

**Sierra, Placer and Nevada Planning Consortium**  
*Regional Comprehensive Plan Completed-To-Date*

**Introduction**

This section will discuss regional planning processes and timelines of activities followed by the Sierra, Placer and Nevada Consortium to-date in order to demonstrate the Consortium's organizational structure, decision-making, shared leadership, partners and representation.

The Sierra, Placer and Nevada Planning Consortium (also referred to as the Sierra Joint Consortium, or simply, the Consortium), has a total population of 506,132 individuals and covers 3,200 square miles, comprising the entirety of Placer and Nevada counties, as well as parts of El Dorado and Sacramento Counties. Placer and Nevada Counties, which account for the majority of the Consortium's geographic region, are each comprised of their own diverse sub-regions and incorporated areas. Placer's three distinct sub-regions include: the Valley, which is the most urbanized in terms of population area and commercial development, encompassing the cities of Rocklin and Roseville; the Gold Country, which includes the historic county seat of Auburn; and the High Country, which includes the cities of Kings Beach and Tahoe City, as well as the Sierra Nevada Mountains -- well-known for their myriad recreational opportunities (*Placer County Economic and Demographic Profile, 2014*). Nevada County's three incorporated areas of Grass Valley, Nevada City, and Truckee account for 33% of the county's total population and include three vibrant and historic downtown areas, and the beautiful Sierra Nevada foothills provide an abundance of recreational opportunities for County residents and visitors alike (*Nevada County Demographic and Statistical Profile, 2012/2013*).

The Sierra, Placer and Nevada Planning Consortium is made up of Consortium member agencies, including three school districts with active adult education programs and one community college district, as well as primary and secondary partner agencies who collaborate with member agencies in the delivery of educational programs, job placements, and postsecondary/workplace transition and support to the region's adult learners.

Member and partner agencies within the Consortium have essentially remained the same since the submission of the Project Management Plan, with the following three exceptions: 1) Sierra-Plumas Joint Unified School District, a hoped-for Consortium member, has been unresponsive to Consortium contact attempts; 2) Sunrise Tech

Center (within the San Juan Unified School District and part of the Los Rios Consortium) will be invited to attend the upcoming “Sierra Consortium Summit” and may be added as a Primary Partner (see Planned Consortium Activities below); 3) Pearson VUE has been removed from the list of partner agencies, as they are a vendor of the computer based GED rather than a collaborative partner agency for AB86 program purposes.

*Consortium member agency* respective school sites and quality indicators include:

- Nevada Joint Union High School District -- Nevada Union Adult School: Founded over 40 years ago, Workforce Investment Act (WIA) funded
- Placer Joint Union High School District -- Placer School for Adults: Founded 57 years ago, WASC accredited in 2012, WIA funded
- Roseville Joint Union High School District -- Roseville Adult School: Founded 93 years ago, WASC accredited in 2008, WIA funded
- Sierra Joint Community College District -- Rocklin & Nevada City Campuses: Founded 78 years ago, WASC accredited in 2010 (2014 pending), Perkins, Basic Skills Initiative, Student Success and Support Program, and General Apportionment funded.

Partner agencies have been linked to member districts based on proximity and existing relationships.

*Primary partners* (located within the proximity of the Roseville Joint Union High School District) -- those agencies with MOUs, formal contracts, or services and programs that are utilized by multiple member agencies to meet the need of the region’s adult learners -- include:

- Auburn Union School District
- Golden Sierra Job Training Agency
- Latino Leadership Council
- Placer County Health and Human Services (HHS)
- Placer County Jail
- Placer County Library
- Placer County Office of Education
- Roseville City School District
- Roseville Public Library

*Secondary partners* (located within the proximity of the Roseville Joint Union High School District) -- those agencies without MOUs or formal contracts that provide a narrower range of services and programs to select member agencies -- include:

- California Department of Rehabilitation
- Placer Adult Literacy Service
- Placer County National Alliance on Mental Illness (NAMI)
- Professional Educational Programs (PEP)
- Saint Rose of Lima Catholic Church

Primary and secondary partner information for agencies located within the proximity of the Nevada Joint Union High School District is unavailable at the time of this submission and will be provided by the Consortium in the report to-date due October, 31, 2014.

*Prospective member and partner agencies* - those with adult education programs (both active and inactive) located within Consortium boundaries - have not responded to contact attempts and invites of participation, and include:

- Rocklin Unified School District
- Sierra-Plumas Joint Unified School District
- Tahoe Truckee Unified School District
- Western Placer Unified School District

Partner contacts were initiated by a coordinator who worked with each member agency. Mike Brockman, AB 86 Consortium Planner for Roseville, started this task by developing a spreadsheet listing each partner and cross-referencing services offered in each of the five priority areas. From 4/11/2014 to 6/12/2014, Mike gathered information from primary and secondary partners located within the proximity of the Roseville Joint Union High School District by way of e-mail, phone interviews, face-to-face meetings and on-site visits. He informed each partner about AB86, shared the goal of the project, and asked partner agencies to describe services provided in each of the five areas, as well as areas of need these agencies had identified and areas in which they wished to expand services. This information was summarized and shared with the Steering Committee on April 23, 2014, and successive summaries were provided to Steering Committee members as partner agencies continued to respond to inquiries into the latter part of June 2014. A template of this spreadsheet was used to guide parallel information gathering by team members working with member and partner agencies located within the proximity of Nevada Joint Union High School District. Narrative information from agencies in this sub-region is unavailable at the time of this submission.

Shared planning has been done through numerous e-mails, phone calls and face to face meetings. A summary of meetings is listed below:

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose</b>	<b>Outcome/Action</b>
12/13/13	PSA	Bagwell, Bettencourt, Lude (AE)	Initial review of AB86, discussion of PSA's contact with Sierra College, sharing of site programs	Identify Consortium boundaries, research what is required of the fiscal agent
1/3/14	PCOE	Partners and Sierra College (SC)—No AE	Prospective partners initial discussion of AB86.	Initial attempt to begin AB86 project management by partners and CC w/o Adult Education Members able to attend.
1/8/14	PSA	AE, Partners (49er ROP, Placer County Office of Education, SC	Clarification of Member/Partner roles	RAS as fiscal agent, Bill Bettencourt as Primary Contact, establishment of future meeting dates
1/17/14	PSA	AE, Diana Shutleff (Center Unified)	Review grant, identify tasks ahead	Wrote justification for Fiscal Agent, initial template for partners, Bettencourt to write letter to prospective member districts
1/27/14	Sierra College	AE, Sutphen, Davies, Jackson	Initial review of AB86 tasks	Gathered names of responsible parties, established Steering Committee
2/4/14	PSA	AE, Jackson	Writing Project	Multiple drafts of

2/5/14 2/7/14			Management Plan (PMP)	Project Management plan, Consortium Organizational chart, Intent to Participate
2/12/14	SC	AE, Sutphen, Davies, Jackson	Shared draft PMP, Intent to Participate, Draft Budget information with Sierra College Deans	Edits and input to PMP, Org chart, Intent to participate
2/27/14	PSA	AE	Budget discussion	Directions for budget documents
3/14/14	PSA	Bettencourt, Bagwell, Ortiz	Catch up Ortiz, Summit discussion	Initial planning for summit (6/26/14)
3/17/14	RAS	Bettencourt, Lude	Project Director, GED Workshop	Need for matrix of objectives/program areas, creation of Project Director duty document
3/19/14	PSA	AE, Ortiz,	Budget, Identify tasks ahead, Project Director	Divided duties of Project Director to Planner (RAS) and Researcher (SC), establish initial amounts to each Member (\$25K to NU, \$50K each to Placer, Roseville, Sierra College)
3/20/14	RAS	Bettencourt, Lude	Interview Consortium Planner	Mike Brockman hired to serve as AB 86 Consortium Planner
3/26/14	Nevada	Bettencourt,	Meet Pauli Simas	Pauli to assist with

	City	Lude, Simas		Nevada Union Data Collection
4/2/14	RJUHSD	Lude, Landon, Tejes, Jackson, Fisher	Budget process with Sierra College and other Members	Budgets to RJUHSD by 5/1/14 Invoices to RJUHSD by 7/15/14 Each agency can charge their own indirects at the grant approved rate (4%)
4/3/14	PSA	AE, Brockman	Contact information, divide partner contacts	Partner contacts divided between members
4/23/14	PSA	AE, Brockman, Jackson, Ortiz, Leon	Partner contacts, Summit planning, GED training, Sierra Plumas JUSD	Meetings scheduled, budget deadline reminders, date of summit (9/11/14), minutes created
4/30/14	PSA	AE, Brockman, Leon	Partner contact list review, Summit planning	Summit at Holiday Inn Auburn on 9/11/14. Pauli to contact partners: Loyalton-Sierra Plumas, Tahoe-Truckee Mike to contact partners: Roseville, Rocklin and Auburn
5/2/14	PSA	Bettencourt	Summit Save the Date Flyer Out	Save the Date flyer shared with Sierra College Staff
5/13/14	RAS	Bettencourt, Lude, Brockman	Partner contact follow up, plan for July 31 <sup>st</sup> deliverables	Identified summer work/vacation schedules

5/21/14	PSA	AE, Brockman, Ortiz, McKnight	July 31 <sup>st</sup> deliverables, non-participating member districts	Identified due dates for tables, identified summer work/vacation schedules
5/23/14	Roseville City Library	Lude, Brewer, Literacy Tutors	GED Preparation Training	Training for tutors, professional development to support program area 1 (Basic Skills) of AB86
7/16/14	RAS Conferenc e Call	Brockman, Lude, McKnight	Table review, status of partner input, establish needs/gaps for report due 7/31	Information coming on community college mandates for basic skills, partner contacts for Nevada Union and summary of McKnight's notes from partner meetings
7/21/14	RAS/PSA	Bettencourt, Brockman, Lude	AB86 Regional Chat hosted by Neil Kelly	Sharing of current status of reporting by No. CA consortium members
7/22/14	RAS	Bettencourt, Brockman, Lude	Writing of Report for Objectives 1, 2, 4	Continuing input for report due 7/31/14
7/23/14	PSA Conferenc e Call	Bettencourt, Brockman, Lude, McKnight	Questions about Nevada Co, Mc Knight as main Sierra College contact, scope of work for AB86 Consultant	Bill to contact Nevada Union member, Mike to continue writing based on input from meeting
7/25/14	RAS	Bettencourt, Brockman, Lude	Writing of Report for Objectives 1, 2, 4	Continuing input for report due 7/31/14

7/25/14	RAS	Brockman	Sent draft report to Diane McKnight for Review	Review and return to Brockman on 7/28/14
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Changes from the original Project Management Plan:

- Meetings of the Oversight Committee were not yet held (the Consortium is aiming to provide the Oversight Committee with a fall update)
- Meetings of the Program Area Work Groups were not yet held (following the *Sierra Consortium Summit* - see Planned Consortium Activities below - Program Area Work Groups will begin meeting to develop specific action plans to meet AB86 Objectives 3, 4, 5, 6, and 7)
- Restructuring of the “Project Coordinator” from a single position to a “Consortium Planner” and a separate “Project Consultant”

Strengths of the Consortium structure have included extensive communication between member agencies, expanded outreach to a broad network of partner agencies, and a growing knowledge of the needs of adults within the diverse communities comprising the Consortium region. Through concerted efforts to build partnerships, and by way of funding to support regional collaboration and meet project objectives, the Consortium has been able to get to work quickly and make a positive impact in the region. By way of AB86, Consortium member agencies have provided professional development workshops for GED preparation teachers and the Roseville Public Library literacy tutors in the region; increased student services with the addition of counseling hours at Roseville Adult School; and increased face-to-face contacts with partner agencies.

Challenges have included: 1) lack of enrollment data from partner agencies; 2) differing ideas from partner agencies about priority needs of adult learners; 3) lack of data available to measure and quantify gaps in services; 4) the constrained AB86 project timeframe which hinders the involvement of all regional stakeholders in the development of collaborative strategies and plans to address gaps in Consortium programs and services (due to summer work schedules, for example, and other problems posed by differing school/agency calendars); 5) personnel changes in member districts; 6) lack of response from aforementioned potential member and partner agencies; and 7) challenges stemming from 2007-2008 “Tier III Flexibility Legislation” which resulted in budget reductions, shrinking programs, and the shuttering of many educational entities and agencies.



## Planned Consortium Activities

8/1/2014: Attending the “How’s Your AB86 Regional Consortium Planning Work Going?” regional meeting in Hayward.

8/5/2014: Steering Committee meeting to plan *Sierra Consortium Summit*

8/11/2014: RAS site visit by Sierra College ESL Department Chair Robin Persiani to discuss program articulation and develop strategies to support ESL student transition and success

9/11/2014: *Sierra Consortium Summit* -- will include dialogue and breakout sessions with representatives from member and partner agencies to:

- Build relationships and provide structure for ongoing collaboration
- Review findings from AB86 information gathering and networking activities
- Discuss regional gaps in programs and services, and
- Develop strategies/plans to address gaps

9/15/2014 - 10/31/2014: Workgroup meetings to address AB86 Objectives 3, 4, 5, 6, 7

10/7/2014 - 10/8/2014: Plans to attend AB86 Summit in Sacramento

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### **Regional Comprehensive Plan, Objective 1:** *An evaluation of current levels and types of adult education programs within the region*

Sierra, Placer and Nevada Planning Consortium member and partner agencies are providing a broad range of services and programs in each of the following *five program areas* outlined by AB86, Section 76, Article 3:

1. Elementary and Basic Skills
2. Classes and Courses for Immigrants
3. Education Programs for Adults with Disabilities (AWD)
4. Short-Term Career Technical Education (CTE)
5. Programs for Apprentices (App)

A chart providing an overview of the programs and services delivered by each member and partner agency in the five program areas is included below, followed by a narrative

description of the programs and services provided within each key area. Where available, enrollment numbers and totals for 2013-14 have been provided. An “X” indicates programs/services offered without enrollment numbers available. Collection of narrative information about programs and services delivered by member and partner agencies in the sub-region of the Nevada Joint Union High School District has been hindered by District staffing changes, challenges posed by work calendars, and delays in acquiring AB86 project personnel. As a result, narrative information about these agencies is largely unavailable at the time of this report and will follow in the report submitted by the Consortium on October 31, 2014. Also, note that Placer School for Adults has not submitted budget numbers within the Excel tables (1.1A, 1.1B); there is ongoing review of MOE and services provided considering the adverse effects of “Tier III Flexibility Legislation.”

<b>Member Agency</b>	<b>Elementary / Basic Skills (enrollment)</b>	<b>Classes for Immigrants (enrollment)</b>	<b>AWD</b>	<b>CTE</b>	<b>App</b>
Nevada Joint Union High School District (Nevada Union Adult Education)	x	x	n/a	n/a	n/a
Placer Joint Union High School District (Placer School for Adults)	1048	95	--	319	--
Roseville Joint Union High School District (Roseville Adult School)	774	497	17	668	--
Sierra Joint Community College District (Rocklin & Nevada Campuses)	1060	331	300	600	--
<b>Total (Comm. College   Adult Ed.)</b>	1060   1822	331   592	300   17	600   987	
<b>Partner Agency</b>	<b>Elementary / Basic Skills</b>	<b>Classes for Immigrants</b>	<b>AWD</b>	<b>CTE</b>	<b>App</b>
Auburn Union School District	x	x	x	x	x
California Dept. of Rehabilitation	--	--	x	--	--

Golden Sierra Job Training Agency	X	--	X	X	X
Latino Leadership Council	--	X	--	--	--
Nevada County Library: Read UP	X	--	--	--	--
Nevada County CalWorks	--	--	--	X	--
Nevada County Sheriff Dept.	X	--	--	--	--
NorTEC - Grass Valley One Stop	--	--	--	X	--
Partners In English Language Learning (PIELL)	X	--	--	--	--
Placer Adult Literacy Service	X	X	X	X	--
Placer County HHS	--	--	X	X	--
Placer County Jail	X	--	--	X	--
Placer County Library	X	--	--	--	--
Placer County NAMI	--	--	X	--	--
Placer County Office of Education	--	--	X	X	--
Professional Education Programs	--	--	X	X	--
Roseville City School District	X	X	--	--	--
Roseville Public Library	X	X	--	X	--
St. Rose of Lima Catholic Church	--	X	X	--	--

*Enrollment numbers and percentages are unavailable from the Nevada Joint Union High School District at the time of this submission (as explained above).*

## Elementary and Basic Skills Programs and Services

### Member Agencies

*Nevada Union Adult Education (NUAE)* offers morning and evening classes in GED test preparation, including one-to-one and small group instruction, as well as online practice tests and assistance with test registration. NUAE's high school diploma completion program is offered in two distinct venues: independent studies and a night time class that meets twice weekly. Students may enroll in either modality and receive personalized assistance and tutoring. Managed enrollment for the independent studies modality is on a first-come, first-served basis with a waiting list for openings once weekly appointments are filled.

*Placer School for Adults* delivers elementary and basic skills instruction in three distinct educational program areas: Adult Basic Education (ABE) for individuals who are below GED level; GED preparation and testing; and a WASC-accredited high school diploma program (which resulted in 8 graduates earning their diploma in the 2013-2014 school year). PSA served a total of 1048 students in these three programs (inclusive of 'inmate education'), which equates to 71% of the school's total enrollment.

*Roseville Adult School* delivers elementary and basic skills instruction in three distinct educational program areas: Adult Basic Education (ABE) for individuals who are below GED level;, GED preparation and testing; and a WASC-accredited high school diploma program (which resulted in 53 graduates earning their diploma in the 2013-2014 school year). RAS served a total of 774 students in these three programs which equates to 36% of the school's total enrollment, or 40 percent of the school's average daily attendance.

*Sierra College* delivers elementary and basic skills instruction through the Academic Foundations Program. The program combines courses and support services to help prepare students for college-level coursework. During the 2013-2014 school year 1060 students participated in Academic Foundations (slightly less than 3% of total annual enrollment at the college). An additional 4,190 students (11% of annual enrollment) enrolled math and English courses that are pre-collegiate but do not fit the definition of "Adult Education" as they are only one tier below college-level.

## Partner Agencies

*Auburn Union School District* has partnered with member agency Placer School for Adults to offer a variety of adult learning opportunities during after-school hours. Examples of current programs include ESL classes located at a local elementary school campus (discussed further in the following section), and is in discussion with Placer School for Adults to expand to other campuses in 2014-15. In addition to programs offered in conjunction with Placer School for Adults, Auburn Union School District provides space at the Rock Creek Elementary School campus for the Corto Curso para Exito Escolar program. This program targets Spanish-speaking adults with school-age children in an effort to help them prepare their children to succeed in English-speaking classrooms and educational settings. Parent participants attend classes once a month and are trained to teach their children basic educational concepts in Spanish as well as letter sounds/names in English. A portion of instructional time is provided for both parents and their children to attend classes together in order for new lessons to be modeled for program participants to further practice at home for the remainder of the month.

*Golden Sierra Job Training Agency*, part of the national workforce development system and funded by the Workforce Investment Act of 1998, assists regional job seekers in the process of qualifying for and finding meaningful, long-term employment. In the area of elementary and basic education, Golden Sierra subcontracts with and pays approved vendors (including the member agencies of Roseville Adult School and Placer School for Adults) for tutoring services and courses, specifically targeting youth and young adults (ages 14 to 21) who test “basic skills deficient,” to remediate educational skills in literacy and math with the goal of reaching academic proficiency and employment readiness.

*Placer County Jail* reports a high illiteracy and innumeracy rate among their inmate population and has an MOU with Placer School for Adults to provide classes in reading and writing as well as GED preparation coursework and testing, and served 592 students in 2013-14.

*Placer County Library*, by way of their *Placer Adult Literacy Services (PALS)* program, provides adult learners (ages 18 and up) free, one-on-one tutoring with trained volunteers in an effort to improve reading, writing and math skills, as well as digital literacy. Volunteer tutors have also been specifically trained to provide GED preparation tutoring for program participants.

*Roseville Public Library* hosts a Roseville Adult School ESL class, and offers a literacy program which pairs adult learners with volunteer tutors. Adult students and tutors meet twice a week for 90 minutes, following a student-directed curriculum based on individual student goals outlined in the first tutoring session. Tutors and students utilize library literacy materials (including workbooks and texts), as well as student-purchased materials, to support the development of elementary and basic educational skills. A common goal of program participants is the completion of a GED or high school diploma program.

## **Classes and Courses for Immigrants**

### Member Agencies

*Nevada Union Adult Education* offers weekly classes in English language learning and a Citizenship Preparation course. Instruction is delivered in a classroom format on the school's campus, and via Distance Learning, through which students can exchange CDs, DVDs, and work packets, and take unit tests and quizzes with the instructor, at one of the local Family Resource Centers on a weekly basis.

*Placer School for Adults* offers classes and courses for immigrants. ESL courses are offered in a Distance Learning model at two locations in Auburn; at the Placer School for Adults building at 390 Finley Street and at the Chana/Maidu campus off of Highway 49. ESL classes are also offered in the evenings at Rock Creek Elementary School, two nights each week. ESL courses offered are primarily in the Literacy Level and Beginning Low to Beginning High levels, with a few students in the Intermediate Low to High levels. PSA served a total of 95 ESL students, which equates to 6% of the school's total enrollment.

*Roseville Adult School* offers classes and courses for immigrants in two areas: English as a Second Language (12 classes located at seven sites) and a Citizenship Preparation course. ESL courses serve adults ranging from literacy to high level. RAS served a total of 497 students in these two areas, which equates to 23 percent of the school's total enrollment, or 39 percent of the school's average daily attendance.

*Sierra College* English as a Second Language program is a seven-level program designed to move students from the "Novice" (basic literacy) to "Advanced College Level". There are 19 lecture/lab courses in the pre-collegiate level portion of the program. During the 2013-2014 school year, 331 students participated in pre-

collegiate English as a Second Language courses (less than 1% of total annual enrollment at the college).

### Partner Agencies

*Auburn Union School District*, in addition to providing space for the aforementioned Corto Curso para Exito Escolar, offers the Rock Creek Elementary School campus during after-school hours for English language development and information literacy classes targeting non English-speaking adults in the broader school community.

*Latino Leadership Council*, a community-based non-profit organization dedicated to building the capacity and advancing the wellness of Northern California's Latino communities, offers a wide-range of services to Spanish-speaking populations in the region. Concerning classes and courses for immigrants, Latino Leadership Council partners with Placer School for Adults (PSA) to recruit adult students for PSA's English as a Second Language courses. Latino Leadership Council also supports the Auburn Union School District by recruiting students for ESL classes offered at Rock Creek Elementary, as well as volunteer instructors to staff and deliver these courses.

*Placer Adult Literacy Service*, delivered through the Placer County Library, provides special training and designates specific volunteers to support immigrant adults seeking information about and support for the completion of citizenship courses and programs offered in the broader community.

*Roseville City School District* furnishes space at Eich Middle School for a Roseville Adult School ESL class as well as the La Plaza Comunitaria Sierra Gardens program, sponsored by Mexico's Secretary of Public Education. The program (which is free to participants, staffed entirely by unpaid volunteers, and operated only as the result of donated space, computers and materials) seeks to support immigrant youth (ages 15 years and up) and adults of all ages to learn English, complete their basic and secondary education, and receive an official certificate of completion from Mexico's Secretary of Public Education. The Office of the Consulate General of Mexico supports the program with the processing of students completion-certification paperwork. Two designated volunteers provide childcare for program participants with young children.

*Roseville Public Library* provides library space for Roseville Adult School in their Community Room for English as a Second Language courses and a student-

directed Conversation Club program that meets regularly before and after scheduled ESL classes. Roseville Public Library tutors also support immigrant adult students enrolled in citizenship courses to study for exams, complete required coursework and receive their citizenship.

*Saint Rose of Lima Catholic Church* provides parish space and facilities multi-level ESL courses offered by Roseville Adult School, as well as informal English conversation courses open to the broader public two mornings per week. Immigrant adult English learners are supported by parish staff members to persist in the completion of ESL coursework offered through Roseville Adult School with the goal of successfully transitioning into more advanced levels of ESL coursework offered at the Sierra College Rocklin campus.

## **Education Programs for Adults with Disabilities**

### Member Agencies

*Roseville Adult School* offers one independent living skills class at the Cirby Hills office of Placer County Mental Health. RAS served a total of 17 students in this program in 2013-14, which is one percent of the school's total enrollment, or three percent of the school's average daily attendance.

*Placer School for Adults* recently made the hard decision to close the last of the classes that were offered for Adults with Disabilities. The continual reduction of the budget (as a result of 'flexibility legislation') and the cost to run the class(es) was not possible to sustain.

*Sierra College* Disabled Students Programs and Services (DSPS) program is primarily a support services program with accompanying perceptual training, skill development, and adaptive physical education courses. During the 2013-2014 school year, 300 students participated in DSPS courses (approximately .08% of the total annual enrollment of the college).

### Partner Agencies

*Auburn Union School District*, through the region's Special Education Local Plan Area (SELPA), has offered parenting classes specifically targeting adult parents with disabilities.



*California Department of Rehabilitation (DOR)*, working in close partnership with the Roseville and Auburn offices of Golden Sierra Job Training Center and the Grass Valley One-Stop Business and Career Center, supports adults with disabilities who are seeking to advance their education and enter or re-enter the workforce by providing funds which dispense the cost of attendance, books and tuition in workforce preparation classes offered by member and partner agencies, as well as funding for clothing needed for the interviewing process and within the job site. DOR has designated employment coordinators who directly support adults with disabilities by attending business network meetings, job fairs, and assisting clients with linkages to other community resources and human services agencies, including the Placer County Adult System of Care.

*Golden Sierra Job Training Agency*, with funding from the United States Department of Labor Disability Employment Initiative (DEI), offers a pilot program (scheduled to end in September) which attempts to help job seekers who identify themselves as having a disability enter and succeed in the mainstream job market. Golden Sierra customizes program services for each participating client, helping support access to workshops and training programs focused on “principles of employment” as well as assistive technologies and requisite computer and technical skills required for success in the workplace. These efforts have helped 124 individuals enter or re-enter the workforce.

*Placer Adult Literacy Services*, upon receiving referrals from regional member and partner agencies, works to support adults with disabilities by conducting educational assessments upon intake which allow tutors to individualize instruction for adults with special learning needs. Tutors also visit regional Placer Advocacy, Resources, and Choices (ARC) program centers to directly deliver services to adults with disabilities in the broader community.

*Placer County National Alliance on Mental Illness (NAMI)*, in partnership with the *Placer County Department of Health and Human Services*, offers a “Peer-to-Peer” classroom program for adults with mental illness. Classes are delivered in a series of 10 weekly sessions offered two times per year. Classes are taught by teachers (themselves adults with mental illness) who have been trained by NAMI to deliver these courses and, in their own lives, have learned to successfully manage these potentially disabling conditions.

*Placer County Office of Education (PCOE)* offers a number of programs and services for adults with disabilities. PCOE’s primary clients are adults with

behavioral plans whose needs cannot be met in less restrictive settings and school sites. Services include a “functional skills” program which provides instruction to young adults (ages 18 to 22) in areas such as self-care, household management, and access to transportation services, as well as supportive services through agency linkages with the California Department of Education WorkAbility I (WAI) program, the Alta California Regional Center, and PRIDE Industries (which receives subsidies from PCOE for job placements for PCOE clientele).

*Professional Education Programs (PEP)*, a for-profit health and safety education training center, offers a number of educational programs which meet the standards and requirements set forth by the California Division of Occupational Safety and Health. Concerning the delivery of educational programs to adults with disabilities, PEP provides administrative medical assistant courses to clientele specifically referred by local offices of the California Department of Rehabilitation. PEP is also a collaborating partner with an MOU with PSA, and gets student referrals through participation in the PSA catalog of classes.

*Saint Rose of Lima Catholic Church*, in partnership with the Roseville Joint Union High School District (RJUHSD), provides parishioners with training workshops delivered by RJUHSD school social workers on ways for parents to identify signs of mental illness and depression and how to help family members (both young and old) connect to community-based agencies and resources in order to obtain help.

## **Short-Term Career Technical Education**

### Member Agencies

*Placer School for Adults* offers courses in short-term career technical education, through a variety for technology courses. PSA served a total of 319 students, which equates to 22% of the school’s total enrollment.

*Roseville Adult School* offers two programs in the area of short-term career technical education: thirty computer classes and workshops and a job-readiness class at the Placer County office of Health and Human Services. RAS served a total of 668 students in the 2013-14 school year, which equates to 31 percent of the school’s total enrollment, or 10 percent of the school’s average daily attendance.

*Sierra College* offers forty Certificates of Achievement (18 units minimum) and thirty-six Skills Certificates (less than 18 units) within its 24 Career and Technical

Education programs. These certificates meet the needs of entry-level workers as well as those retraining and updating skills. During the 2013-2014 school year, 600 students participated in pre-collegiate level CTE courses (1.5 % of total annual enrollment at the college). It should be noted that in 13-14 fire academy classes were not offered, thus enrollments in short-term CTE were down significantly (more than 400) from the 12-13 year. The college also offers career exploration services and has a robust internship program.

### Partner Agencies

*Auburn Union School District* provides a computer technology program aide and offers computer lab space for parents to learn basic computer skills, improve digital literacy and expand technical skills needed for educational success and workforce readiness.

*Golden Sierra Job Training Agency* provides adults seeking short-term career technical education with a tiered system of programs and services. Golden Sierra's "core workshop series" includes sessions on resume improvement, interviewing and support for self-directed occupational assessments and job search. "Intensive" services are provided to qualifying adults and include staff assisted career assessments, reading and math skills assessments, and development of individualized plans for overcoming potential barriers to program completion. Golden Sierra also provides qualifying adults with "training contracts" for "work experience programs" where Golden Sierra serves as the employer of record, placing clients in positions within local businesses whom are provided hiring incentives, as well as "vocational training contracts" with approved regional member and partner agencies (including adult schools, vocational training programs or private providers), paying for a portion of tuition, child care and other client expenses.

*Placer Adult Literacy Service* assists adult job seekers with the completion of employment applications, training program forms and documentation, as well as resume and letter writing.

*Placer County Health and Human Services* contracts with Roseville Adult School to provide a two-week job-readiness/employability course to up to 14 attendees. Classes are intended to provide participants with the basic skills necessary to effectively begin looking for employment and include lessons on resume writing,

interviewing techniques, job-search as well as academic skills testing in reading and math.

*Placer County Jail*, in addition to a small culinary arts program, offers life-skills and resume-writing courses by way of a newly opened “reentry center” on jail grounds (developed in partnership with the Department of Probation).

*Placer County Office of Education*, through its 49er Regional Occupational Program (ROP) offers short-term career technical education courses for adults in architecture, construction and engineering – applications; architecture, construction and engineering – fundamentals; automotive technology; child development and education; computer technology; dental careers; fashion design and history; fashion marketing and management; game development; integrated animal science; and clinical medical assisting.

*Professional Education Programs (PEP)*, in partnership with Placer School for Adults, provides short-term health career technical education coursework in the areas of medical terminology, administrative medical assisting, and emergency medical technician. Additional coursework provided by PEP includes electronic health records, human anatomy and physiology, in-home care professions, and patient care technician programs.

*Roseville Public Library* offers basic computer skills classes to adults needing to improve digital and information literacy skills.

## **Programs for Apprentices**

*Golden Sierra Job Training Agency*, while not directly offering programs for apprentices to adult clientele, helps adult job seekers locate viable apprenticeship and pre-apprenticeship programs -- all of which are currently offered outside of Consortium boundaries in the greater Sacramento region. However, Golden Sierra has recently won a Proposition 39 award to work in collaboration with the Capital Region MC3 (Multi-Craft Core Curriculum) partnership, providing hiring incentive and state-approved pre-apprenticeship certification to California Conservation Corp members in the Construction and Energy Efficiency Sector.

*Auburn Union School District*, as part of a new partnership with the California Conservation Corps (CCC), will provide school sites and facilities for the CCC to

use in the aforementioned Construction and Energy Efficiency Sector pre-apprenticeship training program.

## **Concluding Narrative Evaluation of Regional Program and Services**

The following calculations were obtained using data from the AB86 Sample Demographic Data Table and available enrollment information provided by member and partner agencies on Tables 1.1a, 1.2, and 2. In analyzing this data, the team has been able to identify gaps in programs and services provided in the Consortium region (to be further discussed in the narrative and analyses to follow concerning Objective 2). In comparing figures of the proportions of adults served by member and partner agencies in the five program areas, the team raises questions going forward as to which programs and services should be considered priority areas by respective member agencies (to be further explored in the discussion of Objective 4).

### Elementary and Basic Skills

Sample demographic data from the Sierra Joint region indicate that 6.4% of the Consortium's total population over the age of 25 lack a high school diploma or the equivalent (32,392 individuals), and 16% (80,311) are in need of further assistance in the area of literacy development.

While the majority of Consortium member and partner agencies have programs and services that support the attainment of elementary and basic skills and literacy development, unduplicated enrollment data (where available) indicates that only about 2.5% (2882) of the region's adults in need of educational services in these areas are accessing and being served by regional programs. Adult education is serving about 1.5% (1822) of regional adult learners in this program area, while Sierra College is serving roughly one percent (1060).

### Classes and Courses for Immigrants

The Sierra Joint region is comprised of a large number of English Language Learners (almost 42% of the total population, or 210,530 individuals), and some 14% (72,307) of the region's total population are non-citizens who would benefit from programs and services that support the acquisition of US citizenship.

Over half of Consortium member and partner agencies have services and programs for English Language Learners and adults seeking citizenship. However, available enrollment data indicate that a little less than a third of one percent (923) of potential beneficiaries in the region receive these needed services. Adult education is serving 0.2% of regional adult learners in this program area, while Sierra College is serving 0.12%.

### Education Programs for Adults with Disabilities

About 10% of the region's adults (51,231 individuals) are living with a disability, and numerous Consortium member and partner agencies have specialized programs and services available to meet these adults' educational needs. Nonetheless, available unduplicated enrollment data indicate that only a fraction of the region's adults with disabilities (0.62%, or 317 individuals) are accessing and participating in Consortium programs and services.

While these enrollment figures may be confounded as a result of Consortium agencies that neglect to collect disability information on participating clientele, and further skewed by clientele reticence to report disability information, data clearly demonstrate that the vast majority of the region's adults with disabilities are failing to have their educational needs met by regional programs and services. Adult education is serving 0.03% of regional adult learners in this program area, while Sierra College is serving 0.59%.

A complicating factor for the AWD program is the distinction between providing services for adults with disabilities and providing classes for adults with disabilities. The California Department of Education allows adult education providers to deliver "services including modified equipment, materials, and instructional strategies to increase literacy for both individuals and families as well as workplace skills" (<http://www.cde.ca.gov/sp/ae/po/cefadulted.asp>). However, the ADA-driven funding model has focused K-12 adult education efforts on providing classes primarily for adults with mental disabilities.

### Short-Term Career Technical Education

Nearly 17% of adults in the Sierra Joint region (86,042 individuals) are living below the poverty line, and seven percent (35,429) of the region's adults are unemployed.

Short-term career technical education programs that would support these adults in their struggle to prepare for and find employment, improve their earning potential and escape poverty account for a majority of the programs and services offered by Consortium member and partner agencies. Nevertheless, enrollment data available from member and partner agencies indicate that little more than 1.3% (1587) of these potential beneficiaries are being served by the Consortium. Adult education is serving 0.81% of regional adult learners in this program area, while Sierra College is serving 0.49%.

Geographically and culturally the Sierra Joint Consortium region is large and diverse. It serves an urban population in the Sacramento Metropolitan area, very rural Nevada County, and the resort region of Lake Tahoe. This cultural and geographic diversity makes for unique challenges in the delivery of career and technical education.

#### Programs for Apprentices

With the exception of two partner agencies reporting a newly-formed partnership in support of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices.

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### **Regional Comprehensive Plan, Objective 2:** *An evaluation of current needs for adult education programs with the Consortium's region*

While providing a broad range of services and programs in each of the five program areas outlined by AB86, Section 76, Article 3, the Sierra, Placer and Nevada Planning Consortium member and partner agencies have discovered that only a fraction of the region's adult learners are being served in each area (see aforementioned Concluding Narrative Evaluation). Quantitative snapshots capturing the extent of the region's existing gaps in each of the five priority program and services areas follow (summarized from the Objective 1 Concluding Narrative Evaluation):

*Elementary and Basic Skills:* 6.4% of the Consortium's total population over the age of 25 lack a high school diploma or the equivalent (32,392 individuals), and 16%

(80,3011) are in need of further assistance in the area of literacy development; only 2.5% (2882) are being served by regional programs.

*Classes and Courses for Immigrants:* Almost 42% (210,530 individuals) are English Language Learners, and some 14% (72,307) are non-citizens; less than 0.32% (923) are receiving these needed services.

*Education Programs for Adults with Disabilities:* About 10% of the region's adults (51,231 individuals) are living with a disability; only a fraction of the region's adults with disabilities (0.62%, or 317 individuals) are accessing and participating in Consortium programs and services.

*Short-Term Career Technical Education:* Nearly 17% of adults in the Sierra Joint region (86, 042 individuals) are living below the poverty line, and seven percent (35,429) of the region's adults are unemployed; little more than 1.3 % (1587) of these potential beneficiaries are being served by the Consortium. (Further review of regional economic and labor market data is needed to determine whether the Consortium's existing short-term career technical education programs are aligned with current regional occupational needs, and to inform the development of future CTE programs and services.)

*Programs for Apprentices:* With the exception of two partner agencies reporting a newly-formed partnership in support of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices. (Further review of regional economic and labor market data is needed to inform the development of Consortium-area apprenticeship programs aligned with regional occupational needs.)

This aforementioned quantitative data alludes to an overarching need within the Sierra Joint Consortium for member and partner agencies to collaboratively develop and implement plans and strategies to expand educational programs and services in a concerted effort to eliminate the gaps enumerated above between the numbers of adults in need of programs and services in each of these five priority areas, and the numbers of adults currently being served in existing programs.

Additional member- and partner-specific needs have also been identified by way of the region-wide information gathering conducted by the Consortium since the inception of the AB86 program. These individual statements of need, categorized by program/service area, follow:



## Elementary and Basic Skills Programs and Services

*Auburn Union School District* has expressed a need for GED preparation classes at their school sites; however, transportation to after-school programs appears to be a challenge facing adults in the school community.

*Golden Sierra* reports a need to certify regional Adult Schools as approved vendors in order to expand the delivery of Elementary and Basic Skills programs to Job Center clientele.

*Latino Leadership Council* points to a need for supporting ELL students who are seeking GED completion, as well as elementary and basic skills programs offered in Spanish.

*Placer Adult Literacy Services* needs more information about the new GED to improve tutor training and effectiveness; additional resources to help better prepare students to succeed on new GED are also needed.

*Placer County Jail* reports a need for full-time, credentialed teaching and counseling staff, as well as research on recidivism and Adult Education, and additional staff to build partnerships with area schools, training programs, and businesses.

*St. Rose Catholic Church* cites a need for programs to help adults within the parish community learn elementary and basic skills in both English and Spanish concurrently.

## Classes and Courses for Immigrants

*Auburn Union School District* reports a potential need for citizenship classes for school community members.

*Golden Sierra* has identified clientele in need of ESL and citizenship classes and can subcontract to pay approved vendors to deliver programs in this area.

*Roseville Public Library* sees a need for working to further connect with the region's Spanish-speaking community.

*St. Rose Catholic Church* has a need for child-care services for parenting adults attending ESL classes at church facilities.

## Education Programs for Adults with Disabilities

*Auburn Union School District* cites a large need for expanding partnerships with local community-based organizations to address the extensive mental health needs of students, and the adult parents and caregivers of those students, who are not found eligible for district-based Special Education programs.

*Golden Sierra's* funding for pilot programs and services targeting adult clientele with disabilities (offered through the Disability Employment Initiative) ends in September. Golden Sierra could sustain these programs and services with additional/ongoing funding.

*Latino Leadership Council* shares that programs and services need to be developed that target Spanish-speaking adults with disabilities.

*Placer County Jail* is in need of programming and staff to conduct assessments of the educational skills levels of their clientele in order to identify those inmates with learning disabilities. Educational programs to support these disabled individuals are also needed.

*Roseville Public Library*, similar to Placer County Jail, sees a need for the development of programs and services for assessing clients to identify learning disabilities, and the creation of educational courses that meet these clients' individualized learning needs.

*St. Rose Catholic Church* reports a need for a Spanish-speaking priest in order to broadly reach out to adults with disabilities within the church community.

## Short-Term Career Technical Education

*Latino Leadership Council* cites a need for the creation of programs (offered in both English and Spanish) aimed at increasing the number of bilingual/bicultural medical/health care workers.

*Placer County Jail* has limited facilities/space to deliver CTE programs in evenings, but needs partners to deliver programs. Programs in life skills, computer skills, welding, agriculture, and other programs leading to skills certificates are needed. Expansions to classroom and recreational space are further reported needs.

*Roseville Public Library* sees a need for the development of “soft skills” classes for their clientele seeking job-readiness support, and a related need for the development of stronger partnerships with Golden Sierra Job Training Center and others to provide this and similar programs and services to library clientele. (Additional staffing to conduct outreach to regional agencies and develop required MOUs is further needed.)

*St. Rose Catholic Church* reports a need for computer skills and digital literacy classes during summer months (when parish facilities are available to be used for such purposes).

### Programs for Apprentices

Placer County Jail has a need for partner agencies to develop apprenticeship programs for inmates with existing occupational experience and talent, as well as partnership from the Department of Probation for regular, ongoing job-site monitoring in support of such programs.

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### **Regional Comprehensive Plan, Objective 4: *Plans to address identified gaps***

While the member and partner agencies comprising the Sierra, Placer and Nevada Planning Consortium provide a broad range of programs and services to the region’s adult learners, gaps between the numbers of regional adults being served by Consortium agencies and the numbers of adults in need of programs and services have been identified in each of the AB86 five priority areas (see aforementioned discussion concerning Objective 2).

The process of quantifying these program and services gaps, and the numbers of adults served in each priority area, has permitted the Consortium to further identify the proportions of adult learners various member agencies serve as percentage of total program enrollment. Data enumerating the proportions of adults served by the Consortium’s K-12 adult education programs and the community college follow for each priority program area. (Data from Nevada Union Adult Education is unavailable at the time of this submission.)

### Elementary and Basic Skills

PSA served a total of 1048 students -- 71% of total annual enrollment.

RAS served a total of 774 students -- 36% of total annual enrollment.

Sierra served 1060 -- slightly less than 3% of the total annual enrollment

### Classes and Courses for Immigrants

PSA served a total of 95 ESL students -- 6% of total annual enrollment.

RAS served a total of 497 students -- 23% total annual enrollment.

Sierra served 331 students -- less than one percent of total annual enrollment.

### Education Programs for Adults with Disabilities

RAS served a total of 17 students in classes -- one percent of total annual enrollment.

Sierra served 300 students in classes -- approximately .08% of the total annual enrollment.

### Short-Term Career Technical Education

PSA served a total of 319 students -- 22% of total annual enrollment.

RAS served a total of 668 students -- 31 percent of the school's total annual enrollment.

Sierra served 600 students -- 1.5 % of total annual enrollment.

Comparisons of these enrollment proportions reveal the mission-specific nature of programs and services offered by K-12 adult education and community colleges. Basic skills, lower to middle ESL levels, and career technical education are primary missions for K-12 adult education. Career technical education is a secondary mission and basic skills is tertiary for community colleges. Advanced and upper levels of ESL also lends itself to community college attendance. Going forward the consortium will leverage the strengths of each to develop mission-appropriate programs and services. The consortium envisions a collaboration in which K-12 adult education members continue to provide the majority of programs and services while developing additional programs and services to transition students to the next level of appropriate education and training.

A narrative description of the Consortium's plan to address regional gaps in the five AB86 programs and services areas follows. (Responses by member agencies to partner-specific statements of need reported in Objective 2 will be included in an "Actions Taken To-Date" section of the Consortium's October 31, 2014 report.)

## **Elementary and Basic Skills Programs and Services**

While all of the Sierra, Placer and Nevada Planning Consortium member agencies have elementary and basic skills programs, only 2.5% of the region's large number of adults in need of high school/GED completion and literacy development are currently being served by Consortium members.

As part of the regional plan to meet the needs of this large number of unserved adults, Consortium K12 adult education member agencies will: conduct expanded outreach (supported by Consortium partner agencies) to inform adults of regional high school completion and literacy programs; explore the development and delivery of more elementary and basic skills classes in an expanded number of locations within the Consortium region; provide greater support for adult learner persistence by expanding counseling services and enlisting targeted partner agencies to help with barriers to attendance such as childcare and transportation; and deliver training to teaching, counseling and clerical staff aligned with best practices that support adult learner persistence and program completion. The Consortium will also foster alignment of member and partner curriculum, courses, and programs, and assist students with transition plans to move them from basic skills through career and technical education and training and/or college.

Support and resources needed by K12 adult education members include funding (and in-kind contributions) for: acquiring additional classroom facilities from regional businesses, apartment management agencies and churches; paying teachers; developing new promotional and curricular materials; purchasing technology needed for the delivery of course content; and professional development for teaching, counseling and clerical staff.

Progress in meeting program needs and services gaps in this area will be measured by: attendance records, CASAS test gains, schedules of expanded course offerings, and numbers of diplomas and completion certificates conferred, and students transitioning to college.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education members; Sierra College; partner agency support for outreach efforts and services to support adult learner persistence.

## **Classes and Courses for Immigrants**

Within the Sierra, Placer and Nevada Planning Consortium, less than a third of one percent of the region's 210,530 English Language Learners and 72,307 adults in need of citizenship programs are being served by member agencies, even though more than half of Consortium member and partner agencies have programs and services in this priority area.

Consortium K12 adult education member agencies, in an effort to address regional programs and services gaps contributing to this large unmet need, will engage similar strategies as those referenced in the above narrative concerning Elementary and Basic Skills. K12 adult education agency efforts will include: expanded outreach (supported by Consortium partner agencies and within partner school districts) to inform adults of regional ESL and citizenship programs; exploring the development and delivery of additional ESL and citizenship classes in new locations within the Consortium region; provision of greater support for adult learner persistence by expanding counseling services and enlisting targeted partner agencies to help with barriers to attendance such as childcare and transportation; alignment of member and partner curriculum and programs; and delivery of training to teaching and clerical staff aligned with best practices in the support adult learner persistence and program completion. The Consortium will also foster alignment of member and partner curriculum, courses, and programs, and assist students with transition plans to move them from novice level through career and technical education and training and/or college.

Support and resources needed by K12 adult education members include funding (and in-kind contributions) for: acquiring additional classroom facilities from partner school districts, regional businesses, apartment management agencies and churches; paying teachers; developing new promotional and curricular materials; purchasing technology needed for the delivery of course content; and professional development for teaching, counseling and clerical staff.

Progress in meeting program needs and services gaps in this area will be measured by: attendance records, CASAS test gains, schedules of expanded course offerings, numbers of students completing course sequences and transitioning into higher-level ESL courses, and numbers of students passing the USCIS citizenship exam and students transitioning to college.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education members; Sierra College; partner agency

support for outreach efforts and services to support adult learner persistence; member and partner school districts for the provision of classroom facilities.

## **Education Programs for Adults with Disabilities**

While an accurate number of adults with disabilities being served in Consortium member programs may be confounded as a result of agency policies that prevent the collection of clientele disability information, and further skewed by clientele reticence to report disability information, regional data demonstrate that, even under the best of circumstances, only 0.62% of the 51,231 regional adults living with disabilities are being served by Consortium members.

Within the Consortium, K12 adult education member agencies have largely retired site-based programs in this priority area, being unable to confront and overcome a number of challenges, including: the renovation and new construction of needed facilities and infrastructure, the development of resource-intensive academic programs and services, and the provision of specialized care required to adequately support adult learners with more extensive physical, medical, emotional and mental health needs. (Existing programs and services for adult learners with disabilities within the K12 education system are delivered by school districts at comprehensive high school sites and by county offices of education at specialized school sites and facilities.)

Despite the aforementioned challenges, K12 adult education member agencies are able to assist the Consortium to effectively address the needs of regional adults with disabilities, even while lacking the capacity to expand internal academic programs in this area. K12 adult education members will continue to broaden awareness of regional programs and services for adults with disabilities and serve as a strong referral source to public agencies, community-based organizations and regional partners with specialized programs and services in this area. K12 adult education members will further work to strengthen relationships with regional community college disabled student programs and services offices in order to facilitate access, transition and success for college-bound adult learners with special needs.

Support and resources needed by K12 adult education members include: budget to provide services, including modified equipment, materials, and instructional strategies; staff to assist with collaboration and updated services available; member

school district special education staff; community college disabled student programs and services staff.

Progress in meeting program needs and services gaps in this area will be measured by: number of referrals made by K12 adult education member agencies; number of students served in community college disabled student programs and services.

Consortium agencies responsible for implementing strategies to address identified gaps include: K12 adult education member agencies; community college disabled student programs and services; department of rehabilitation.

### **Short-Term Career Technical Education**

Nearly 17% of adults in the Sierra Joint region (86,042 individuals) are living below the poverty line, and seven percent (35,429) of the region's adults are unemployed; however, little more than 1.3% percent of these potential beneficiaries are being served by Consortium members. Given this large number of unserved adults, the Consortium acknowledges a significant need to expand short-term career technical education programs informed by regional economic and labor market data.

In-depth analyses of the regional local economy and labor market, conducted in 2011, indicate the greatest gains are forecast in the Health Care and Social Assistance, Accommodation and Food Service, and Construction sectors, along with increased job demand in the Clean Energy Technology cluster as a result of the emerging green economy (*Golden Sierra Labor Market Analysis, 2011*).

Within the Clean Energy Technology and Construction sectors, area employers have identified the following key occupations with high-employment potential as a result of regional workforce shortages and worker skills gaps: HVAC Installers (where a backlog of equipment replacements will create a huge demand for increases), Electricians/Lighting Specialists, Certified Energy Auditors, Construction Laborers, Iron Workers, Carpenters, and Sheet Metal Workers (*Capital Region MC3 Strategy Proposal Narrative, 2014*).

Additional labor market projections provided by the California Employment Development Department indicates those occupations with the fastest growth through the year 2020 include, for Placer County: Home Health Aids; Helpers, Carpenters; Anthropologists, Archeologists; Meeting, Convention and Event



Planners; Helpers, Brickmasons and Tile Setters; Medical Equipment Repairers; Personal Care Aides; Market Research Analysts and Marketing Specialists; Coin, Vending, and Amusement Machine Workers; Occupational/Physical Therapist Assistants/Aides.

For Nevada County, projected occupations with fastest growth include: Veterinary Technologists and Technicians; Stonemasons; Industrial Machinery Mechanics; Market Research Analysts and Marketing Specialists; Surveyors; Environmental Engineers; Cost Estimators; Urban and Regional Planners; Nursing Instructors and Teachers, Postsecondary; Home Health Aides. Plans to address the region's gap in short-term career technical education programs must remain focused on helping adult progress along pathways leading to occupational areas with high employment potential (such as those listed above).

K12 adult education members face a number of challenges to expanding short-term career technical education program offerings, including: disparate regional needs, the substantial investment required for new facilities, equipment, and tools when launching new programs; the need for matching program funding; and the inability to provide vast amounts of resources to provide highly-specialized/technical, industry-specific programs and capstone courses without diverting resources from priority program areas, such as Elementary and Basic Skills and Classes and Courses for Immigrants. K12 adult education members are further challenged in the area of assessment of CTE program outcomes and effectiveness, being unable to reliably track student entry to and persistence in the workforce.

As part of regional plan in this priority area, K12 adult education members will continue to provide elementary and basic skills programs (which are needed for all job-seekers to build foundational skills and learner confidence) as well as basic-level, occupation-specific academic and technical skills programs (e.g., math courses meeting the needs of adults seeking certification and employment in Health Care or Construction sectors, or digital literacy programs for adults pursuing careers in Clean Energy Technology professions). K12 adult education members will work with regional ROP and the community college to develop Career Pathways programs of study, and will provide counseling to regional adults about pathways leading to jobs with high-employment potential, remaining up-to-date with current regional industry needs and providing yearly presentations to school community members (including adult students, staff and faculty) to educate them about the region's needs and the educational and career-training opportunities in these fields. K12 adult education members will also explore ways to complement Sierra College's robust internship program.

Support and resources needed by K12 adult education members include: funds to build specialized academic programs targeting industry-specific needs; funding to pay staff to visit, tour and learn about regional industry-area needs and training/certification providers. K12 adult education members will require strong links with industry partners and the Golden Sierra Job Training Center as an advisory board on regional industry needs and trends.

Progress in meeting program needs and services gaps in this area will be measured by: short-term CTE enrollment numbers; numbers of certificates of completion conferred;

Consortium agencies responsible for implementing strategies to address identified gaps include: Golden Sierra Job Training Agency; K12 adult education member agencies providing basic-level CTE skills and preparation; and Sierra College.

## **Programs for Apprentices**

With some 17% of adults (86,042 individuals) living below the poverty line, and seven percent (35,429) unemployed, the Sierra, Placer and Nevada Planning Consortium would benefit from apprenticeship programs and services that serve as pipelines to regional occupations with high employment potential. However, with the exception of two partner agencies supporting the development of a regional pre-apprenticeship program in the Construction and Energy Efficiency Sector, the Sierra, Placer and Nevada Planning Consortium has no regional programs for apprentices.

To address this gap in regional services, K12 adult education members will focus on providing supportive services and academic preparation for regional adult learners seeking apprenticeship program participation. To this end, Consortium K12 adult education members will collaborate with Golden Sierra to assist in the recruitment and preparation of potential candidates for the region's new pre-apprenticeship program, while working to build new relationships with apprenticeship program providers in surrounding consortia regions. The aim of this regional networking will be to heighten K12 adult education agency awareness of new and existing apprenticeship (and pre-apprenticeship) programs so as to facilitate the alignment of elementary and basic education programs with prerequisite academic requirements of these programs, and to facilitate program referrals. Adult education teachers within member agencies will be trained to

design individualized learning plans that help meet students' unique academic preparation needs for these apprenticeship programs in line with student and apprenticeship program goals. K12 adult education members will also expand collaboration with Placer County Office of Education's Regional Occupational Program, creating streamlined referral processes as part of the development of a "map" of regional career pathways leading to occupations with high employment potential.

Support and resources needed by K12 adult education members include: funds to build specialized academic programs targeting industry-specific needs; funding to pay staff to visit, tour and learn about regional industry-area apprenticeship and pre-apprenticeship providers. Funding for the creation of regional occupational information and resources mapping pathways into jobs with high-employment potential by way of local occupational training providers (including apprenticeship, pre-apprenticeship, ROP, and community college CTE programs). K12 adult education members will require strong links with industry partners and the Golden Sierra Job Training Center as partner advisors about regional industry needs and trends.

Progress in meeting program needs and services gaps in this area will be measured by: number of referrals to pre-apprenticeship and apprenticeship programs; diplomas and GED certificates earned by apprenticeship program participants at K12 adult education member agencies.

Consortium agencies responsible for implementing strategies to address identified gaps include: Golden Sierra Job Training Agency; Sierra College; K12 adult education member agencies (where applicable).

**Table 4.1 - *Implementation Strategies to Address Identified Gaps*** - follows on pages 36 and 37.

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<b>Large number of unserved adults in need of Elementary and Basic Skills Programs/Services</b>	Expanded outreach by AE; expansion of class offerings/locations; support services for student persistence; professional development for AE staff; align curriculum, courses and programs with Community College and develop transition pathways.	Funding for: renting new facilities; staff and teacher pay; promotional and curricular materials; new technology; professional development.	TBD	Consortium member and partner agencies (details to follow Oct. 31, 2014)	Attendance records; CASAS test gains; expanded course offerings; numbers of diplomas and GED certificates, transfers to community college programs.	Implementation to follow designated funding for Adult Education – TBD in 2015.
<b>Large number of unserved adults in need of ESL and citizenship programs</b>	Expanded outreach by AE; expansion of class offerings/locations; support services for student persistence; professional development for AE staff; align curriculum, courses and programs with Community College and develop transition pathways.	Funding for: renting new facilities; staff and teacher pay; promotional and curricular materials; new technology; professional development.	TBD	Consortium member and partner agencies (details to follow Oct. 31, 2014)	Attendance records; CASAS test gains; expanded course offerings; number students transitioning to higher-level ESL courses; number of students passing USCIS citizenship exam, transfers to community college programs.	Implementation to follow designated funding for Adult Education – TBD in 2015.
<b>Large number of unserved adults with disabilities</b>	Regional research and networking by AE to learn about broad range of programs/services; serving as referral source; partnership with CC DSPS to support college-bound student transition.	Staff to assist with collaboration and regional services available; member school district special education staff.	TBD	Consortium member and partner agencies (details to follow Oct. 31, 2014)	Course enrollments; surveys regarding the efficacy of programs and services. Number of clients transitioning to employment, independent living, or college programs.	Implementation to follow designated funding for Adult Education – TBD in 2015.
<b>Large number of adults in need of short-term career technical education programs</b>	AE to create academic and basic-level tech prep courses to support student readiness for apprentice programs; align curriculum, courses and programs with Community College and develop Career Pathways programs; presentations to school community regional labor market needs/trends and training opportunities	Funds for creation of specialized prep programs/classes; funds for AE staff visits/networking with regional industry and occupational training program providers and Golden Sierra Job Training Agency.	TBD	Consortium member and partner agencies (details to follow Oct. 31, 2014)	Short-term CTE enrollment numbers; numbers of certificates of completion conferred, numbers of transitions to community college programs.	Implementation to follow designated funding for Adult Education – TBD in 2015.

<p><b><i>Large number of unemployed adults and adults living in poverty</i></b></p>	<p>AE to assist in recruitment and preparation of pre-apprenticeship/apprenticeship program candidates; networking to learn about existing programs in surrounding region; alignment of academic programs with program prep needs; expansion of collaboration and referral to local ROP; development of “map” of regional career pathways leading to jobs with high-employment potential; explore ways to complement Sierra College internship programs.</p>	<p>Funds for creation of specialized prep programs/classes; funds for AE staff visits/networking with surround regional pre-app/app programs; funds for creation of educational materials highlighting regional labor market and training opportunities.</p>	<p>TBD</p>	<p>Consortium member and partner agencies (details to follow Oct. 31, 2014)</p>	<p>Numbers of referrals to apprenticeship and pre-apprenticeship programs; numbers of diplomas and GED certificates earned by apprenticeship program participants, numbers of internship placements.</p>	<p>Implementation to follow designated funding for Adult Education – TBD in 2015.</p>
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