

# 71 Adult Education Pathways

## Plans & Goals

### Executive Summary

Adult Education Pathways is comprised of six adult schools, one local community college and the county office of education. The consortium members, although geographically spread out in our rural county, communicate effectively and collaborate as a team to provide adult learners the opportunity to succeed. The consortium, as a whole, has worked diligently to build a foundation based on overcoming regional needs such as geographical and access barriers and developing relationships with community partners and the local business industry. Curricula is aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence. The process for developing innovative CTE programs and CDCP certifications is of high priority over this year, with the secondary goal of achieving transition outcomes throughout our consortium.

The consortium made multiple strides the last program year by implementing a South County ESL Program, developing a member effectiveness protocol and expanded our Forestry Technician Certification Program to include a Second Chance Program. The Second Chance Program paves a pathway towards employment and occupational certification for the formerly incarcerated and justice involved population. This increased our consortium's collaboration with our local WIOA partner, community agencies and employers.

Our objectives this year are to:

- 1.) develop more innovative and useful programs directly related to the workforce, while continuing to build our relationship with our local workforce board;
- 2.) foster more relationships with community agencies and connect students with those agencies to help them on their journey to employment;
- 3.) transitioning students from high school diploma programs into college or CTE programs and;
- 4.) continue to monitor and evaluate our own internal policies and processes of the consortium to build a more student centered system.

Experiencing the harsh realities of the COVID pandemic has forced our consortium to be flexible and pivot when needed. We will be seeing personnel changes this year and planning for the new hires will be imperative in order to remain on course. Trainings and onboardings will be necessary to seamlessly move through those transitions. Each year, our consortium reviews our bylaws and updates as necessary. Within those bylaws, we have developed a system to expend funds and carryover. Our commitment to work as a team has only increased our ability to assist adult learners of Siskiyou County with achieving their goals and dreams.

### Regional Planning Overview

The consortium has utilized multiple agencies and resources to determine that healthcare and education are leading the industries in vacant jobs. We will be conducting research throughout the year on ways to augment our class offerings throughout our vast county to meet these industry demands. In this process, our consortium will remain sensitive to the individual needs of each community, as they are so diverse in terms of geography and demographics. This year, we plan on implementing new strategies that reinforce setting milestones, identifying resources, prioritizing tasks, monitoring progress, and will pivot as necessary.

Our English as a Second Language Programs are growing, and our analysis has determined that our ESL learners need and request more direct training on English use in the workplace and soft skills development opportunities. With this in mind, we are currently focused on developing a class called Workforce Language for ESL scheduled to pilot in Fall 2022.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Based on Labor Market Information provided by our local workforce board, the labor force has decreased in Siskiyou County, which means the County currently has 970 unemployed in Siskiyou County with 1050 job vacancies – we have a higher retirement community and the baby boomers are retiring at a fast rate. This results in less people coming into the local workforce.

As of this date, we are trying to navigate how the McKinney Fire will be impacting our workforce and changes in the communities we serve.

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

EDD Labor Market Information; provided by SMART

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

We will review EDD Labor Market Information with our workforce services provider, SMART to see if the labor force in Siskiyou County is increasing as we offer more trainings.

### Regional Need #2

#### Gaps in Service / Regional Needs

Job vacancies in our region show that there is a need for healthcare workers and education personnel.

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

EMSI Burning Glass; provided by SMART

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

We will review the Siskiyou County Job List and work with our workforce services provider to see if job vacancies are lowering.

## Address Educational Needs

### 2022-23 Strategies

#### Strategy Name

Workforce Language for ESL

#### Activity that Applies to this Strategy

Workforce Language for ESL

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

#### Strategy Description

Expand ESL offering to include a class focused on specifically helping students develop language as it applies to the workforce. We have determined by discussion with ESL students and local employers that there is a gap in students being hired or

progressing in their current position due to lack of vocational terminology and soft skills. By offering this class, we can assist in preparing the student for a professional setting and upgrading their skills while serving the needs the employers.

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#### Strategy Name

Noncredit ESL

#### Activity that Applies to this Strategy

ESL Noncredit

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

#### Strategy Description

College of the Siskiyous (COS) started an English as a Second Language (ESL) program in South Siskiyou County in 2022. There are three levels of ESL and successful completion of the three classes results in a Career Development and College Preparation (CDCP) certificate. We will offer classes to achieve ESL CDCP certificates

## Improve Integration of Services & Transitions

### 2022-23 Strategies

#### Strategy Name

ESL at K12 Adult Schools

#### Activity that Applies to this Strategy

ESL at K12 adult schools

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

#### Strategy Description

ESL students will transition to other Adult Education classes as their English skills improve. Providing access and integration with community, work, and education is a focus of our program. Enrollment in skills-based classes is evidence that English access has reached a level for improved prospects in education and work. Our data illustrates that we are starting to transition students into high school diploma and CTE classes. We hope to continue to improve in this area.

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#### Strategy Name

CTE Classes

#### Activity that Applies to this Strategy

Develop CTE programs

#### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

#### Strategy Description

We currently have a few CTE programs that are successful in our Consortium and the need for more is crucial. Our leading industry sectors with vacancies in our county are healthcare, education and government according to the LMI data presented to us by our local workforce board. Within these sectors, we have one CTE program directly related to these industries as our Community College Partner struggles to offer any CTE classes. Regular conversations and interventions are being implemented in order to offer more CTE classes. We will focus on creating pathways from the K12 adult schools into noncredit and transition students to credit class at our local college or workforce.

#### Strategy Name

Community Partnerships

#### Activity that Applies to this Strategy

Expand Community Partnerships

#### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Strategy Description

Our consortium has worked diligently to analyze labor market information in our local communities. Each community in Siskiyou County offers different resources for their adult learners to obtain employment. It is crucially important that each community identifies where there are gaps, specifically, what jobs are not being filled within that service area. Once identified, connecting with a partner to leverage funds and activities can benefit the adult learner within that service area. Developing a relationship with a partner may also help the site provide relevant CTE classes within their own community.

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

Instructor Recruitment

#### Activity that Applies to this Strategy

Instructor Recruitment

### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

### Strategy Description

Finding qualified instructors for our high school diploma, ESL and CTE programs has been difficult. The consortium already shares instructors and will continue to do so. But, as current instructors start retiring, our consortium will need to develop a recruitment plan in order to not disrupt services to our students.

## Fiscal Management

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

The consortium as a whole will utilize CAEP funds within ABE/ASE, expanding the ESL program, and enhancing or developing more workforce preparation and short term CTE classes.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

Sites shall make every effort to expend current year allocation funds within the same year (July 1 - June 30). However, should there be carryover funds from the previous year(s) greater than 15% of the total allocations within the current 3 year fiscal cycle (without proof of encumbered funds) in December of each year, consortium members may vote to conduct an allocation amendment to move those carryover funds to another site. Example: Site A receives \$100,000 for Year 1, Year 2 and Year 3 for a total of \$300,000 during that funding cycle. If in December of Year 3, Site A has carryover of \$45,000 or more, the Consortium may vote to reallocate those carryover funds to another site. The reallocation will not affect the site's base annual allocation. If the Consortium has voted to move a site's carryover funds for two consecutive years, the site may be deemed ineffective and a reduction in the annual allocated base amount of funds will occur with Ed Code : 84914(c) enforced: The member has been consistently ineffective in providing services that address the needs identified in the SAEC Plans and reasonable interventions have not resulted in improvements. At that time, member districts will vote on where the reduction of funds will be reallocated.

## Certification

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08/11/2022 05:04 PM PDT

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08/16/2022 11:40 AM PDT

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08/18/2022 08:36 AM PDT

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08/11/2022 01:21 PM PDT



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