Committee will meet monthly or more often as needed to establish a timeline, ensure that there is a process to create deliverables, and make sure that all outcomes are met. This group will continue to refine the Regional Comprehensive Plan and ensure that all grant deliverables are met within the timeline set forth. The Steering Committee will give direction to the Project Coordinator and support staffs.

Project Coordinator

The part-time Project Coordinator (TBD) will work under the direction of the Steering Committee to implement or manage activities identified under each objective detailed in a project work plan including the timely submission of required reports.

Administrative Assistant

A part-time administrative assistant (TBD) will provide support to the Project Coordinator and Steering Committee in the implementation and reporting of project activities and outcomes. Duties include documentation of activities and budget expenditures, to be referenced for required reports; communication with members and partners on meetings and other activities; and assistance with meeting coordination and delivery of written materials.

Program Area Work Groups

The Work Groups will include representatives from member and partner institutions as follows and relate directly to the priority areas listed in AB86: (These are tentative names with more to be added):

Basic Skills

AE-Kaeli Hogan- PSA (co-chair)

SC-Susan Lucyga (co-chair)

Work Group Participants

Monique Johnson-AE/RAS

Jason Buckingham-Golden Sierra

_____, Exec Director – NorTec

Julie Coffin-AE/NUAE or Julie Schibig-AE/NUAE

ESL

AE-Joyce Lude-PSA (co-chair)

SC-Robin Persiani (co-chair)

Work Group Participants

Lisa Nelson-AE/RAS

Chrissy Agagee-AE/PSA

Lisa Stine-AE/NUAE

AWD

AE-Joyce Lude (co-chair)

SC-Sharon Adams (co-chair)

Work Group Participants

DSS Representative (possible co-chair)?

Maureen Bowman--HHS

CTE (Possibly combine with Apprenticeship in meetings)

AE-Bill Bettencourt (co-chair)

SC-Denise Bushnell (co-chair)

Work Group Participants

Sheryl Rider—PCOE

Arij Mousa, AE/PSA

Apprenticeship

AE-Bill Bettencourt (co-chair)

SC-Carol Pepper-Kittredge (co-chair)

Work Group Participants

Jason Buckingham – Golden Sierra

_____, Exec Director - NorTec

Program Area Work Groups will meet will meet bi-monthly to complete activities to support the **seven AB86 objectives according to the reporting requirements in the planning grant:**

1. Evaluation of current levels of adult education
2. Evaluation of current needs of adult education
3. Integration of programs and transitions
4. Addressing the gaps between existing programs and needs
5. Acceleration of student progress toward academic or career goals
6. Collaboration on professional development
7. Leverage of existing structures and resources

D. Communication

Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.

Contacts for each member and partner will be identified and added to a distribution list. Electronic communications to this key stakeholder group will include:

- Planning meeting dates, times and locations
- Monthly activity reports, including the inventory of services, a gap analysis report, sub-committee findings, meeting dates and key objectives, and other related project outcomes.

Project information will also be included as a standing agenda item, as applicable, on district, adult education provider and other organizational meeting agendas, delivered by member representatives.

Significant reports, findings and project recommendations will be presented at district Board of Trustee meetings by the Steering Committee and/or the project coordinator. The Oversight Committee will also share reports and information with regional/state colleagues.

Project reports and recommendations, a calendar of meetings and events, and the project work plan will be also posted on the Roseville Adult School , Nevada Union Adult Education, Placer School for Adults, and Sierra College websites. Press releases to inform Placer and Nevada County residents of project activities and outcomes will be developed and disseminated to local newspapers.

Describe strategies that might be used for outreach to regional stakeholders.

Outreach to stakeholders will be made through several methods including but not limited to phone, email, written correspondence, presentations at district and agency meetings, website(s), press releases and stories.

Organizational Chart

The following chart shows the initial structure of the Consortium. The names of individuals in the Program Area Work Groups will be added once they are finalized.

Sierra, Placer & Nevada Adult Education Planning Consortium

