

58 Shasta-Tehama-Trinity Adult Education Consortium: Draft

Thank you for reading the draft STTEAC 3 year plan. At the end of this document you will find a link where you can submit your feedback and recommendations.

Consortium Information

Consortium Name:

58 Shasta-Tehama-Trinity Adult Education Consortium

Consortium Short Name:

58 Shasta-Tehama-Trinity

Address:

11555 Old Oregon Trail • P.O. Box 496006 | Redding, CA | 96003

Website:

<http://better.jobs>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,252,139

CAEP Funds 2021-22:

\$1,188,777

CAEP Funds 2020-21:

\$1,142,505



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Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Rachelle Modena	rmodena@shastacollege.edu	Adult Education Program Director	(530) 242-7748

Member Agencies

Member Agency	Member Type	Contact	Phone
Anderson Union High	High School District	Donell Evans	(530) 378-0568
Corning Union High	High School District	Jared Caylor	
Gateway Unified	Unified School District	James Harrell	(530) 245-7900
Mountain Valley Unified	Unified School District	Anmarie Swanstrom	(530) 628-5265
Red Bluff Joint Union High	High School District	Todd Brose	(530) 529-8705
Shasta Union High	High School District	Jim Cloney	(530) 241-3261
Shasta-Tehama-Trinity Joint CCD	District	Jill Ault	(530) 242-7689
Southern Trinity Joint Unified	Unified School District	Peggy Canale	(707) 574-6237
Tehama Co. Department of Education	County Office of Education (COE)	Laurie Larcade	
Trinity Alps Unified	Unified School District	Cindy Blanchard	
Trinity Co. Office of Education	County Office of Education (COE)	Gretchen Deichler	(530) 623-2861

Executive Summary

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a tri-county region in far northern California. The mission of the STAEAC 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.

STTAEC is pleased with the 2019-2022 accomplishments.

- Maintained funding and staffing levels throughout the pandemic, resulting in continuity of programs during this time.
- Implementation of relevant career education courses at the K-12 and community college level.

- ♦ Professional development including data collection and offering adult education with a focus on equity, inclusion, and accessibility.
- ♦ 4,255 students enrolled in adult education programs. (Source:TOPSpro, Launchboard, MIS)
- ♦ 3,902 CAEP outcomes were achieved (Source: TOPSpro, Launchboard MIS)

Progress indicators established for the last period were all achieved.

- ♦ By June 30, 2020 increase the number of students referred to the Student Services Coordinator by Members from 8 to 20
 - ♦ Actual – Jun 30, 2020 23 students referred and served by the Student Services Coordinator
- ♦ 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)
 - ♦ Actual June 30, 2020 1,050 students had 12+ hours of instruction
- ♦ 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)
 - ♦ Actual June 30, 2021 1,161 students had 12+ hours of instruction
- ♦ 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)
 - ♦ Actual June 30, 2022 1, 236 students had 12+ hours of instruction (as of this plan 4.28.22)

Prior to developing the 2022-25 three-year plan, the consortium held several planning meetings with members and partners throughout the 21-22 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 were 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 along with consortium level marketing efforts. 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. K-12 providers will 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. Established CTE courses will be reviewed to ensure that they are meeting the needs of students and employers. New Career Education courses will be developed to address aligned needs as needed.

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 2022-25 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 of CAEP regulations and data collection mechanics in TOPSpro. Members will focus on intentionally building strong personal relationships with students and creating programs of belonging. Instructors and other staff will be supported through professional development and quarterly practitioner meetings building on services that are equitable, inclusive, and belonging. Programs will offer formal and informal events to connect students with each other and strengthen relationships with program staff.

Progress indicators:

- By June 30, 2023 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 3% (1236 to 1273)
- By June 30, 2024 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 6% (1273 to 1349)
- By June 30, 2025 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 9% (1349 to 1470)

Assessment

Overview and Preparation *

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) utilized multiple measures, processes, stakeholders, and data sources to execute the development of the 3 Year Plan. To begin our assessment process, we conducted an assessment of the consortium and the members as a whole. Members, Parents, students and the public were invited to complete an electronic, anonymous STTAEC Self-Assessment. STTAEC performance was compared to the State averages for performance across all adult education consortiums. STTAEC performance was reviewed against metrics identified as a priority at the local level. Educational needs were assessed from two perspectives, personal educational attainment and educational need to meet labor force. The STTAEC staff and Members are well aligned within the region and other workforce development efforts. Connections with these partners are ongoing and include Perkins, Strong Workforce, One Stops and the regional Workforce Development Board, Nortec. The STTAEC is so large geographically that it was very important to access the education and workforce services for each county served independently and then to overlay providers that serve the entire region. Members, partners and community partners assisted with this process to ensure a comprehensive assessment and to identify gaps in services.

Data used in the assessment portion of the 3 Year Plan included labor market data from the Centers of Excellence, US Census, NFNRC Regional Plan, NoRTEC Strategic Plan, CCCC MIS, TOPSpro Enterprise, and Launchboard.

Regional Alignment and Priorities *

To most effectively maintain alignment of adult education and workforce services, STTAEC is an active participant in the North Far North Regional Consortia where the consortia director is able to provide insight into programs or plans. In addition, the consortia receives counsel from two LWDBs, Job Training Center in Tehama County and SMART Workforce Development Center; both of which fall under the leadership of NoRTEC. According to the NoRTEC Regional Plan, the population in the region has grown over the last five years by more than 3,300 people, or 0.47%. Counties that experienced the greatest increase in population from 2015-2020 include Shasta County (+2,426), Tehama County (+2,263), and Nevada County (+1,616). Population growth in the NoRTEC region is concentrated in individuals 65 years and over, or those traditionally not in the labor force. Younger workers age 20-34 experienced a decline of 4,750 individuals over the last five years. Only Siskiyou County and Tehama County experienced population growth in this age cohort during that time. The NoRTEC region is three-quarters White (74.5%) followed by Hispanic (15.0%), Two or More Races (3.6%), Asian (2.9%), American Indian or Alaskan Native (2.2%), Black (1.5%), and Native Hawaiian or Pacific Islander (0.2%). Over the last five years, each population cohort has experienced growth except for White, non-Hispanic. Across the NoRTEC region, there were more than 268,700 workers employed in 2020. Adding the more than 18,800 individuals who were unemployed, this amounted to a labor force of over 287,500. With a working age population over 593,000, the NoRTEC region had a labor force participation rate of approximately 48.67% in 2020. The average unemployment rate in 2020 across the NoRTEC region was 9.00%, which is nearly double the 2019 average of 4.93%. Much of this is likely due to the COVID-19 pandemic, which has disrupted business growth and operations across the nation and world. Some recovery is emerging; however, as the unemployment rate averaged 9.73% between January and August 2020, then began to recover, falling to 7.88% in September, 6.76% in October, and 6.54% in November. Across the NoRTEC region, more than one fourth of individuals have some college (29.8%), and slightly less than one fourth have attained a high school diploma (24.6%). In the early months of the pandemic, unemployment was concentrated in industries that provide in-person services including hospitality. In April, the hospitality industry experienced an unemployment rate of 39.3%, before declining to 16.7% in December with more services staying open to the public. While unemployment rates for service industries remain elevated, other industries with loose attachment to in-person services are now experiencing higher rates. For example, the mining industry exhibited an unemployment rate of 13.1% in December, the second highest observed among all industries. Counties across the region experienced various levels of business closings. Butte and Shasta Counties were most impacted. While there was minimal impact in Sierra, Modoc, and Trinity Counties. The workforce development activities in the 11-county NoRTEC region span a wide range of programs and service providers that address the workforce needs of employers and that focus on developing the skill, abilities, and credentials of the population, including those with barriers to employment. The region's workforce development system is known for employer-driven initiatives, particularly within targeted industry clusters. Workforce development and educational institutions have collaborated with the region's hospitals for more than a decade to improve training

opportunities to help increase the number of nurses in the region and face other staffing needs. The region's community colleges have developed new programs in direct response to employer needs. Direct involvement with employers also helps to validate labor market information that is obtained from secondary sources, creating a more well-rounded picture of the local economy and labor market. The WDB has established two goals that align with the goals of STTAEC: Implement career pathway strategies to fulfill the employment needs of the region & Promote open communication among local and regional workforce partners to create a shared vision and regional strategy. In addition that North Far North Regional Consortia has established three regional goals that align with the goals of STTAEC: Improve coordination of workforce training, Improve responsiveness to employers, and Increase equitable student completions.

Evaluate the Educational Needs of Adults in the Region *

There are common themes around educational needs shared amongst the WDB, NFNRC and STTAEC: **Broadband**. Availability and quality of broadband service is much more robust in the more urban areas. In the increasingly digital world, this disparity presents substantive challenges for students, businesses, and training partners attempting to provide services. **Digital Literacy**. Access to broadband is not just an issue for rural communities. Affordability and technical literacy are obstacles that urban areas also face. Even where broadband may be widely available, students and workers may lack the skills to use it and the cost of accessing it can be prohibitive. The disparities with broadband have been even more evident with activities forced to go online due to the COVID-19 pandemic. **Employer Resources**. Access to training facilities, expertise, and employer partners to offer internships and apprenticeships is much more limited in the rural areas. **Demographic Inequality**. According to the California 2020-2023 Unified Strategic Workforce Development Plan, which was prepared before the pandemic, "some demographic groups faced larger obstacles in the labor market than others..." The report warned that these same groups "will be the most vulnerable should economic conditions in California change and the economy tip into recession" (page 46). An August 2021 report by BW Research Partnership "Current and Potential Student Analysis" prepared for the NFN RC also identified several demographic inequities in the NFN Region. Housing Affordability is critical to having a stable workforce. The level of affordability is the percentage of households that can afford to purchase a single-family median-priced home using traditional financing. In the NFN Region, the affordability index ranges from a low of 23% (Mendocino County) to a high of 68% (Lassen County). The median affordability in the region is 38% which is better than the state overall (24%), but much lower than the nation (50%). (California Association of Realtors). **Housing Availability**. The wildfires in the region caused a geographic shift in populations and put a strain on the existing housing market. The housing (including rentals) is a major challenge for an available and stable workforce. **Childcare**. A 2021 article (Krehbiel, 2021) "COVID-19 Has Amplified the Effects of the Childcare Crisis" noted that in 2019 86% of primary care parents reported that childcare matters adversely affected their commitment to their jobs and careers. Without access to affordable childcare, many parents cannot enter or re-enter the workforce, continue their education, or advance their careers. Data suggests that both men and women are impacted by childcare issues but women are impacted at higher rates. Additionally, when interviewed, members add the following barriers to success: Work life balance, Generational poverty, trauma exposure, substance use disorders, mental illness and learning disabilities. In addition to the above noted barriers, transportation, generational poverty, trauma, substance use disorders, mental illness and learning disabilities also create barriers to success in the region.

To address these needs and gaps the consortia recommends a continued focus on relations building activities (ie. homework/study groups, credit celebrations), connecting students to each other as well as basic needs, creating welcoming environments for all students, ensure all students take pre and post tests where applicable, strengthening the intake interview/assessments so that appropriate referrals can be made, and the continued referral of students to a Student Services Coordinator when available.

Contributions by Entities *

All consortia members contributed to the development of the three-year plan through individual feedback, regional meetings and review. The two workforce development boards and regional consortia contributed via data sharing and leveraged expertise in their strategic plans. All partners, members and community entities were able to provide public comment on a draft version of the plan and feedback was incorporated into the final version.

Members:

Victor Hopper - Anderson Union HSD

Jared Caylor - Corning Union HSD

James Harrell - Gateway USD

Todd Brose - Red Bluff UHSD

Joe Wyse - Shasta College

Anmarie Swanstrom - Mountain Valley Union School District

Peggy Canale - Southern Trinity Joint USD

Richard Duvarney - Tehama County Department of Education

Jaime Green - Trinity Alps Unified School District

Fabio Robles - Trinity County Office of Education

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Anderson Union High	Member Representative	281	282	0	0	0	0	0	0	0	
*Corning Union High	Member Representative	42	42	59	0	0	0	0	0	0	
*Gateway Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Mountain Valley Unified	Member Representative	0	0	0	0	0	0	9	0	0	
*Red Bluff Joint Union High	Member Representative	22	22	0	0	0	0	69	0	0	
*Shasta Union High	Member Representative	51	138	0	0	0	0	0	0	0	
*Shasta-Tehama-Trinity Joint CCD	Member Representative	72	15	254	0	0	0	63	0	0	
*Southern Trinity Joint Unified	Member Representative	1	2	0	0	0	1	0	6	0	
*Tehama Co. Department of Education	Member Representative	0	0	0	0	0	0	0	0	0	
*Trinity Alps Unified	Member Representative	0	9	0	0	0	0	0	0	0	
*Trinity Co. Office of Education	Member Representative	2	50	0	0	0	41	1	0	0	
Total Participants		471	560	313	0	0	42	142	6	0	1534

* Member Agency required to input number of Participants

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

STTAEC provides adult education programs in all five of approved program areas. Where we find ourselves with growth opportunities is in the program area of pre-apprenticeship. Historically the region has hosted few local DAS approved apprenticeship programs. Shasta College has one pre-apprenticeship program that meets the standards for CAEP funding or data collection. The college is actively reviewing other apprenticeship opportunities and determining what other opportunities would benefit students. 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. Students in this program continue to struggle with persistence and performance. Through increased relationship building, aligned with equity and inclusion, the region can create adult schools where all students feel a sense of belonging. 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. Career Education is offered and aligned with regional labor market needs. Tehama County offers welding, machining, forming, operation, and introduction to Google docs. Trinity County offers welding and woodworking. Shasta College continues to develop noncredit courses to support the needs of students and the labor market. All of our adult education providers serve and make modifications for adults with disabilities. Shasta College has comprehensive programming opportunities for adults with disabilities. Workforce readiness and reentry programs are offered in all three counties. 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 and has growth potential.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

Low Income (AE 310 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Consortium Level Targets	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	1,844			1,180	1,250	1,300
Student Barriers	Low Income (AE 310 - Overall)	1,074			708	780	900

Member Level Metric Targets

* Mandatory for all members

Anderson Union High (Reported by Anderson Adult School (AAS))	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	282			190	200	210
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	30			30	35	40
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	32			33	36	40

Corning Union High (Reported by Corning Union High School District (CUHSD))	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	96			40	45	50
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	27			20	22	25
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	21			10	12	15

Gateway Unified (No	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Mountain Valley Unified (Reported by Mountain Valley Unified School District)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				10	10	10
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Red Bluff Joint Union High (Reported by Red Bluff Joint Union High School District)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	91			45	50	55
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	5	5
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	17			8	10	12

Shasta Union High Reported by Shasta Union High School District (SUHSD)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	138			180	190	195
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	15			20	30	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	37			55	58	60

Shasta-Tehama-Trinity Joint CCD (Reported by Shasta-Tehama-Trinity District)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	373			300	340	372
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Southern Trinity Joint Unified (Reported by Southern Trinity Joint Unified School District (STJUSD))	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				5	5	5
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	2	2
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				2	2	2

Tehama Co. Department of Education (Reported by Tehama County Dept of Ed)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Trinity Alps Unified (Reported by Trinity Alps Unified School District (TAUSD))Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				25	28	30
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	6	7
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	6	7

Trinity Co. Office of Education (Reported by Trinity County Office of Education)	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	40			30	33	40
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	11			7	9	11
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	11			7	9	11

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Anderson Union High	100%	66%	0%	33%	66%	100%
Corning Union High	100%	78%	0%	33%	66%	100%
Mountain Valley Unified	100%	100%	0%	33%	66%	100%
Red Bluff Joint Union High	100%	68%	0%	33%	66%	100%
Shasta Union High	100%	92%	0%	33%	66%	100%
Shasta-Tehama-Trinity Joint CCD	100%	94%	0%	33%	66%	100%
Southern Trinity Joint Unified	100%	59%	0%	33%	66%	100%
Trinity Alps Unified	100%	53%	0%	33%	66%	100%
Trinity Co. Office of Education	100%	33%	0%	33%	66%	100%

Objectives

Improve Integration of Services & Transitions

Description of Objective *

Enhance transition and support services for students going from adult education to college and/or careers.

Enhance career readiness curriculum, instruction, increase work-based learning and certification opportunities for adult learners to ensure alignment with industry and business demands.

Address Educational Needs

Description of Objective *

Establish and share best practices and provide coordinated, proactive engagement to potential students on educational and training options and choices.

Increase community awareness of AE programs and services.

Improve Effectiveness of Services

Description of Objective *

Increase collaboration with stakeholders, including business and community partners, to expand offerings and services to more effectively serve students with educational barriers and needs.

Increase relationship building, through equity and inclusion, by creating adult schools where all students feels a sense of belonging.

Activities & Outcomes

Activity Name *

Address current needs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Develop additional CTE course development aligned with regional labor market need. Develop additional noncredit course development to support educational and career pathways. Utilize concurrent enrollment between providers as appropriate.

Short-Term Outcomes (12 Months) *

Review and evaluate labor market needs yearly at STTAEC meetings.

Intermediate Outcomes (1-3 Years) *

By June 30, 2024 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 6% (1273 to 1349)

Long-Term Outcomes (3-5 Years) *

By June 30, 2025 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 9% (1349 to 1470)

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

All: Number of Adults Served (AE 200 - Overall)

Progress: Participants with Educational Functioning Levels Gains

ASE (AE 400 - ASE)

Responsible person(s)

Name

Rachelle Modena

Activity Name *

Increase Collaboration

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

- Develop a universal transcript evaluation tool at all high school diploma sites
- Members routinely attending Member and Practitioner meetings
- Provide professional development along with outside providers
- Increase marketing efforts to provide outreach and recruitment to potential adult ed students

Short-Term Outcomes (12 Months) *

Meet with members at least twice to review the viability, barriers and opportunities of a universal transcript tool. Develop an action plan for creation and implementation of such a tool.

Intermediate Outcomes (1-3 Years) *

Increase member engagement with the Better.Jobs website as a common repository for program offerings, by 20%. This structure will allow Members to easily find resources for students as they transition to their next goal.

Long-Term Outcomes (3-5 Years) *

By June 30, 2025 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 9% (1349 to 1470)

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Rachelle Modena

Activity Name *

Student Services Coordinator

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

The SSC will visit Member programs monthly to connect with students, answer emerging

Intermediate Outcomes (1-3 Years) *

SSC will document and serve at least 25 student a year, by supporting and connecting

Long-Term Outcomes (3-5 Years) *

Members and Partners will refer at least 30 students per year to the SSC, for support and

questions, and provide the most up to date information on Shasta College.

students as they progress to employment and/or post-secondary education.

connection to employment and/or post-secondary education.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Rachelle Modena

Activity Name *

Creating equitable and inclusive Adult Schools

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Adult Education partners will increase relationship building with students by offering equitable and inclusive activities and events through out the school year that create adult schools where all students feels a sense of belonging.

Short-Term Outcomes (12 Months) *

Each adult school partner will offer one activity to support equity and belonging per semester (ie. credit celebration, peer-to-peer study group, sharing bulletin board, etc.)

Intermediate Outcomes (1-3 Years) *

Every year, each adult school partner will offer one activity to support equity and belonging per semester (ie. credit celebration, peer-to-peer study group, sharing bulletin board, etc.)

Long-Term Outcomes (3-5 Years) *

By June 30, 2025 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 9% (1349 to 1470)

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)
Name
Rachelle Modena

Rachelle Modena

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Anderson Union High</u>	\$203,061	Certified
<u>Corning Union High</u>	\$151,788	Certified
<u>Gateway Unified (Optional)</u>	\$0	Draft
<u>Mountain Valley Unified</u>	\$10,138	Certified
<u>Red Bluff Joint Union High</u>	\$107,679	Certified
<u>Shasta Union High</u>	\$180,004	Certified
<u>Shasta-Tehama-Trinity Joint CCD</u>	\$680,919	Certified
<u>Southern Trinity Joint Unified</u>	\$25,172	Certified
<u>Tehama Co. Department of Education (Optional)</u>	\$0	Draft
<u>Trinity Alps Unified</u>	\$71,927	Certified
<u>Trinity Co. Office of Education</u>	\$172,059	Certified
Totals	\$1,602,747	9/11 Certified

Funds Evaluation *

The funding allocation model for the STTAEC is outlined in the bylaws located [here](#) on the consortia website.

The 2022-23 member allocations will support development of new programs and services for adult learners within the region, while also maintaining current staffing levels, facilities costs, and existing programs and services. Member approaches to incorporating remaining carry-over funds from prior year(s) into planned strategies were discussed during 21-22 Consortium meetings. Members will use any carryover funds to meet their agency's responsibilities for the provision of consortium supported programs and services pertaining to the STTAEC Three-Year Plan. As part of the 22-23 Three-Year Planning process, members shared their leveraged non-CAEP funding for Adult Education programs and services.

To submit feedback or recommendations please click on the link below.

<https://forms.office.com/r/pZ07azwun3>