

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 9:06 PM UTC Action Taskman

# 71 Adult Education Pathways

## Plans & Goals - Consortium Approved

### Executive Summary

Siskiyou County's vision for AEBG funding is to revitalize adult education in all areas of Siskiyou county and in Tulelake. Consortia members have been developing and growing programs for adult learner success. The county is vast and very rural, so it is important to design innovative solutions to services that serve our adult learners and overcome their geographic and access challenges. The consortia's vision includes streamlining services while offering common curriculum and diploma completion. This has been a consistent thread within our three-year and annual plans and continues into the third year of funding with articulation between adult school programming and community college non-credit development. Active communication with all stakeholders and community partners is of utmost importance to our student base as we roll out adult education programs throughout the county. Adult Education Pathways and its partners will need to provide ample opportunity for learning, skill development, and overall collaborative efforts within local communities and county wide. We plan to leverage our resources across the Siskiyou Community College districts in aligning curriculum and transition adults into career and/or post secondary education. The consortium believes that initial and ongoing development of its strategies and its staff is critically important to the success of the new Adult Education model. All consortium partners, business community and county wide employer bases will be encouraged to pursue more learners. This will allow for planning that ensures effective programs as needs change, providing a wide range of opportunities for all adults. Adult Learners can be expected to obtain necessary skills involved with employment and educational satisfaction. Allowing students to utilize the educational facilities county wide and its flexible scheduling, taking into consideration personal capacity and learning modalities. The use of a common diploma in conjunction with computer-based software that is aligned with that diploma, will help students complete work at their own pace.

### Regional Planning Overview

This 3-year planning process will be informed by student numbers, milestones, outcomes and internal consortium practices over the past 3 years. The first 3-year plan was about establishing the consortium, its policies, processes and procedures, to gather information and best practices from our adult schools, WIOA and community college and to align everything around a strategy that better serves students in our region. The challenges identified then still exist but our consortium has become highly functional on an organization level and with shared data, information, curriculum, communication and our business services are dialed in. The upcoming 3-year plan will be wholly focused on building off this foundation and pursuing student outcomes. We are focused on things like: transition coordination and guided pathways, common curriculum and the speed at which students move through programs, CTE and pre-apprenticeships that get students connected with skills and real world experiential learning, establishing integrated programming and referrals with regional government and non-profit partners, and systematizing student data and their outcomes to better identify continued gaps in real time.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Geographical and Access barriers supported with Counseling and Student Support

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

Maps, distance between sites and reports from students that geography and transportation were their biggest barrier to participation. This includes lack of sufficient broadband internet access for most students. There are no dedicated adult education counselors, neither academic nor transition on site at any of our adult schools or college.

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

We are centralizing the transition coordination services through our WIOA Title I (Siskiyou Training & Employment STEP Inc.) They are the only consortium member with existing transition coordination services for workforce. They will serve as the transition coordination team and support all 7 adult school sites. Students will receive an initial screening interview with STEP that includes, completing their enrollment form, instructions on assessment testing, career advising and guided pathway mapping and planning so they go to their local adult school with a plan in hand, ready to do their assessment and begin learning. Effectiveness will be measured primarily on student milestones and outcomes as identified in their career map and reported by each site.

**Regional Need #2****Gaps in Service / Regional Needs**

Partnerships with regional organizations and agencies around Career/Educational opportunities

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

Outside our consortium, there are a number of agencies and non-profits contributing services to the exact population that we are targeting for adult education services. There is a great deal of disconnect and lack of information sharing between these agencies in government, non-profit and education. We are working to better coordinate these organizations to align services and student information into more effective pathways into career or postsecondary education.

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

Primarily we will use referrals from outside partners as a measure of partnership success. Student numbers should increase proportionally to these referrals and we should start to also see an increased number students move more quickly into career &/or post-secondary opportunities. On a systems level, we can measure partnership collaboration by hosting quarterly meetings and aligning broad regional strategies around adult student occupational and education success. Long-term, our hope would be that partners begin to see a decline in the number of return social services and corrections recipients and permanent transitions out of poverty are traceable.

**Regional Need #3****Gaps in Service / Regional Needs**

Accessible and aligned GED/HSE services year-round and resources for flexible tutoring services for students as necessary to complete programming.

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

Reports from consortium sites, student feedback, research and partner communication.

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

This is an infrastructure and programmatic issue. On the infrastructure side, we only have two GED testing centers for the whole county. One in North County and one in South County. The one in North County is only accessible on a very part-time basis and is not located at our central North County adult school. The plan is in place to increase the number of approved GED testing sites, on both ends of the county so students have greater access to testing times that they currently must arrange around limited availability. On the programmatic side, our consortium has written common HSE curriculum that all our six adult schools will use. This creates a "no wrong door" opportunity for students who may more freely move between sites and stay on track with their progress. The curriculum has been completed and in 2018-19, we will roll it out to each site, train teachers, and start moving students through this curriculum with greater alignment to their individual career pathway plan. So rather than doing random projects or electives, students can customize their learning content to progress toward their career or continued education interests and goals.

**Regional Need #4****Gaps in Service / Regional Needs**

Short-term Career Technical Education and pre-apprenticeships

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

Currently Siskiyou County has no registered apprenticeships. There is great effort from our community college partner to establish these apprenticeships and they are working with local industry groups to design apprenticeships in the areas of: advanced manufacturing, small business and entrepreneurship and media/digital arts. We have approved non-credit pre-apprenticeship curriculum but have not been able to move students through because there is no established apprenticeship program for them to transition into. Also, short-term CTE is a gap we want to address. There are a variety of programs in the works that approach subjects like: software/web coding/blockchain, startup weekends, Etsy small business, entrepreneurship pub talks, New World of Work intensives, ACT National Career Readiness training and other workforce related soft skills development. These programs are either community education, two-day weekend intensives, lunch and learns, short-term workshops or single events. We are focusing on these types of entry points in order to build a critical mass of interested adult learning who can participate with a very low barrier to entry. Then we can move these learners in to non-credit or credit classes if they show an aptitude or interest in a particular subject.

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

We will track participation from new adult students in the variety of events, workshops, community education, lunch and learns and pub talks. Specifically working with each student on a guided pathway where possible that moves them into more core services. We will track things like educational milestone, certificates, and participation in multiple offerings as we move students into primary outcomes-based workforce and education programs. This is a combined outreach and education effort to get new people into adult education pathways for the first time.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Continue to develop online, distance learning, alternate sites, bus vouchers, test scholarships, expanding to nights and summers to accommodate other work schedules. Build links to STEP including transition coordination services, guided pathways to COS, Continue fine tuning Aeries and LACES for data reporting and linking, expanding pathway model. Use the Google Tools Suite to coordinate consortium-wide activities and share information.

#### **Strategy #2**

Collaboration with regional AEBG partners to coordinate communications, build out a referral system, identify challenges and strategize for program expansion that supports existing and new students. Work around data sharing barriers and lack of awareness or understanding about adult education services. Develop a comprehensive brochure published every year that is accessible all over the county, to all our partners and every household in Siskiyou County.

#### **Strategy #3**

Continue to expand course options and curriculum, particularly around CTE and Apprenticeships. Work with College of the Siskiyous on non-credit pre-apprenticeship courses and establish a registered apprentice program in Siskiyou County. Transition students from short-term CTE workshops into technical programs at the college. Convene industry groups around soft skills needs and offer workforce skills training and certificates to students.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

Articulated course pathway between segments and centered around common diploma curriculum.

**Strategy #2**

Setting new non-credit and certificate programs in place that address specific guided pathways and gaps where student participation falls or attrition occurs.

**Strategy #3**

We are working to achieve 100% assessment upon new student enrollment and 100% post-testing as well as continued transition coordination support as students progress down their guided pathway.

**Strategy #4**

We also want to document and share success stories.

## Student Acceleration

### New Strategies

**Strategy #1**

Our member community college is waiting for approval of 20 out of 52 total "non credit" courses. These courses all align with certificate pathways that move students from non-credit to either short-term CTE or to credit classes. We also have students complete a "job preparation capstone project", as a diploma requirement, which helps them plan for career or continued education while completing HSE.

**Strategy #2**

Participate in the workforce development steering group "Siskiyou SOAR" that is developing an occupational roadmap strategic plan for Siskiyou County. Support the COS apprenticeship program development, the K-12 internship program that is being developed as a pilot with College Options, MSHS, and YHS and the guided pathway curriculum work with COS CTE staff and dual credit.

## Professional Development

### New Strategies

**Strategy #1**

Better connect with TAP and the AEBG office and have more members participate in webinars and strong workforce best practices and online learning.

**Strategy #2**

Coordinate with WIOA and local workforce partners to share best practices and joint training opportunities regarding the alignment of AEBG and WIOA performance-based measurements.

**Strategy #3**

Monthly conference calls with regional consortia Directors to monitor process and share professional development opportunities. Partner with AEBG directors within the North Far North to attend in person training relevant to our annual and three year plan.

**Strategy #4**

Offer internal training to member schools and partners on subscriptions we currently purchase like: ACT, GED Academy, Newsela, TopsPro Enterprise, AERIES, LACES as well as Google Toolkit, New World of Work, CASAS assessments, and

professional development opportunities throughout the year at the Siskiyou County Office of Education relevant to adult learners.

#### **Strategy #5**

Include individual professional development into the Directors job description and encourage consortia training based on PD learn.

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Outreach to parents of local high school students who are not yet employed, underemployed, or need a HS diploma through mailings and call outs.

#### **Strategy #2**

Develop Adult Learner Pathways with local college member and WIOA agency to develop clear pathways into career and/or post-secondary education.

#### **Strategy #3**

Coordinate with COS Apprenticeship program, New World of Work, ACT NCRC, and adult schools teach relevant on-the-job skills, emphasizing soft skills.

#### **Strategy #4**

Through our partnership with First 5 Siskiyou, the Family Resource Center network, health and human services and mental health services, we are integrating adult education pathways materials and outreach into existing family support and parenting classes.

#### **Strategy #5**

Through a partnership with the local Sheriff's office, probation and Day Reporting Center, we will be offering adult education classes to high functioning students involved in the criminal justice system.

## **Fiscal Management**

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

Our consortium sets aside 13% of funds on top of the Siskiyou County Office of Education budget that covers the Director's salary, benefits and travel, to fund consortium-wide programs and subscriptions. Our budgetary structure aligns well with our annual and 3-year plan that gives each voting member an internal budget to provide core adult educational services as well as a customized set of specialized services depending on their individual capabilities and the needs of their community. It also allows some flexibility to pursue systemic program improvements each year and pursue closer partnerships where funding can make possible new collaborative programs.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

Moved the Director position out of the community college system to the county office of education to pay a competitive wage and create some operational efficiencies. (Director started September 1, 2017) Carryover funds from 2017-18 were primarily from AV equipment budgeted for distance learning that was delayed. Budget was also set aside to hire a centrally available

Transitional Specialist to help adult learners navigate to post-secondary and/or career pathways. The expense of a full-time employee became prohibitively expensive so holdover funding will be used to increase transition coordination capacity with STEP (our WIOA Title I).

## Certification

### Butte Valley Unified School District, Member Representative

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Approved

2018-08-15

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