



Shasta Tehama Trinity Adult Education Consortium

Public Meeting # 23

Date: 06/27/19

Time: 3:00pm-5:00pm

Meeting Location: Shasta County Office of Education, Professional Development Center,
2985 Innsbruck Dr., Redding, CA

AGENDA Revised

- 1) Introductions
- 2) Public Comment
- 3) Voting Items
 - a) Review March 28, 2019 Meeting Minutes
 - b) 19.20 Budget-COLA Reduction
 - c) Review 2019-2021 3 Year Plan
 - d) Tehama County Department of Education status
 - ~~e) TCOE extension status of 18.19 one-time funds~~
- 4) Informational Items
 - a) Consortia Budget Update
 - b) Consortia Activity Summary
 - c) Charter School Status
 - d) Data & Accountability Workgroup
- 5) Schedule 19.20 Public Meeting Dates & Times
- 6) Upcoming Due Dates
 - a) July 30, 2019 – Data Integrity Report due for Q3 (TOPSpro)
 - b) June 30, 2019 - Consortium Fiscal Allocation Declaration amend and approved in NOVA

- 7) Announcements/Adjournment

*Note - *Agenda items are subject to change**

Future Public Meeting Dates/Locations TBD

**Shasta – Tehama - Trinity
Adult Education Consortium Public Meeting #22
Meeting Location: SCOE– Innsbruck Drive
Time: 3:00 PM to 5 PM
Thursday, March 29, 2019**

MEETING NOTES

CALL TO ORDER

The meeting was called to order by Jim Clooney, Board President, at 3:01pm

1. INTRODUCTIONS

Board Members Present:

Member School/District	Voting Member	Proxy
Anderson Union High School Dist.	<input type="checkbox"/> Tim Azevedo	<input checked="" type="checkbox"/> Ken Hood
Corning Union High School Dist.	<input checked="" type="checkbox"/> Jarod Caylor	<input type="checkbox"/> Jason Armstrong
Gateway Unified School Dist.	<input checked="" type="checkbox"/> James Harrell	<input type="checkbox"/> Steve Henson
Mountain Valley Unified School Dist.	<input type="checkbox"/> Debbie Miller	<input checked="" type="checkbox"/> Felicia Harrison
Red Bluff Joint Unified School District	<input checked="" type="checkbox"/> Todd Brose	<input type="checkbox"/> Barbara Thomas
Shasta-Tehama-Trinity CCD	<input checked="" type="checkbox"/> Dr. Joe Wyse	<input type="checkbox"/> Dr. Frank Nigro
Shasta Union High School Dist.	<input checked="" type="checkbox"/> Jim Cloney	<input type="checkbox"/> Milan Woollard
Southern-Trinity Joint Unified School District	<input checked="" type="checkbox"/> Peggy Canale	<input type="checkbox"/> Caitlin Canale
Trinity Alps Union High School Dist.	<input checked="" type="checkbox"/> Jamie Green	<input type="checkbox"/> Michael Martens
Trinity County Office of Education	<input checked="" type="checkbox"/> Fabio Robles	<input type="checkbox"/> Sarah Supahan

Service Providers/Guests in Attendance: Andy Fields, Megan Wadden, Julia Fox, Jill Ault, Misty Bowman, Milan Woollard, Barbara Thomas, David Span, Tabitha Dubke, Michelle Barnard, Cathy Taylor, Jennifer Epperson, Stephanie McClung

Presenters: Jim Cloney, Rachelle Modena

Note Taker: Betsey Ray

2. VOTING ITEMS

a. Review January 24, 2019 Meeting Minutes

Jim Cloney asked the board to review the January 22nd meeting minutes.

Jim Cloney called for a motion to approve the minutes.

It was moved by James Harrell and seconded by Peggy Canale to approve the Motion to approve the minutes from

January 22, 2018. The matter passed 10-0

b. Community Pro Agreement

Rachelle Modena provided an update on CommunityPro. CommunityPro was to be a data collection and communication tool for Adult Education providers. The hope was when providers entered data into TopsPro (the state required system) that CommunityPro would be able seamlessly pull data from TopsPro and that there would be this robust student management system that would push referrals out into the community and gather student data. However, LiteracyPro (CommunityPro's parent company) was not able to deliver on what they promised. The contract agreement with CommunityPro is coming to an end and it automatically renews. Rachelle asked permission to separate from this agreement. She also informed the consortium that discussions had been occurred about requesting a refund. She has been working with our Shasta College's Administrative Services department and they have reviewed the contract and have been in contact with CommunityPro. They are getting ready to request at least a partial refund.

Jim Cloney: Sounds like you are requesting a motion to give you some direction on whether we renew or separate this agreement, and direction on requesting a refund but it sounds like you are already pursuing that.

It was moved by Peggy Canale and seconded by Todd Brose to approve the Motion to approve the separation from CommunityPro. The matter passed 10-0.

c. 19.20 Budget

Rachelle Modena provided a handout to the consortium. She asked the group if there was anyone interested in taking a voluntary cut in your allocation for 19-20.

Jim Cloney: For the record, that was a no.

Rachelle Modena outlined the facts which included the figures for the 18/19 allocations and included 19/20 projected allocations which includes a 3.46% COLA. She stated that it's not official but that COLA could be a little high and it might be closer to 3.2%.

Dr. Joe Wyse: That's what I heard. The January proposal from the Governor was 3.46% but it might be revised.

Rachelle Modena stated the budgets need to be entered into NOVA by May and if the COLA does get reduced, she will go back in and make the reduction. She also explained that the consortium has had a gap in staffing which allows for a slight reduction for next year. This would most likely not happen every year, but it is an option for this year.

Rachelle Modena informed the board of Mountain Valley requesting funds this year. They did not request any funding last year as they were operating on previous year funding to offer a CTE welding class. They remained a voting member of the consortium and are requesting \$10,000. CHYBA, Corning and Southern Trinity have also requested additional funds above their projected allocations. Between those four Members/Partners, the total requests are over the projected allocations.

Rachelle Modena informed the board that there are some options to consider, one of them could be forming a budget subcommittee to meet in the next couple weeks to help the group.

Option A: Pass the savings from the consortium to Mountain Valley. It only funds them \$7,615.00 which is not their full request of \$10,000. This option would fund everyone else at the original budget projections and give the full COLA to all other members/partners.

Option B: Fully funds Mountain Valley at \$10,000 and reduces the COLA for everybody else to 3.138%.

Jim Cloney thanked Rachelle for putting these options together and asked the group to discuss.

Dr. Joe Wyse asked if this needed to be approved by May.

Rachelle Modena stated the budgets need to be entered into the system by May and approval would need to happen before May.

Jim Cloney suggested forming subcommittee like they did last year. There would be time for a subcommittee to meet in the next 10 days and then there would be another Public meeting that would be scheduled to vote. He also suggested the board could look at the options today and make a decision.

Jamie Green asked where Mountain Valley's money went when they did not request funding last year.

Jim Cloney stated the money is embedded in the funds distributed to the other members/partners for 18/19.

Jamie Green asked if the money went to Trinity County to serve those Adult Ed students when Mountain Valley didn't take it.

Jim Cloney: Not directly

Jamie Green: I was wondering if that combined Mountain Valley in there then we have an obligation to give that back?

Jim Cloney: I don't think so

Peggy Canale stated that they had originally received \$35,000. Last year they self-reduced \$30,000 and then got reduce lower and that is why they went back to \$30,000. They could live with Option A or B for the sake of the cause.

Jim Cloney stated for his district, the difference of \$600 is not going to move the needle dramatically. For Mountain Valley, the difference between \$10,000 and \$7,600 probably more dramatic for them and he doesn't have a problem fully funding the \$10,000 to Mountain Valley. If the COLA does get reduced, he would expect the \$10,000 to go down by the equivalent amount.

Jason Armstrong stated Corning's increase request was due to staff costs and they are comfortable with A or B. He agrees that the potential impact on Mountain Valley is much greater.

Andy Fields presented a discussion that this is our first year where additional funds were requested above the budget allocation projection. This year will set a precedent on how additional funds will be requested within the consortium. This their opportunity to discuss how the consortium will decide the process. Whether it is a case-by-case basis or a standard process.

Dr. Joe Wyse presented the question of whether there would be potential funding available out of the budget.

Andy Fields responded that the bylaws state that there is an 18 month spending timeframe and one-time money could be an option to be distributed out based on unspent funding allocations within the 18 month spending period.

Jim Cloney- Summarized that every year the consortium will have to put together an annual budget projection and that within an 18 month period (most likely in December) there may be options to look at unspent allocated funds to then be distributed back out as one-time funds that could be spent within the 2 year allocated time frame.

Rachelle Modena added that a corrective action plan could be approved to allow the funds to be spent within a 3 year period.

Jim Cloney stated the point of the 18 months is to ensure the members/partners are spending the money and the consortium would decide how unspent money would be distributed back out to other members/partners. Moving forward the consortium is going to have to startmaking quantitative decisions and qualitative decisions to determine

where this money is going to go and how it is going to serve our communities.

Peggy Canale asked if these concerns on budget are going back to the state as other consortiums are probably encountering the same issue.

Rachelle Modena stated that some consortiums are looking at quantitative data and performances amongst their members. We could postpone a vote today and look at data. Maybe do a subcommittee to look at data points that are important to us.

Todd Brose stated that work is going to take more than a couple months to look at that data. This should be worked toward for next year.

Jim Cloney stated that a lot of their money is tied up in staff and to make any decisions post March 15th would be difficult at this point in the game. Put some systems in place for next year.

Jim Cloney: We are still in discussion phase to approve Option B. Any further discussion?

Cathy Taylor- I want to state that we are a very viable Adult Education Program our budget got cut in half when all this transition came down and we had to make some serious cuts. We got some one-time money so we could build our program back up. Now with this, we'll have to cut it back down. Throwing that question out there, if there are all these people concerned about carry-over money because they can't spend their money and they are looking three years down the road. If you're thinking do we have three years to spend it? Our money is all spent out and I understand it's tough and I want to put a plug in for us. We did take a huge cut because we weren't considered a member.

Jim Cloney: Any other discussion on this topic?

It was moved by Todd Brose and seconded by Jarod Caylor to approve the Motion to approve the funding option B which would include \$10,000 to Mountain Valley and reduce the COLA for 19/20. The matter passed 10-0.

3. INFORMATIONAL ITEMS

a. Consortia Budget Update

Rachelle Modena: This Budget is through the end of February. Our target was to be 75% spent out we are at 60 that's mainly from having a gap in the Student Services Coordinator position. Rachelle introduced the new Student services Coordinator Betsey Ray. Now that that position is filled, we should be able to pick up on our budget. Any questions on the budget?

Dr. Joy Wise asked the question if there would be remaining funds in the consortium that could go back to the general fund. Discussion included that there is an 18 month time frame to spend these funds, so it would not be a deadline on June 30, 2019 but more December 2019.

Andy Fields clarified that the consortia operating budget can be adjusted annually and that the service providers have 18 months to spend their allocations before giving back. So there could be potential to look at the consortium operating budget and a rollback of funds around September.

b. Consortia Activity Summary

Rachelle Modena: I included some highlights of my activities since we last time we met and really my big focus has been our 3 year plan and a new required report called the Program Area Report.

Rachelle Modena: This is where I had you penciled in, Cathy

Cathy Taylor- Passed out information regarding the understanding of Charter Schools. Her information included

that CHYBA should be included as a Member. They are a regular public high school that is looked as their won district in terms of funding and allocations. She asked the board to look at her information and to consider CHYBA as a member. If the Board does not see CHYBA as a district, Cathy asked that CHYBA be considered a school under Trinity Office Ed. Similar to how Shasta Adult School is a school under Shasta Union High School District. CHYBA offers viable services and they try not to duplicate services and target areas that other schools may not be offering such as CTE, hands-on case management and transportation issues. They have had a great growing program but have had to cut back due to funding as a partner.

Jim Cloney: My suggestion would be to have Rachelle reach out to other consortiums to see if they are dealing with a similar situation. Three options I see, the least desirable is that CHYBA is considered a partner, the other option would be considered as a school under your authorizing district which would be Trinity County or be your own LEA or District. We need direction to see where to go.

Rachelle Modena: We will include this as a follow-up item on our next meeting's agenda. I have also reached out to the technical assistance provider at the State to see if they have any input.

c. Shasta College fiscal agent admin fee & reporting

Rachelle Modena explained through Adult Ed, the administration fees need to be direct charged to ensure they do not exceed the 5% allowed for all members. A portion will be seen on the indirect line in NOVA the rest will be direct charged to administration.

d. 18.19 one time funds-budget & expenditures check-in

Rachelle Modena asked the four members/partners who received one-time funds last fall to give an update on where they are.

- i. **Corning** – Jarod stated their funds helped expand their Adult Education CTE welding and computer class, as well as an evening ESL class. He expressed that they are on track with spending.
- ii. **Trinity Alps**-Jaime Green stated their funding went toward advertising to get people in. The efforts resulted in mother and daughter who are 62 and 82. We have a full time instructor to serve them. They were hoping more students would have come in and now are going to expand out to offer a welding and business class and trying to get a basic reading class. They are also going to advertise at the Trinity movie theater.
- iii. **Red Bluff**-Todd Brose stated they had \$1,000 for book and supplies and that has been spent.
- iv. **Trinity COE/CHYBA**- Cathy Taylor stated they are not going to have any problems spending out their funds.

4. Planning Committee (3-year plan) – Update

Rachelle Modena: Thank all of you for hosting me as I traveled around for 3 year planning conversations. I have enough information gathered to put our plan together Most of you will moving forward offer your high quality services you are doing.

Jamie Green: I want to thank you for promoting the program. Getting Mountain Valley back in the game. We're glad they're in with welding and thanks for spending all the time with us. You're touching all the counties and schools and we can see that you want people served and that's awesome, so thank you.

Rachelle Modena: It's been my pleasure. I know in rural areas every little penny you get, your community needs those services.

5. Upcoming Due Dates

- a. **April 30 – Data Integrity Report due for Q3 (TOPSpro)**
- b. **May 2, 2019 – Consortium Fiscal Allocation Declaration approved in NOVA**

6. Announcements/Adjournment

Rachelle Modena: We will set our 19/20 meeting schedule at that meeting.

Jim Cloney: Can I get a motion for adjournment?

It was moved by Jamie Green and seconded by Dr. Joe Wyse to approve the Motion to adjourn the meeting. The matter passed 10-0

Jim Cloney: Meeting Adjourned.

Shasta Tehama Trinity Adult Education Consortium
19.20 Budget Planning

	18.19 Approved Allocations	3.24.19 19.20 Approved Allocations with 3.138% COLA & Fully funding MVUSD	Option A TCOE/CHYBA Absorb the \$2,102 Difference in COLA	Option B 19.20 Allocations with 2.8855% COLA & Fully funding MVUSD
STATE Allocation	\$1,106,435	\$1,144,718	\$1,142,505	\$1,142,505
Fiscal Admin Allowance Claimed	-\$52,687	-\$57,236	-\$57,125	-\$57,125
CONSORTIA OPERATING EXPENSE				
Salaries and benefits	-\$175,111	-\$175,111	-\$175,111	-\$175,111
Other Operating Expense	-\$45,000	-\$42,575	-\$42,575	-\$42,575
TOTAL Remaining for Members	\$833,637	\$869,796	\$867,694	\$867,694
MEMBER/PARTNER				
SHASTA				
Anderson Union	\$149,901	\$154,605	\$154,605	\$154,226
Shasta College Total	\$140,000	\$144,394	\$144,394	\$144,042
SMART (Partner)	\$25,633	\$26,437	\$26,437	\$26,373
Shasta Union HSD	\$180,000	\$185,648	\$185,648	\$185,194
TEHAMA				
Corning	\$51,755	\$53,379	\$53,379	\$53,248
Red Bluff	\$97,850	\$123,456	\$123,456	\$123,154
Tehama CDE	\$21,850	\$0	\$0	\$0
TRINITY				
Mountain Valley	\$0	\$10,000	\$10,000	\$10,000
Southern Trinity	\$28,500	\$29,394	\$29,394	\$29,322
Trinity Alps	\$57,428	\$59,230	\$59,230	\$59,085
Trinity COE	\$21,466	\$22,140	\$21,572	\$22,085
CHYBA (Partner)	\$59,254	\$61,113	\$59,579	\$60,964
PARTNERS Total	\$833,637	\$869,796	\$867,694	\$867,694
<i>UNDER/ (OVER) BUDGET</i>	\$0	\$0	\$0	\$0

Section 1: Consortium Information

Consortium Name:

Shasta Tehama Trinity Adult Education Consortium

Primary Contact Name: Rachelle Modena

Title: Senior Project Coordinator

Phone: 530.242.7748

Email: rmodena@shastacollege.edu

Submitted:

6.5.19

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a tri-county region in far northern California. The mission of the STAEC is to serve the needs of adult learners (18+) and create an education/career pathway for continual personal and economic growth in Shasta, Tehama and Trinity Counties.

The STTAEC is pleased with the accomplishments over the last four years.

- Implementation of a comprehensive website for students and providers.
- Creation of the Student Services Coordinator position to provide a pathway and transition support in and out of adult education programs.
- Expansion of high school diploma and GED/HiSet programs to the most rural areas through small satellite offices.
- Implementation of relevant career education courses in Welding, Forklift Operation and Computer Literacy.
- Professional development including data collection and best practices for adult educators.
- 2015-2018, 4,084 students enrolled in adult education programs. (Source: TOPSpro)
- 1,087 achieved a CAEP success outcome (Source: TOPSpro)

Prior to developing the 2019-21 three-year plan, the consortium held several planning meetings with members and partners throughout the 18/19 school year. The planning included a comprehensive assessment of consortium and member capacity. Data was analyzed around consortium and member performance, along with labor market data for the region and each individual county. Demographic data regarding adult education customers was analyzed for the region and individual counties. Individual planning conversations were held between the consortium staff and consortium members.

Service program areas include high school diploma & GED/HiSet, ESL/Citizenship, Workforce Entry and Re-entry, Parenting Education, Adults with Disabilities, and Career Education. Services are embedded within traditionally underserved communities with the use of small satellite offices, paired with larger programs, to reach those most in need. All members will engage in robust marketing, outreach, and recruitment for their programs. The Student Services Coordinator (SSC) will provide outreach and recruitment on behalf of all programs and assist potential students with finding the adult education opportunity that is the best fit for their goals. Programs will utilize a newly

developed universal transcript evaluation tool to assist with the placement of students. One of the features of the new tools will be to assist program staff in identifying students who qualify for a diploma under the McKinney-Vento Act. K-12 providers will all use standardized CASAS placement tests for students and reassess as appropriate. Members will refer students to the SSC as they near the completion of their program. The SSC will support students as they transition into credit-bearing courses and/or the workforce.

STTAEC Members will continue to monitor student, community, and labor market needs and make shifts in programming as appropriate. New Career Education courses will be developed in office administration, as well as additional college noncredit courses to address aligned needs.

Adult education students present with unique academic and life challenges. These challenges often affect their ability to complete programs in one attempt. The STTAEC is setting goals for the 2019-21 plan to improve the persistence and performance of students enrolled in adult education programs. Professional development will be provided across the consortium to ensure that Members and staff are equipped with the required knowledge around CAEP regulations and data collection mechanics in TOPSpro. Members will focus on intentionally building strong personal relationships with students through informal and formal events as a catalyst for behavior change in students.

Progress indicators:

- By June 30, 2020 increase the number of students referred to the Student Services Coordinator by Members from 8 to 20
- By June 30, 2020 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 3% (691 to 711)
- By June 30, 2021 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 6% (691 to 732)
- By June 30, 2022 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 9% (691 to 753)

Through the achievement of these goals, students will be prepared to transfer into postsecondary education, obtain gainful employment, or experience a wage increase for full employment.

2.2 Pre-Planning Assessment

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) provides adult education services over a three-county region. Shasta County Members include Shasta Tehama Trinity Joint Community College District, Shasta Union High School District, Gateway Unified School District, and the Anderson Union High School District. Trinity County Members include the Trinity County Office of Education, Southern Trinity Joint Unified School District, Mountain Valley Unified School District, and Trinity Alps Unified School District. Tehama County Members include Shasta Tehama Trinity Joint Community College District, Red Bluff Joint Union High School District, and Corning Union High School District. Table 2 provides details on the specific adult education service each Member provides. Table 3 provides data on available funding for adult education activities in the region.

The Shasta Tehama Trinity Adult Education Consortium has been operating since 2015. The current three-year planning process provided a structured opportunity for the STTAEC to carefully assess the Consortium capacity and the Members participating in the consortium, as well as deep dive into current demographic and program outcome data. All consortium members and partners, along with the public, were invited to complete the Consortium Self-Assessment. The STTAEC 3-Year Plan subcommittee reviewed the results and comments. Table 1 below highlights the five assessed domains and summarizes the identified strengths and areas that needed growth. This process assisted with the development of strategies for improvement.

Table 1. Pre-Planning Consortium Assessment

Consortia Domains Assessed	Strengths	Areas to Grow
Capacity – Consortium and Member ability to support each other and build capacity to deliver high quality adult education to meet community needs.	Consortium staffing and governance structure to support the consortium. Consortium policies and procedures.	A formal on-boarding procedure and training for new adult education staff and instructors will be developed.
Connection – Members’ ability to provide coordinated, proactive engagement to potential students on educational and training options.	Members routinely refer students to other programs and services to meet the needs of students. Members recruit and provide outreach throughout their	Local recruitment plans will be tied to census and labor market data. Career and pathway maps will be developed to align with specific programs, regional need, and offerings.

	community to assist with meeting enrollment goals.	
Entry – Consortium and Members’ ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests.	<p>Strong partnerships exist between other service providers in the community to assist with referring students in need.</p> <p>Student Services Coordinator is available to support entry into all programs.</p>	<p>Early alert assessments to identify academic and non-academic supports will become standardized.</p> <p>A standardized transcript evaluation tool will be developed to assist with identifying former homeless and foster youth.</p>
Progress- Consortium and Members’ ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.	Members actively track student progression through established data collection systems.	Concurrent enrollment opportunities are minimal and need to be expanded.
Completion/Transition – Consortium and Members’ ability to facilitate timely program completion and successful transition into post-secondary education, training, and/or employment.	<p>Members refer transitioning students to the Student Success Coordinator to provide services to link to employment or post-secondary education.</p> <p>Members have strong relationship with their local workforce community and routinely connect students for workforce services.</p>	<p>Student participation would be a valuable addition.</p> <p>Consortium will develop internal performance targets to guide members and set the expectation for an effective member/program. Assessment of effectiveness will become a routine consortium activity.</p>

Table 2. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Anderson Union High School District	Adult School	5250 West Anderson Drive, Anderson, CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Corning Union High School District	Adult School	250 E. Fig Lane, Corning, CA 96021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Red Bluff Joint Unified School District	Adult School	1050 Kimball Road, Red Bluff, CA 96080	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shasta College- Tehama Campus	Community College	770 Diamond Avenue Red Bluff, CA 96080	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shasta Union High School District	Adult School	590 Mary Street, Bldg. 70, Redding, CA 96001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Southern Trinity Joint Unified School District	Adult School	600 Van Duzen Road, Mad River, Ca 95526	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Tehama County Department of Education	Adult School	900 Palm Street, Red Bluff, CA 96080	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trinity Alps Unified School District	Adult School	32 Victory Lane, Weaverville, CA 96093	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trinity County Office of Education	Adult School	201 Memorial Drive, Weaverville, CA 96093	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Mountain Valley Union School	Adult School	231 Oak Ave, Hayfork, CA 96041	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
California Heritage Youth Build Academy	Adult School	8544 Airport Road, Redding, CA 96002	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Shasta College- Redding Campus	Community College	11555 Old Oregon Trail, Redding, CA 96003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Smart Business Resource Center	Support Service	1201 Placer Street, Redding, CA 96001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Training Center	Support Service	718 Main Street, Red Bluff, CA 96080	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shasta College: STEP-UP	Community College	11555 Old Oregon Trail, Redding, CA 96003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CalWorks	Support Service	1400 California Street, Redding, CA 96001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tehama County Department of Social Services	Support Service	310 South Main Street, Red Bluff, CA 96080	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
United Way: Prosperity Initiative	Support Service	2280 Benton Drive, Building B Redding, CA 96003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shasta College: PACE	Community College	11555 Old Oregon Trail, Redding, CA 96003	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shasta College: SCI*Fi	Community College	11555 Old Oregon Trail, Redding, CA 96003	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shasta County Department of Social Services	Support Service	2615 Breslauer Way, Building 5, Redding, CA 96001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Trinity County Department of Social Services	Support Service	51 Industrial Pkwy, Weaverville, CA 96093	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Table 3. Funding for Adult Education Programs and Services

 Source: California Community College Chancellor's Office www.nova.cccco.edu Program Area and Reporting

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$1,218,173	\$1,242,536	\$1,267,387
CalWORKs	\$134,380	\$137,067	\$139,809
CCD Apportionment	\$193,568	\$197,440	\$201,389
Corrections	\$65,387	\$66,695	\$68,029
LCFF / District Funds	\$38,600	\$39,372	\$40,159
WIOA II	\$38,477	\$39,247	\$40,032
Fees	\$914	\$932	\$951
Other			
In-Kind	\$153,606	\$156,678	\$159,812
Other State Grants	\$3,480	\$3,550	\$3,621
Total	\$1,846,586	\$1,883,517	\$1,921,188

2.3 Community Need and Customers

Regional Need

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a three-county region encompassing 10,217 square miles. The region is predominately rural, and the largest city, Redding, has a population of 91,794. The majority of other populated towns and cities range from 150 people to 15,000. This region previously had a robust timber industry, but has seen a sharp and persistent unemployment and poverty rate since the 1980s. The long-term conditions of unemployment and poverty have contributed to higher rates of crime, drug and alcohol use, child abuse, and mental illness than in many other areas of the state.

Customers

STTAEC serves approximately 2,000 students annually. The age of the STTAEC adult education student varies, but the majority are 18-39 years old (83%). More than half of the students entering STTAEC programs do not have a high school diploma. The majority of students (75%) speak English. Barriers to employment affect 66% of the student population, with poverty and single parenting as the most prevalent. Lack of robust public transportation and the rural nature of much of the region is a barrier for many students to secure gainful employment, along with the education and training needed for those jobs.

The diversity of the region provides for unique customers in each county served by the consortium. Tehama County sits at the top of the Sacramento Valley and is home to some of the most robust agricultural crops in the country. This micro-region serves the bulk of ESL students. Trinity County is vast and rural. With the legalization of marijuana, this micro-region has seen a rise in legal and non-reported employment opportunities in this industry. Many of these jobs do not require a high school diploma or GED/HiSet. Shasta County is home to the most populous micro region of the consortium. This population base provides for a very diverse student population. With lower unemployment rates, this region has seen an increase of students looking for upskilling opportunities to assist them attaining a living wage.

Table 4. Characteristics of Shasta Tehama Trinity Adult Population

Selected Social Characteristics of the California Adult Population

58 Shasta-Tehama-Trinity Adult Education Consortium
Universe: Population 25 and over except white, nonwhite, not race

Area: ~10,132 sq mi
 Population Density: ~11 per sq mi

	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Total	176,785	21,795	47,856	27	55,846	32	6,982	4	20,235	12	9,164	5
Age												
18-24	21,495	3,124	6,902	32	8,967	42	2,114	10	3,726	17	930	4
25-29	15,436	1,975	4,160	27	5,729	37	1,420	9	2,303	15	534	3
30-34	14,724	1,765	3,639	25	5,313	36	754	5	2,431	17	876	6
35-39	13,771	1,633	3,463	25	4,902	36	686	5	2,037	15	1,005	7
40-44	13,947	1,465	3,587	26	4,342	31	796	6	2,073	15	1,125	8
45-49	15,208	2,003	4,321	28	4,777	31	798	5	1,785	12	1,210	8
50-59	36,883	4,618	10,144	28	11,677	32	1,803	5	3,860	11	1,614	5
60+	65,766	8,315	18,041	27	19,105	29	505	1	5,847	9	2,800	4
18-49	94,592	11,988	26,072	28	34,030	36	6,568	7	14,354	15	5,680	6
Sex												
Male	85,326	11,624	24,521	29	26,144	31	3,927	5	8,878	10	4,733	6
Female	90,429	10,170	22,834	25	29,701	33	2,934	3	11,357	13	4,431	5
Race and Hispanic Origin												
White alone	156,825	17,944	42,573	27	50,463	32	5,854	4	17,301	11	5,903	4
Non-Hispanic White alone	141,533	12,658	38,570	27	46,773	33	4,874	3	14,703	10	667	0
Black alone	1,557	194	329	21	507	33	78	5	262	16	0	0
Asian / Native Hawaiian or Pacific Islander alone	3,877	745	742	19	878	23	70	2	433	11	1,310	34
Two or more / Other race alone	13,396	2,912	3,712	28	3,979	30	860	6	2,249	17	1,951	15
Hispanic (of any race)	21,057	7,037	5,485	26	5,226	25	1,334	6	3,538	17	7,104	34
Nativity and Citizenship Status												
Native born	159,651	15,377	43,695	27	53,514	34	6,194	4	17,556	11	887	1
Foreign born	16,104	6,418	3,659	23	2,331	14	678	4	2,679	17	8,277	51
Not a U.S. Citizen	7,710	3,853	1,599	21	991	13	378	5	1,459	19	4,957	64
Speak English less than "very well"												
Speak Spanish at Home	7,245	4,900	1,580	22	473	7	268	4	1,625	22	7,245	100
Speak Some Other Language at Home	1,919	780	453	24	224	12	49	3	350	17	1,919	100
Veteran Status												
Veterans within the Civilian Population	20,848	1,458	5,338	26	6,953	33	712	3	1,506	7	95	0
Income												
At or below Poverty Level	20,235	4,458	6,613	33	5,649	28	1,744	9	20,235	100	1,955	10
Received Public Assistance Income in the last 12 months	4,164	697	1,372	33	1,409	34	806	19	1,984	48	142	3
Employment Status **												
Unemployed	6,862	1,015	2,359	34	1,844	27	6,862	100	1,744	25	337	5
Disability Status												
With any Disability	42,517	8,426	13,138	31	12,725	30	866	2	7,192	17	1,661	4
With a Cognitive Difficulty	15,717	3,872	5,062	32	4,210	27	427	3	3,344	21	576	4

Source: U.S. Census Bureau, American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016

* For the population that speaks a language other than English at home

** For the population in the labor market between the ages of 25 - 64

Although unemployment has continued to be low for the region, the majority of available occupations make it challenging for fulltime employees to live above the poverty line. Some of the most promising industry sectors in the region providing a living wage include government, health care, administrative support, manufacturing, and construction.

Table 5. Largest Industries – Shasta, Tehama, Trinity Counties

Source: Centers of Excellence (www.coecc.net) Largest Industries

Industry	2017 Jobs	2022 Jobs	Change In Jobs (2017-2022)	% Change	2018 Earnings Per Worker
Government	18,291	18,435	144	1%	\$76,096
Health Care and Social Assistance	17,439	19,387	1,948	11%	\$52,478
Retail Trade	12,374	12,545	171	1%	\$36,870
Accommodation and Food Services	7,677	7,758	81	1%	\$20,652
Construction	5,612	5,759	147	3%	\$55,125
Administrative and Support and Waste Management and Remediation Services	5,396	6,176	780	14%	\$33,015
Manufacturing	4,889	5,177	288	6%	\$61,887
Other Services (except Public Administration)	4,791	4,855	64	1%	\$28,482
Professional, Scientific, and Technical Services	3,712	3,883	171	5%	\$54,874
Agriculture, Forestry, Fishing and Hunting	3,712	4,070	358	10%	\$49,591

Alignment

The STTAEC offers a variety of programs in the region to meet the needs of students and align with the local labor market. Career Education programs within K-12 adult schools include welding, forklift operation, and Google Docs. Additional Career Education programs will be implemented over the next three years to support the demand for office administration and manufacturing within the K-12 programming. Shasta College will continue to assess and develop noncredit courses that align with the emerging needs of students and the labor market.

2.4 Identifying Goals and Strategies

Activities

The Shasta Tehama Trinity Adult Education Consortium will provide adult education programs in six of the seven approved program areas. The excluded program area in our region is pre-apprenticeship. This exclusion is due to the few local apprenticeship programs available by the Division of Apprenticeship Standards. The consortium will continue to monitor the progress around the development of apprenticeships and modify activities as necessary to support pre-apprenticeship activities when available.

High school diploma and GED/HiSet programs are well established in the consortia's service area. Census data is used to identify high need areas that may be underserved. The consortia will continue to monitor data, shift funding allocations, and develop satellite offices throughout the region to be responsive to changing demographics. Students in this program continue to struggle with persistence and performance. To address these issues, programs are exploring opportunities to intentionally develop deeper relationships with individual students. Evidence indicates that behavior change occurs through relationships with another trusted individual. Adult education instructors and staff have the unique position of being a trusted authority. With formal and informal structured events around relationship-building, the consortium anticipates seeing more students reach at least 12 hours of instruction leading to the increased likelihood of achieving a CAEP outcome.

ESL and Citizenship programs are being offered in Shasta and Tehama counties. The consortium anticipates continuing the current level of programming. As data is routinely evaluated for need in the region, the consortium is committed to developing and modifying existing programming to meet emerging needs. Childcare is offered at several ESL locations and will continue to be one of many supportive services offered.

Career Education is offered and aligned with regional labor market needs. Tehama County offers welding, forklift operation, and introduction Google docs. Trinity County offers welding and is currently developing additional courses to align with regional labor market needs, which include business administration and manufacturing. Shasta College anticipates the development of several noncredit courses to support the needs of students and the labor market. To assist with effective research, coordination, and development of noncredit courses, Shasta College will hire a noncredit coordinator to support these efforts.

Adult education to support the academic success of elementary and secondary school children is offered in Trinity and Shasta County. This program area has been identified as underdeveloped throughout the consortium and will be assessed for development as capacity and resources allow. The consortium acknowledges that this effort is important and provides a level of prevention for the next generation of adult education students.

All of our adult education providers serve and make modifications for adults with disabilities. Shasta College has comprehensive programming opportunities for adults with disabilities. This program area will be assessed as a potential area of expansion as additional noncredit is developed.

Workforce readiness and reentry programs are offered in all three counties. Many students enter adult education with the goal to learn new skills that will support their entry and reentry to the workforce. The consortium will continue to explore how to best embed 21st Century Employability Skills throughout the program areas offered. The consortium Director is working closely with New World of Work and the California Community College Chancellor's Office to advocate for online curriculum that will complement the independent study platform for high school diploma programs.

Measurable Goals

Goal # 1: Increase number of students who complete twelve hours of instruction by 3% each program year.

Goal # 2: Increase number of students who achieve a CAEP defined outcome by 3% each program year.

Goal #3: Develop and offer at least two new career education courses aligned with regional labor market need.

Goal #4: Develop and offer at least 3 new noncredit college courses to support the academic, parenting, workforce entry/reentry needs of students.

Strategies to Improve Integration of Services

Strategy #1 – Members will continue to build relationships with their local workforce investment boards to be able to bring employment opportunities in real time to students.

Strategy #2 – Members will develop and use a universal transcript evaluation tool at all high school diploma sites.

Strategy #3 – Members will routinely attend Member and Practitioner meetings to ensure that they have the most recent information on CAEP requirements along with new and emerging services for students.

Strategies to Improve Transitions

Strategy #1 – Members will connect students with the Student Services Coordinator (SSC) at appropriate times during the student's journey. The SSC will support and connect students as they progress to employment and/or post-secondary education.

Strategy #2 – The SSC will routinely visit Member programs to connect with students, answer emerging questions, and provide the most up to date information on Shasta College. The SSC will facilitate field trips to all of the Shasta College campuses.

Strategy #3 – Members will utilize the Better.Jobs website as a common repository for program offerings. This structure will allow Members to easily find resources for students as they transition to their next goal.

Strategy #4 – Members will provide opportunities for students to connect with Shasta College, local workforce boards, employers, and other post-secondary providers at routine events to support students.

Figure 1. Logic Model

Goal Statement: To serve the needs of adult learners (18+) and create an educational/career pathway for continual personal and economic growth in Shasta Tehama and Trinity Counties.

Inputs	Activities	Outputs	Outcomes
Adult education instructors	Provide outreach and recruitment to potential adult ed students	Increase number of students with 12 or more hours of instruction	Short Term: CB 21 Level Progression
Adult education classrooms	Offer appropriate HS, GED/HiSet, Noncredit, ESL/Citizenship, Parenting Education, and CTE classes	Increase number of students with matched pre & post-test assessments	ABS/ESL to ASE
Student Services Coordinator	Students engage in program		Workforce Preparation
STTAEC Director and Governing Members	Develop additional CTE course development aligned with regional labor market need	Increase the number of students connected with appropriate transition pathway	Occupational Skills Gains
CAEP Funding	Develop additional noncredit course development to support educational and career pathways		Intermediate: High School Diploma
Other Adult Ed Funding	Utilize concurrent enrollment		GED/HiSet Certificate
Instructor and Staff Professional Development	Provide professional development along with outside providers		Post-Secondary Credit
	Develop universal transcript evaluation tool		Long Term/Impact: Students completing adult education programs will experience one or more of the following impacts:
	Submit accurate fiscal reports on time		Increased Employment
	Submit accurate student data reports on time		Wage Increase
			Post-Secondary Award

Assumptions	External Factors
<p>Students who have a personal relationship with their adult education program staff will persist and perform.</p> <p>Providing service in local communities reduces barriers to enrollment and engagement.</p>	<p>The unemployment rates, when low, generally result in lower enrollments in adult education.</p> <p>The legalization of marijuana has created many “under the table” employment opportunities for the adult education population.</p> <p>The required data collection system (TOPSpro) is a challenge and can be a barrier to accurately collecting student data to document outcomes.</p>

Table 6. Progress Indicators

Progress Indicators	
1.	By June 30, 2020 increase the number of students referred to the Student Services Coordinator by Members from 8 to 20
2.	By June 30, 2020 increase the number of students with 12 hours or more of instruction and a CAEP outcome by 3% (691 to 711)
3.	By June 30, 2021 increase the number of students with 12 hours or more of instruction and a CAEP outcome by 6% (691 to 732)
4.	By June 30, 2022 increase the number of students with 12 hours or more of instruction and a CAEP outcome by 9% (691 to 753)

2.5 Piloting and Implementation

The Shasta Tehama Trinity Adult Education Consortium has several strong members who provide consistent quality programs to meet the needs of adult learners. Current funding levels limit their ability to pilot new activities that are no cost. These programs are receptive to no cost piloting strategies to improve their services to students. When new strategies are developed, one to two members will prototype the strategy for a defined period. Typically, new programs or strategies will be in pilot status for a minimum of one term; however, many pilots need additional time to truly assess for effectiveness.

A second strategy for prototyping new projects is to shift funding from existing programs. This shift may be in response to emerging student, labor market, and or community need. These programs would align with one of the seven CAEP program areas and be tied to data that supports the change in the program area.

Evaluation of the effectiveness will be collected through formative and summative data to assess the impact of pilots or new programs. Formative data will be collected by monitoring student persistence through hours of instruction. Summative data will be analyzed through pre and post assessments, along with completion of a CAEP outcome.

adult education consortium in each adult education region, as specified. Existing law requires the chancellor and the Superintendent, with the advice of the executive director, to approve, for each consortium, rules and procedures that adhere to prescribed conditions. Existing law also requires, as a condition for the receipt of an apportionment of funds from this program for a fiscal year, that members of a consortium approve an adult education plan, as specified.

Determining factors for regional consortia:

- (1) Economic and demographic factors, including the locations of regional labor markets.
- (2) The boundaries of regions used to distribute funds for other state programs.
- (3) The presence of adult education providers that have demonstrated **effectiveness** in meeting the educational needs of adults.



4. State Level Requirements for Consortium Membership

The AB104 legislation states that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be a member of a consortium pursuant to this article if it receives funds from any of the following programs or allocations:

- (a) The Adults in Correctional Facilities program.
- (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act).
- (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
- (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older.
- (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913.
- (f) State funds for remedial education and job training services for participants in the CalWORKs program

Members in Multiple Consortia

If a school district, county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, is located within the boundaries of *more than one* adult education regional consortium and it receives funds from any of the following programs or allocations (see above or 84916 (a-f)) than it can be a member of each consortium where the local district, county offices education, or joint powers authority is located. The member would have to follow each consortium's governance plan, by-laws, and abide by AB104 legislative member requirements (84905, 84906, 84914, 84916, 84917, and

**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE
DISTRICT**

AMENDMENT

CONTRACT FOR INDEPENDENT CONTRACTOR

NORTHERN CALIFORNIA ADULT EDUCATION PLANNING CONSORTIUM

TRINITY COUNTY OFFICE OF EDUCATION ("CONTRACTOR") and SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT ("DISTRICT") on behalf of the Northern California Adult Education Planning Consortium entered into a Contract for Independent Contractor ("CONTRACT") for the period July 1, 2017 through June 30, 2018 for purpose of CONTRACTOR providing to DISTRICT completion of the Scope of Work identified in Exhibit "A" of the CONTRACT.

Per Section 10 of the CONTRACT the parties may change this CONTRACT only through a written amendment signed by authorized representatives of both parties. The following changes are to be approved by both parties and shall amend the original CONTRACT effective upon date of last signature.

- 1) Section 3. Fees/Payment for Services Provided. The DISTRICT shall pay CONTRACTOR for the performance of the Services set forth in this CONTRACT after delivery and acceptance by the DISTRICT the sum not to exceed **\$88,518.00**
- 2) The attached modification of Exhibit "A" shall be made part of the agreement as required by the terms of the CONTRACT for Independent Contractor, Section 10.
- 3) All other terms of the original agreement shall remain in force.

CONTRACTOR

By: Quetche Dechle Date: 12/7/18
Title: Assistant Superintendent Business

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

By: MR Date: 12/10/18
Morris Rodrigue
Title: Vice President of Administrative Services



Shasta College

Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006
Phone: (530) 242-7500 • Fax: (530) 225-4990
www.shastacollege.edu

EXHIBIT A: SCOPE OF WORK

Trinity County Office of Education

Contractor is responsible for tracking participant's demographic information, attendance, outcomes, performance and expenditures. All data should be entered by Contractor into TopsPro Enterprise quarterly. The following data outcomes are required by AEP and Better.Jobs and must be tracked to show performance measures in the areas listed below. Contractor will provide information as needed by District for audit and reporting purposes.

1. Completion of high school diplomas or their recognized equivalents.
2. Improved literacy skills.
3. Completion of postsecondary certificates, degrees, or training programs.
4. Placement into jobs.
5. Improved wages.

AEP funds must be spent in the following categories:

1. ABE/GED/HISET
2. Citizenship, ESL
3. Programs to help adults help K-12 students to succeed academically
4. Programs for adults related to re-entry in the workforce
5. Support for adults with disabilities
6. CTE short term with links to employment
7. Pre-apprenticeship programs

Duties:

1. Work to increase seamless transition and partnerships with partnering providers within consortium to increase pathways from adult education completion to workplace and post-secondary goals.
2. Assign staff to assist with CASAS assessments (appraisals, pre and post) for ABE regulations for NRS and AEP guidelines.
3. Increase testing opportunities through mobile testing site.
4. Market AEP services and programs in various county locations.
5. Become a HiSET testing site for additional equivalency offerings.
6. Partner with other funding stream (Child Abuse Prevention) to bring educational services to parents, guardians and teachers for school success.
7. Collect and enter data from partnering service provider (CHYBA).

Contractor has agreed to use the approved funds of **\$194,840 .00** for the following direct services:

Programs	Category	Description of Services	Original Amount Requested	Amended Amount for 18.19

				One Time Funds
HS Diploma, GED, Equivalence				
	Supplies	Paper, pencils, toner, etc.	\$300.00	
	Materials	GED prep materials	\$1,000.00	
	Test/Re-Test Fees	GED fees	\$500.00	
	Marketing	Posters, Brochures, & Ads.	\$750.00	
	Salary	Certified Salary Assistant Superintendent for Adult Education Oversight	\$6,000.00	
	Salary	Classified Salary for Adult Education Administrative Assistant	\$5,000.00	
	Benefits	Benefits STRS	\$926.00	
	Benefits	Benefits PERS	\$1,100.00	
	Transportation	Travel for Mobile GED Test Center (gas for vehicle and/or gas vouchers).	\$2,500.00	
	Salary (CHYBA)	4 Teachers part-time summer	\$12,960.00	
	Salary (CHYBA)	Data Technician & CSAS testing 8 hours/week	\$6,240.00	
	Salary (CHYBA)	Student Support Assistant- Summer	\$4,800.00	
	Test/Re-Test Fees (CHYBA)	GED Testing fees /CASAS/GED/ HiSet Testing/Test Prep Materials	\$560.00	\$685.00
	Supplies (CHYBA)	Summer utilities & operational costs	\$6,000.00	
	Transportation (CHYBA)	Teacher visits, student transport to/from Adult Center/appointments, bus pass/ gas cards	\$3,500.00	\$2,558.94
	Site Licenses (CHYBA)	Odysseyware Licenses	\$9,000.00	
	Supplies (CHYBA)	Sign for Adult Ed. Center building/door, and blinds.	\$300.00	\$833.00
	Benefits (CHYBA)	Mandatory Benefits for certified teachers and classified & admin staff.		\$5,378.73
	Professional Development (CHYBA)	Travel & conference for Adult Ed. strategies and at risk adult learners.		\$600.00
	Marketing (CHYBA)	Advertising for ABE programs		\$800.00
	Other (CHYBA)	Portion of Adult Center rent, utilities, and operational costs.		\$6800.00
Adults Serving Children in School				
	Materials (CHYBA)	Love and Logic training materials for parents. Materials for Triple P Parenting Program for adults with children in school.	\$1,600.00	\$300.00
	Marketing	Posters, brochures, & Ads.	\$750.00	

	Salary (CHYBA)	Certified Trainer salary	\$4,000.00	\$800.00
	Benefits	Benefits PERS	\$1,031.00	
	Salary	Teacher stipends for Love and Logic	\$2,000.00	
CTE				
	Materials (CHYBA)	Curriculum, materials and supplies. Replace and repair CTE equipment; student equipment for courses.	\$2,600.00	\$800.00
	Supplies (CHBYA)	Concurrent Shasta College: supplies & textbooks. CTE Study tools, consumables, workbooks, computer study programs, etc.	\$400.00	\$1,200.00
	Salary (CHYBA)	CTE Teachers- Construction, Health Careers/ECE, Technology; Precollege/PSE/Apprenticeship training.	\$27,000.00	\$23,500.00
	Training (CHYBA)	Workforce Development Training: flagging, forklift, NCCER, etc.	\$4,705.00	
	Test/Retest Fees (CHYBA)	Fees for Industry-Recognized certifications /testing.		\$600.00
	Marketing (CHYBA)	Advertisement, brochures, marketing of CTE/Diploma courses.	\$800.00	
Entry/Re-Entry				
	Salary (CHYBA)	Job Developer/Transition Specialist-including CHYBA's, GNRM & STEP-UP Students.		\$25,000.00
	Benefits (CHYBA)	Benefits for Job Developer		\$2,494.26
	Marketing (CHYBA)	Recruitment/Marketing/Brochures for potential employers.		\$500.00
	Other: (CHYBA) Stipend/ Subsidized Employment	On the Job training stipends/subsidized pay for CTE/Re-Entry/ ABE students.		\$12,000.00
Adults with Disabilities				
	Salary (CHYBA)	Case Manager: links to FNRC, Shasta College(PACE/C2C/ ADAP), DOR, etc.		\$2,268.07
	Training (CHYBA)	Training specific to helping adults with disabilities & other at risk adults.		\$700.00
	Materials (CHYBA)	Assistive Technologies as needed: Prizmo, FM listening system, Dragon Speak, etc.		\$400.00
	Transportation (CHYBA)	Transport students and/or gas cards for meetings re: disabilities.		\$300.00
Total			\$106,322.00	\$88,518.00

*Note: All in-kind amounts and services are to be provided solely by CONTRACTOR

	Budget	Mar-19	Apr-19	May-19	Jun-19	Expenses as of 5.31.19	Budget Remaining	% spent
2018.2019 Budget								
Fiscal Agent Indirect	\$ 52,687.00	\$ 345.52	\$ 45,541.40	\$ 212.84		\$ 50,330.68	\$ 2,356.32	96%
Fiscal Agent Sub Total	\$ 52,687.00	\$ 345.52	\$ 45,541.40	\$ 212.84	\$ -	\$ 50,330.68	\$ 2,356.32	96%
Salary/Benefit	\$ 175,111.00	\$ 11,392.44	\$ 14,649.87	\$ 14,649.87		\$ 166,401.81	\$ 8,709.19	95%
Supplies Non Instructional	\$ 2,900.00	\$ 133.15	\$ 78.24	\$ 667.46		\$ 1,231.21	\$ 1,668.79	42%
Postage	\$ 500.00					\$ -	\$ 500.00	0%
Travel-Staff	\$ 8,000.00	\$ 1,559.25	\$ 456.67	\$ 1,288.91		\$ 6,264.45	\$ 1,735.55	78%
Service Fees/Other Charges	\$ 25,000.00	\$ 350.00	\$ 486.19	\$ 3,195.00		\$ 9,970.64	\$ 15,029.36	40%
Advertising	\$ 4,500.00					\$ -	\$ 4,500.00	0%
Printing	\$ 500.00			\$ 140.90		\$ 202.59	\$ 297.41	41%
Equipment	\$ 3,600.00					\$ 2,085.71	\$ 1,514.29	58%
Consortium Direct Sub Total	\$ 220,111.00	\$ 13,434.84	\$ 15,670.97	\$ 19,942.14	\$ -	\$ 186,156.41	\$ 33,954.59	85%
Anderson Union High School District	\$ 149,901.00					\$ 149,901.00	\$ -	100%
Shasta College	\$ 165,633.00					\$ 165,633.00	\$ -	100%
Shasta Union High School District	\$ 180,000.00					\$ 180,000.00	\$ -	100%
Corning Unified High School District	\$ 51,775.00					\$ 51,775.00	\$ -	100%
Red Bluff Joint Unified School District	\$ 119,700.00					\$ 119,700.00	\$ -	100%
Southern Trinity Joint Unified School District	\$ 28,500.00					\$ 28,500.00	\$ -	100%
Trinity Alps Unified School District	\$ 57,428.00					\$ 57,428.00	\$ -	100%
Trinity County Office of Education	\$ 80,700.00					\$ 80,700.00	\$ -	100%
Members Sub Total	\$ 833,637.00	\$ -	\$ -	\$ -	\$ -	\$ 833,637.00	\$ -	100%
Totals	\$ 1,106,435.00	\$ 13,780.36	\$ 61,212.37	\$ 20,154.98	\$ -	\$ 1,070,124.09	\$ 36,310.91	97%

Shasta Tehama Trinity Adult Education Consortium
Consortium Director & Student Services Coordinator
March 27, 2019 – June 27, 2018

Consortium Director

- Supported Members with Q3 expense reports
- Facilitated Practitioner Meeting, 5.20.19
- Worked with Shasta College Administrative Services on the communication and refund request from CommunityPro
- Compiled all data from planning meetings, stakeholder input, data sets, and wrote the consortium 3 Year Plan. Posted plan for public input and submitted on time.
- Coordinated the Shasta College Spring 2019 Noncredit Survey for all noncredit students
- Worked quotes, development, and implementation of Consortium marketing project
- Supported Shasta College with the development of a Noncredit Program Director position to further develop noncredit opportunities for adult education.
- Attended North Far North Regional Planning Consortium (Strong Workforce) meeting 5.2.19

Highlight – 3 Year Plan

Student Services Coordinator

- Completed TOPSpro and performance training with practitioners
- Completed site visits with practitioners
- Working to increase student engagement with reoccurring site visits at Anderson Adult School, Shasta Adult School and open to other opportunities (Corning Adult School in the fall)
- Attended CASAS Summer Institute to gain more insight TOPSpro and CAEP
- Received 8 Student referrals in May/June from Anderson Adult School, Shasta Adult School and student self-referral.
 - Assisted students with general questions regarding High School Diploma, GED/HiSet programs, and ESL programs.
 - Assisted two of those students with information on enrollment process at Shasta College.
 - One student enrolled into Shasta College ESL Class

From: AEBG TAP
To: [Modena, Rachelle](#)
Subject: Re: TAP Request
Date: Wednesday, April 10, 2019 11:13:10 AM

Hi Rachelle,

Thank you for contacting TAP. I apologize for your question going so long unanswered.

In response to your request for information, for the purposes of membership within a consortium a charter school is not considered a school district and the AEP language only specifies school districts, not LEAs. So they are not automatically to be included as a member. As far as the decision to add a charter as a member, it is up the voting members of the consortium to decide if a charter school is to be considered a member. I would caution against adding a charter as a voting member because charter schools are not held to the same requirements as K-12 school districts or college districts.

Please let me know if this answers your question and if you have any further questions.

All the best,

Liberty van Natten
CAEP TAP
888-827-2324

From: Modena, Rachelle <rmodena@ShastaCollege.edu>
Sent: Wednesday, April 10, 2019 8:24 AM
To: AEBG TAP
Subject: FW: TAP Request

(External Email)

Good morning,

I was hoping to make sure that this question was still on your radar. Are Charter Schools considered a School District for the purposes CAEP?

Thank you,

Rachelle

Rachelle Modena
Director, Adult Education Program
Shasta College/Better.Jobs



Shasta – Tehama - Trinity Adult Education Consortium Meetings

Dates/Times	Meeting Locations
<u>Public Meetings</u>	<u>Public Meetings</u>
Thursday, Sept. 26, 2019 @ 3:00pm- 5:00pm	TBD
Thursday, January 23, 2020 @ 3:00pm- 5:00pm	SCOE, Professional Development Center
Thursday, March 26 2020 @ 3:00pm- 5:00pm	TBD
Thursday, June 17, 2020 @ 3:00pm- 5:00pm	TBD
<u>Practitioner Meetings</u>	<u>Location</u>
Wednesday, Sept. 11, 2019 @ 3:00pm- 5:00pm	TBD
Wednesday, January 8, 2020 @ 3:00pm- 5:00pm	SCOE, Professional Development Center
Wednesday, March 11, 2020 @ 3:00pm- 5:00pm	TBD
Wednesday, May 20, 2020 @ 3:00pm- 5:00pm	SCOE, Professional Development Center