CAEP
Three-Year Plan

Produced: Jun 18, 2025, 04:20 PM UTC - By Fabio Robles

58 Shasta-Tehama-Trinity Adult Education Consortium (2025-28)
CERTIFIED

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:
     58 Shasta-Tehama-Trinity Adult Education Consortium
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Website:
     http://better.jobs
Funding Channel 2025-26:
     Fiscal Agent
CAEP Funds 2025-26:
     $0
CAEP Funds 2024-25:
     $0
CAEP Funds 2023-24:
     $0

Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Primary Contact	Molly Stimpel	mstimpel@shastacollege.edu	Sr. Project Co-ordinator, Interim Consortium Director	(530) 395-8548
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Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Anderson Union High	High School District	Jennifer Parks	(530) 378-0568 ext: 10012
Corning Union High	High School District	Diana Davisson	(530) 824-8002
Gateway Unified	Unified School District	Kyle Turner	(530) 275-7075 ext: 4101
Los Molinos Unified	Unified School District	n/a	
Mountain Valley Unified	Unified School District	Anmarie Swanstrom	(530) 628-5265
Red Bluff Joint Union High	High School District	Ashlie Kramer	(530) 529-8900
Shasta Co. Office of Education	County Office of Education (COE)	n/a	

Member Agency	Member Type	Contact	Phone
Shasta Union High	High School District	Jim Cloney	(530) 241-3261
Shasta-Tehama-Trinity Joint CCD	District	Becky McCall	(530) 242-7529
Southern Trinity Joint Unified	Unified School District	Lyndsey Bray	
Tehama Co. Department of Education	County Office of Education (COE)	Laurie Larcade	
Trinity Alps Unified	Unified School District	Jaime Green	(530) 410-1418
Trinity Co. Office of Education	County Office of Education (COE)	Dr. Fabio Robles	(530) 623-2861
Fall River Joint Unified	Unified School District	Morgan Nugent	(530) 335-4646

Executive Summary

Executive Summary

The Shasta-Tehama-Trinity Adult Education Consortium (STTAEC) engaged in a collaborative and data-informed planning process to shape its 2025–2028 Three-Year Plan. Input was gathered through direct conversations with students, employers, and training providers in each of the small communities served, highlighting both current strengths and gaps. Surveys were also distributed to students, educators, administrators, and employers to supplement local perspectives with broader trends. The planning team reviewed CAEP Fact Sheets, census data, the Comprehensive Local Needs Assessment (CLNA) from Perkins V, and DataVista reports to triangulate and validate local insights.

Identified needs were synthesized and analyzed during a consortium-wide workshop, where members engaged in a structured process moving from need identification to proposed solutions. Each of the 12 member agencies contributed localized priorities and developed corresponding strategies to address the specific needs of their communities. Through this process, each member selected the most relevant CAEP metrics, objectives, and outcomes to guide their work over the next three years.

The STTAEC provides adult education services and training across Shasta, Tehama and Trinity counites covering nearly 10,000 square miles. These counties are home to over 204,000 adults whose demographics include 23% living at or near poverty, one-in-ten does not have a high school diploma, and 22% have a disability. Each of the 12 member agencies defined community-specific priorities and selected aligned CAEP metrics, objectives, strategies, and outcomes. Shared focus areas include expanding rural access, aligning programs with workforce needs, and improving student transitions to postsecondary education and employment.

The consortium unanimously supports the addition of two agencies seeking to establish adult schools growing our membership by one and the number of training providers to 12. The need for a formal process to allocate funds to new members was identified and will be addressed through bylaw updates in the coming year. Additionally, the consortium will be exploring updated bylaw language regarding the method of funds allocation to address the shifting of population, programs and needs over time.

Objective 1 – Address Educational Needs   The consortium is expanding access to high school diploma, GED, ESL, and noncredit programs to meet the foundational learning needs of adult students. Members are prioritizing underserved areas through mobile GED testing, flexible class schedules, targeted outreach, and digital access. Instructional efforts also include technology integration and career-aligned coursework. These strategies provide equitable pathways for adults to earn credentials and build essential skills. Sample activities: GED mobile testing in Trinity County, offering levelized ESL instruction in Corning and Fall River, and developing noncredit digital literacy courses at Shasta College.

Objective 2 – Improve Integration of Services and Transitions   To support transitions into college and careers, the consortium is aligning adult education programs with workforce systems and postsecondary institutions. Key strategies include transition advising, shared use of data, employer engagement, and referral systems across agencies. Integration efforts reduce fragmentation and increase awareness of postsecondary and employment options. Sample activities: bi-monthly Shasta College advising visits at Corning Adult School, a Trinity County transition roadmap, and Shasta College's employer liaison feasibility study.

Objective 3 – Improve Effectiveness of Services   The consortium is improving program quality by investing in staff development, shared tools, and stronger instructional systems. Members are refining course delivery, enrollment processes, and data tracking to support

student retention and progress. Sample activities: professional development in TOPSpro and Canvas, a service coordination roadmap in Trinity County, and a regional CTE Summer Institute hosted by Red Bluff Adult School.

As a collective impact consortium, STTAEC members remain committed to collaboration and mutual support. Shared strategies include expanding access to instruction in rural and underserved areas, aligning adult education with regional workforce needs, and improving student transitions to postsecondary and employment. Consortium-wide objectives focus on increasing the number of adults served, expanding instruction to students with 12+ hours of attendance, improving measurable skill gains, and strengthening transitions to postsecondary and employment. Strategies include targeted outreach, enhanced support services, increased employer engagement, and expanded noncredit course offerings in ESL, HSE, and short-term CTE. CAEP funds will be regularly evaluated for alignment, equity, and effectiveness.

Assessment

Overview and Preparation

To ensure a meaningful and comprehensive assessment, the STTAEC engaged in a multi-phase preparation process that prioritized inclusivity, data alignment, and regional relevance. Consortium leadership began by reviewing state and regional planning tools. A diverse set of surveys and outreach tools was developed to capture feedback from students, instructors, administrators, employers, and community partners. Outreach efforts were co-ordinated across rural and suburban communities to ensure broad participation. Additionally, the consortium invested time in capacity building—providing members with data summaries, labor market briefs, and an introduction to the purpose and process in advance of a region-wide planning workshop. These steps laid the groundwork for informed local decision-making and a unified understanding of regional challenges and opportunities.

Regional Labor Market and Demographic Data: To support this assessment, the consortium drew on demographic data from the U.S. Census Bureau and regional labor market trends from the California Employment Development Department (EDD). Sector-specific workforce needs were analyzed using reports from the Centers of Excellence for Labor Market Research and regional Strong Workforce Program data provided by the North Far North Regional Consortium. Postsecondary trends and transition patterns were informed by California Community Colleges Chancellor's Office Data Mart and Shasta College's Educational Master Plan and Comprehensive Local Needs Assessment (CLNA). Consortium-level enrollment, instructional hours, and student performance data were gathered from DataVista and TopsPro Enterprise (TE). Additionally, insights from WIOA regional planning documents, as well as input from member agencies, community partners, and student focus groups, helped to ensure a comprehensive and equitable understanding of adult education needs across the tri-county region. consortium data identified key priorities for the Three-Year Plan, including expanding flexible learning options and increasing access to foundational ESL instruction. Programs must better align with workforce demands and support transitions to postsecondary education and employment. Persistent barriers such as digital access, transportation, and limited student support services—especially in rural areas—remain challenges that require targeted investment and outreach.

Stakeholder and Community Surveys: To ensure inclusive input and guide planning, the consortium engaged stakeholders through a variety of methods. Student surveys were administered in both English and Spanish, digitally and hard copy, to capture a wide range of learner experiences and needs. Four community focus groups—one in each population center within the counties—provided direct opportunities for conversation and feedback from adult learners, local partners, and the public. In addition, surveys were distributed to consortium administrators, instructors, and staff to gather internal perspectives on program effectiveness, gaps, and areas for improvement.

What type of representatives make up your assessment planning board members?

✓Community College representatives

✓Community Partner Organization representatives

✓County Office of Education representatives

✓K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

✓Student data (TOPSPro, MIS)

✓CAEP consortium Fact Sheet

✓DataVista

✓Population demographic data (U.S. Census, etc.)

✓Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))

✓Partner meetings

✓Regional plans

✓Community stakeholder input

✓Data gathering/student needs assessment

✓Employer input

✓External consultant/research firm

Data Collection Process - Further Context

While compiling this assessment, the consortium experienced both challenges and successes in data collection. Barriers included limited availability of disaggregated data for small population groups due to privacy constraints, difficulty aligning datasets across systems, some students and community members faced challenges due to limited access to reliable devices or consistent internet connectivity, and hesitancy from some community members and students to share personal information. While 62 people attended the community focus groups, just four employers and two industries were represented. Despite these challenges, the consortium succeeded in collecting meaningful feedback through multilingual student surveys, staff input, one-on-one discussions, and community engagement efforts. These efforts helped strengthen the data narrative and highlighted areas of need that might otherwise be overlooked.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Job Training Center	Workforce Development Board
SMART Workforce Center	Workforce Development Board
California Heritage Youthbuild Academy II	Charter
Shasta Public Libraries	Vendor/Non-Profit
Good News Rescue Mission	Community Organization
Employment Development Department State of California	Workforce Development Board
CA Department of Rehabilitation	Community Organization

Partner Organization Name	Partner Organization Type
Shasta County Probation	Community Organization
Tehama County Probation	Community Organization

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

✓Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)

✓California Strong Workforce Program (SWP) Plans

✓Other

North Far North Regional Consortium Regional Plan

What are the top priorities in relation to regional alignment?

✓Developing or enhancing program mapping and career pathways that support identified industry needs

✓Increasing access to and awareness of services

✓Pooling resources to streamline service provision across providers

✓Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

✓Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

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Alignment with Other Education and Workforce Plans

Shasta Tehama Trinity Adult Education Consortium and workforce services in the Shasta-Tehama-Trinity region are informed and guided by the following key plans and entities:

1. North Far North Regional Consortium (NFNRC) Strong Workforce Program PlanDeveloped by the California Community Colleges in collaboration with K–12 districts, regional employers, workforce boards, and economic development entities.Participating entities include Shasta College, Tehama County Department of Education, Trinity County Office of Education, and various K–12 adult schools.

2. Shasta College Comprehensive Local Needs Assessment (CLNA) for Perkins VRequired by federal Perkins V legislation, developed by Shasta College with input from regional adult schools, employers, workforce development boards, and postsecondary partners.

3. Shasta County Workforce Innovation and Opportunity Act (WIOA) Local and Regional PlansDeveloped by the Smart Workforce Center and the Job Training Center, the designated WIOA providers for the region, in consultation with education, industry, and community-based organizations across the three counties.

4. CAEP Three-Year and Annual Plans (Shasta-Tehama-Trinity Adult Education Consortium)Developed by consortium member agencies including school districts, county offices of education, and Shasta College, in consultation with community and workforce partners.

Summary of Services Described in the Plans

- Career Pathway Development: All plans emphasize the development and expansion of regional career pathways, particularly in health care, education, skilled trades, and technology.

- Work-Based Learning and Transition Services: WIOA and CLNA plans prioritize work-based learning, short-term training, job readiness training, and supported transitions from education to employment.

- Basic Skills and ESL Services: CAEP and WIOA plans include services for adult learners in need of foundational skills, high school diploma/equivalency preparation, and English language acquisition.

- Regional Collaboration and Data Sharing: Each plan highlights the importance of multi-agency collaboration and the need to improve integrated service delivery through aligned data systems and shared goals.

Alignment with CAEP-Funded Adult Education Services

Adult education services supported by CAEP are aligned with these regional plans in the following ways:

- Integrated Career Pathways: CAEP-funded programs offer GED/HS diploma preparation and short-term CTE courses that feed into pathways defined by NFNRC and Shasta College CLNA efforts.

- Partnerships with Workforce Boards and Employers: STTAEC partners with the Smart Workforce Center to provide co-enrollment, job search assistance, and referrals to workforce services.

- ESL and Literacy Services as Onramps: CAEP-funded ESL and basic skills programs serve as onramps to postsecondary education and employment, complementing WIOA-funded reemployment services and NFNRC's goal of developing a skilled workforce.

- Support for Transition and Navigation: Transition services embedded in CAEP programs align with WIOA's mandate for supportive services and postsecondary transitions.

Identified Gaps in Alignment

- Data System Integration: There are ongoing challenges in aligning CAEP data systems with those used by community colleges and workforce boards, limiting shared tracking of participant progress and outcomes.

- Service Awareness and Accessibility: Despite aligned goals, gaps remain in cross-promotion of services between adult education, workforce development, and community colleges, particularly in rural areas.

- Capacity for Sector Strategy Execution: While sector strategies are defined in regional workforce plans, CAEP-funded agencies often lack the staffing or funding necessary to fully implement sector-specific training at scale.

Evaluate the Educational Needs of Adults in the Region

Using U.S. Census Bureau data, Labor Market Information (LMI), EDD reports, and Centers of Excellence research, the consortium identified the following indicators of adult educational need in Shasta, Tehama, and Trinity Counties:

- Low Educational Attainment: A significant proportion of adults over age 25 in the region lack a high school diploma or equivalent —19% in Tehama County, 15% in Shasta County, and 17% in Trinity County. Six percent of STTAEC students continue their learning by enrolling in Shasta College compared to an average of 40% of traditional high school students enrolling in two-year institutions upon graduation.

- High Unemployment and Underemployment Rates: Rural and economically disadvantaged areas show unemployment rates above the state average, with barriers to stable, living-wage employment for those without postsecondary training.

- Language and Literacy Barriers: ESL needs remain high, particularly in agricultural and service-sector communities. Approximately 6–10% of adults report speaking English less than "very well."

- Digital Literacy and Access Gaps: Across the three counties, lack of access to high-speed internet and digital literacy skills are frequently cited barriers to education and employment.

- Occupational Demand Misalignment: Centers of Excellence reports highlight growth sectors such as health care, early childhood education, public safety, and the trades—fields where adult education can build job-ready skills.

Implications for Prioritization and Resource Allocation

These indicators underscore the need for targeted and responsive adult education services:

- Expand High School Equivalency and Foundational Skills Offerings: Prioritize investment in programs that support adults in earning diplomas and developing basic skills critical to employment and postsecondary entry.

- Strengthen Workforce-Aligned CTE and Transition Services: Dedicate resources to CTE pathways and transition navigators who help adults connect training with in-demand local careers.

- Enhance ESL, Digital Literacy, and Wraparound Support: Prioritize instructional models and student services that address linguistic, technological, and transportation barriers to learning.

- Improve Outreach to Underserved Communities: Invest in marketing and community partnership strategies to increase awareness among rural and marginalized populations.

- Promote Cross-System Integration: Allocate time and technical support for aligning data and case management systems across adult education, community college, and workforce agencies.

Please identify the categories of needs of your region.

✓Access for underserved populations

✓Access to technology

✓Basic skills attainment

✓English language needs

✓Improving accessibility of programming

✓Improving digital literacy

✓Increasing awareness of services

✓Labor shortages

✓Lack of transportation

✓Lack of childcare

✓Living wage job attainment

✓Low literacy

✓Rural geographic needs

✓Short term CTE training

✓Strengthening partnerships

Needs - Further Context (optional)

Not Entered

What challenges does your region face that impact the programs you have previously or are currently offering?

✓Lack of physical/facility access

✓High cost of living/housing/healthcare

√Areas of economic inequity

√Labor market issues (e.g., teacher shortages, etc.)

√Internet access challenges

√Diverse regional needs

√Regional infrastructure needs

√Lack of CTE credentials to expand programming

√Waiting list for students / not enough program capacity for number of qualified applicants

Challenges - Further Context (optional)

Not Entered

Which populations are currently being served by your programs?

√Adults over 50

√Adults with disabilities

√Disconnected youth

√Foreign born or refugees

√Less than a high school education

√Limited English proficiency/English language learners

√Limited/low literacy

√Near or below the poverty line

√Residents of underserved rural areas

√Incarcerated individuals or those who have been previously incarcerated

√Under-represented minority populations

√Unemployed

√Veterans

√Workers in need of upskilling

√Other

Students who are parents

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Jane Doe	Student	Participated in planning meetings
Jennie Doe	Student	Participated in planning meetings
Amir Doe	Student	Participated in planning meetings

Name	Role	Three-Year Plan Contribution
Carrie Ferchaud	Workforce Development Board	Participated in planning meetings
Miguel Barriga	Administrator	Participated in planning meetings
Maria Flores	Trinity County Health and Human Services	Participated in planning meetings
Keri Mulrennan	Administrator	Designed proposed strategies
Melissa Duralia	Rescue Mission Teacher	Participated in planning meetings
Stephanie McClung	Teacher employed by local educational agencies	Designed proposed strategies
Morgan Nugent	Administrator	Designed proposed strategies
Iva Weidenkeller	Administrator	Provided data
Greg Walker	Administrator	Participated in planning meetings
Leo Perez	Administrator	Participated in planning meetings
Jim Cloney	Administrator	Designed proposed strategies
Karla Martin	Community college faculty	Designed proposed strategies
Jim Harrell	Administrator	Designed proposed strategies
Shae Darling	Community Library - Adult and Family Literacy Co-ordinator	Designed proposed strategies
Brian Parker	Administrator	Participated in planning meetings
Jamie Green	Administrator	Designed proposed strategies
Sandy Coatney	Teacher employed by local educational agencies	Designed proposed strategies
Cindy Dixon	Teacher employed by local educational agencies	Participated in planning meetings
Kyle Turner	Administrator	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Anderson Union High	Member Representative	0	169	0	0	0	0	0	0	25	194
*Corning Union High	Member Representative	31	31	0	0	0	63	0	0	0	125
*Fall River Joint Unified	Member Representative	0	0	0	0	0	0	0	0	0	0
*Gateway Unified	Member Representative	0	0	0	0	0	0	0	0	0	0
*Mountain Valley Unified	Member Representative	0	0	0	0	10	0	0	0	0	10
*Red Bluff Joint Union High	Member Representative	0	0	0	0	45	0	0	0	0	45
Total Participants		72	671	17	15	646	268	0	0	25	1714

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Shasta Union High	Member Representative	0	270	0	0	0	0	0	0	0	270
*Shasta-Tehama-Trinity Joint CCD	Member Representative	41	37	17	0	581	205	0	0	0	881
*Southern Trinity Joint Unified	Member Representative	0	1	0	5	10	0	0	0	0	16
*Tehama Co. Department of Education	Member Representative	0	82	0	0	0	0	0	0	0	82
*Trinity Alps Unified	Member Representative	0	22	0	0	0	0	0	0	0	22
*Trinity Co. Office of Education	Member Representative	0	59	0	10	0	0	0	0	0	69
Total Participants		72	671	17	15	646	268	0	0	25	1714

* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

✓Agriculture

✓Business

✓Construction

✓Fire safety

✓Healthcare

✓Hospitality/Food services

✓Manufacturing

✓Retail

Industries Served - Further Context (optional)

Not Entered

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

In the 2023–24 academic year, the consortium enrolled a total of 1,896 adult learners, with 1,708 of those earning 12 or more hours of instruction and qualifying as CAEP Participants. The distribution by program area was as follows:

- 752 participants in Elementary and Secondary Basic Skills (including HSD and HSE preparation)
- 646 participants in Short-Term Career and Technical Education (CTE)

- 268 participants in English as a Second Language (ESL), Citizenship, and Immigrant Integration
- 17 participants in Adults with Disabilities
- 25 participants in Workforce Preparation

These services span the following California Adult Education Program (CAEP) areas:

1. Elementary and Secondary Basic Skills Offered through high school diploma (HSD), high school equivalency (HSE) preparation programs, and 1:1 student tutoring embedded in each program, these services help adults improve foundational reading, writing, math, and study skills. They serve as a bridge to postsecondary training and employment.
2. English as a Second Language (ESL), Citizenship, and Immigrant Integration ESL programs range from literacy to advanced levels and include conversation, writing, and workplace English. Several sites also offer citizenship preparation and integration services supporting civic engagement.
3. Short-Term Career and Technical Education (CTE) CTE offerings include healthcare, welding, construction, digital literacy, and business technology. These programs are aligned with local labor market needs and often include certifications.
4. Workforce Preparation Workforce readiness training is integrated into ESL and CTE classes and includes modules on job search skills, resume writing, workplace behavior, and communication.
5. Adult Reentry Programs in collaboration with probation, reentry centers, or jails support adults transitioning from incarceration. Services include HSE and workforce preparation to improve reintegration and reduce recidivism.

Evaluation of Services in Relation to Educational Needs

- The consortium's current range of services generally aligns well with the identified educational needs of the region, particularly in the areas of high school completion, ESL, digital literacy, and short-term CTE. However, gaps remain:
- Geographic Gaps: Not all services are equally available across all rural or isolated communities.
- Limited Offerings in Reentry Services: More structured and targeted programming is needed in this area to support equity and access.
- Emerging Need for Sector-Specific Training: There is limited capacity for sector-specific CTE training aligned with local employer demand in health care, public safety, and the trades.
- Support Services and Outreach: More dedicated personnel and strategies are needed to increase awareness, provide transition navigation, and reduce barriers to persistence.
- To address these gaps, the consortium is exploring expanded digital instruction, cross-agency resource sharing, and increased marketing and outreach efforts to increase awareness and engagement with adult education services across all three counties.

Metrics: CAEP Barriers & Metrics

Goals & Metrics

✓ Student Barriers

Metrics

Adult Ed Metrics

- English Language Learner (149AE)
- Long Term Unemployed (153AE)
- Low Income (154AE)
- Low Literacy (155AE)
- Single Parent (159AE)

✓ Students and Programs: Explore program enrollment, student demographics, and barriers to employment.

Metrics

Adult Ed Metrics

- Adult Basic Education (1001)
- Adult Secondary Education (1000)
- Career Technical Education (1003)
- Child School Success (1005)
- English as a Secondary Language (1002)
- Workforce Preparation (124AE)

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

Metrics

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)

✓Transition: Learn about student transition into postsecondary education and college credit pathways.

Metrics

Adult Ed Metrics

- Transitioned to CTE (636AE)

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

Metrics

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)

✕Employment & Earnings: Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	1,796	2,162		2,068	2,221	2,310
Student Barriers	English Language Learner (149AE)	357	316		332	341	348
Student Barriers	Low Literacy (155AE)	1,000	1,280		1,344	1,385	1,402
Student Barriers	Low Income (154AE)	766	966		1,014	1,042	1,001
Student Barriers	Long Term Unemployed (153AE)	301	308		320	332	339
Student Barriers	Single Parent (159AE)	199	193		201	208	212

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Anderson Union High (Reported by Anderson Adult School (AAS))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	119	169		170	185	198
Progress	Completed Educational Functioning Level Gain (400AE)	0	0		30	33	37
Success	Diploma, GED or High School Equivalency (633AE)	28	30		30	33	36
Transition	Transitioned to CTE (636AE)	10			5	5	10
Students and Programs	Adult Secondary Education (1000)	119	169		170	185	198
Students and Programs	Adult Basic Education (1001)	0	0		0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	English as a Secondary Language (1002)	0	0		0	0	0
Students and Programs	Career Technical Education (1003)	0	0		0	0	0
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				40	40	40

* Mandatory for all members

Corning Union High (Reported by Corning Union High School District (CUHSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	123	89		90	95	100
Progress	Completed Educational Functioning Level Gain (400AE)	46	45		45	48	50
Success	Diploma, GED or High School Equivalency (633AE)	19	21		15	18	20
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)	48	31		30	35	38
Students and Programs	Adult Basic Education (1001)	66	31		30	35	38
Students and Programs	English as a Secondary Language (1002)	85	63		50	55	60
Students and Programs	Career Technical Education (1003)	0	0		10	15	20
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Fall River Joint Unified (No reporting institution)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				22	24	26
Progress	Completed Educational Functioning Level Gain (400AE)				12	14	16
Success	Diploma, GED or High School Equivalency (633AE)				3	3	3
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)				12	14	16
Students and Programs	Adult Basic Education (1001)				0	0	0
Students and Programs	English as a Secondary Language (1002)				10	10	10
Students and Programs	Career Technical Education (1003)				0	0	0
Students and Programs	Child School Success (1005)				0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Gateway Unified (Reported by Gateway Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				15	20	25
Progress	Completed Educational Functioning Level Gain (400AE)				15	20	25
Success	Diploma, GED or High School Equivalency (633AE)				10	12	15
Transition	Transitioned to CTE (636AE)				0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	Adult Secondary Education (1000)				15	20	25
Students and Programs	Adult Basic Education (1001)				0	0	0
Students and Programs	English as a Secondary Language (1002)				0	0	0
Students and Programs	Career Technical Education (1003)				0	0	0
Students and Programs	Child School Success (1005)				0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Mountain Valley Unified (Reported by Mountain Valley Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	10			10	10	10
Progress	Completed Educational Functioning Level Gain (400AE)	0			0	0	0
Success	Diploma, GED or High School Equivalency (633AE)	0			0	0	0
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)	0			0	0	0
Students and Programs	Adult Basic Education (1001)	10			0	0	0
Students and Programs	English as a Secondary Language (1002)	0			0	0	0
Students and Programs	Career Technical Education (1003)	10			10	10	10
Students and Programs	Child School Success (1005)	0			0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Red Bluff Joint Union High (Reported by Red Bluff Joint Union High School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	50	45		60	62	64
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				3	3	3
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)	0	0		0	0	0
Students and Programs	Adult Basic Education (1001)	0	0		0	0	0
Students and Programs	English as a Secondary Language (1002)	0	0		0	0	0
Students and Programs	Career Technical Education (1003)	50	45		60	62	64
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Shasta Union High (Reported by Shasta Union High School District (SUHSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	218	270		250	270	270

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Progress	Completed Educational Functioning Level Gain (400AE)	26	41		40	45	50
Success	Diploma, GED or High School Equivalency (633AE)	89	114		75	90	100
Transition	Transitioned to CTE (636AE)	23			0	0	0
Students and Programs	Adult Secondary Education (1000)	218	270		250	270	270
Students and Programs	Adult Basic Education (1001)	0	0		0	0	0
Students and Programs	English as a Secondary Language (1002)	0	0		0	0	0
Students and Programs	Career Technical Education (1003)	0	0		0	0	0
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Shasta-Tehama-Trinity Joint CCD (Reported by Shasta-Tehama-Trinity)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	795	854		1,151	1,232	1,381
Progress	Completed Educational Functioning Level Gain (400AE)	52	59		70	75	80
Success	Diploma, GED or High School Equivalency (633AE)	31	28		30	33	36
Transition	Transitioned to CTE (636AE)	18			0	0	0
Students and Programs	Adult Secondary Education (1000)	26	37		45	50	55
Students and Programs	Adult Basic Education (1001)	36	41		52	56	60

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	English as a Secondary Language (1002)	195	205		240	265	290
Students and Programs	Career Technical Education (1003)	549	581		775	891	1,025
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Southern Trinity Joint Unified (Reported by Southern Trinity Joint Unified School District (STJUSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	23	21		35	25	35
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)	0			2	3	3
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)				1	1	1
Students and Programs	Adult Basic Education (1001)	0			8	8	8
Students and Programs	English as a Secondary Language (1002)	0	0		0	0	0
Students and Programs	Career Technical Education (1003)	11	10		10	2	10
Students and Programs	Child School Success (1005)				11	11	11
Students and Programs	Workforce Preparation (124AE)				2	3	3

* Mandatory for all members

Tehama Co. Department of Education (Reported by Tehama County Dept of Ed)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)		82		85	85	85
Progress	Completed Educational Functioning Level Gain (400AE)		12		25	25	25
Success	Diploma, GED or High School Equivalency (633AE)		16		30	30	30
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)		82		85	85	85
Students and Programs	Adult Basic Education (1001)		0		0	0	0
Students and Programs	English as a Secondary Language (1002)		0		0	0	0
Students and Programs	Career Technical Education (1003)		0		0	0	0
Students and Programs	Child School Success (1005)		0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Trinity Alps Unified (Reported by Trinity Alps Unified School District (TAUSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	21	22		30	33	36
Progress	Completed Educational Functioning Level Gain (400AE)	0	0		5	7	9
Success	Diploma, GED or High School Equivalency (633AE)				9	10	11
Transition	Transitioned to CTE (636AE)				0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	Adult Secondary Education (1000)	17	22		22	24	26
Students and Programs	Adult Basic Education (1001)	0	0		0	0	0
Students and Programs	English as a Secondary Language (1002)	0	0		0	0	0
Students and Programs	Career Technical Education (1003)		0		8	11	14
Students and Programs	Child School Success (1005)	0	0		0	0	0
Students and Programs	Workforce Preparation (124AE)				0	0	0

* Mandatory for all members

Trinity Co. Office of Education (Reported by Trinity County Office of Education)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	36	69		150	180	80
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)		15		33	39	46
Transition	Transitioned to CTE (636AE)				20	25	29
Students and Programs	Adult Secondary Education (1000)	31	59		45	54	63
Students and Programs	Adult Basic Education (1001)	0	0		0	0	0
Students and Programs	English as a Secondary Language (1002)	0	0		5	6	7
Students and Programs	Career Technical Education (1003)	0	0		125	150	175
Students and Programs	Child School Success (1005)		10		10	10	10

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Students and Programs	Workforce Preparation (124AE)				120	144	188

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Anderson Union High	100%	100%	80%	80%	80%	80%
Corning Union High	100%	100%	67%	80%	80%	80%
Mountain Valley Unified	100%	100%	44%	80%	80%	80%
Red Bluff Joint Union High	100%	100%	96%	80%	80%	80%
Shasta Union High	100%	100%	61%	80%	80%	80%
Shasta-Tehama-Trinity Joint CCD	100%	100%	69%	80%	80%	80%
Southern Trinity Joint Unified	100%	100%	52%	80%	80%	80%
Tehama Co. Department of Education	0%	100%	72%	80%	80%	80%
Trinity Alps Unified	100%	100%	64%	80%	80%	80%
Trinity Co. Office of Education	100%	100%	73%	80%	80%	80%

Objectives

Objective #1: Address Educational Needs

Strategies

Testing

- To support equitable credential attainment, increase support for GED testing, with TCOE leading the effort. Plans include collaborating across consortium agencies to provide more testing locations and exploring the use of mobile GED testing to serve students in remote and rural communities.

Support for Parent Education

- To promote early childhood success, the consortium will increase the number of parents accessing adult education. Strategies include advertising in local newspapers, posting flyers in community spaces, sharing curricular access information with LEAs, and coordinating outreach with probation services. TCOE and CHYBA will lead this effort.

Expanding ESL Instruction

- The consortium will offer more levelized ESL classes through Corning Adult School and Shasta College to meet the needs of beginning-level English learners. This effort will help improve access and learner persistence for students at the earliest stages of language acquisition.

Reducing Access Barriers and Increasing Transitions to Postsecondary

- In areas served by the Shasta Tehama Trinity Adult Education Consortium, transportation, internet access, and other social barriers continue to prevent students from enrolling in HSD, digital skills, and career training. Consortium partners will work to develop infrastructure that expands program access and delivery in these areas. Coupled with that will a comprehensive effort undertaken across the consortium membership to create an easily identified, well understood and warmly supported process for students to transition to postsecondary training opportunities.

Career-Aligned Course Offerings and Transitions to Careers

- The consortium will expand course offerings to include industry certifications and structured pathways to employment. These programs along with a system designed to help students navigate their way through the career launch process will support adult learners in transitioning directly from adult education into the workforce.

Technology and Digital Literacy

- To strengthen digital readiness, members will improve technology instruction and expand digital literacy training. Professional development for instructors and access to certification pathways will support student success in an increasingly digital workforce.

Addressing Rural Workforce Needs

- In Trinity County, where forest fuels-related work dominates, the Trinity Alps Adult School will develop a CTE welding course and explore a Class A license training program. These offerings aim to close skill gaps in local industries and improve employment outcomes.

Noncredit Course Expansion

- To improve transitions to college and careers, Shasta College will develop additional noncredit courses, in Adult Basic/Secondary Education, ESL, and possibly digital literacy. Because Shasta College operates in al three counties comprising the consortium, these offerings will expand learning opportunities across the consortium and help students gain essential workplace skills.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

✓Quarterly reviews of student data

✓Data visualization tools and dashboards

2. Providing Professional Development

✓Attendance for education providers at workshops, webinars, and conferences

✓Training in technology and student tracking

3. Identifying Best Practices

✓Alignment of practices and procedures across the consortium

4. Offering Flexible Courses and Services

✓Hybrid and hyflex delivery to meet students where they are

✓Virtual and in-person tutoring and support centers

Not Entered

Additional Context (optional)
Not Entered

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

✓Develop or Improve Professional Development Activities

✓Develop or Improve Pathways/Maps for Students

✓Develop or Improve Community Partnerships

✓Develop or Improve Transition and Counseling Services/Resources

✓Develop or Improve Distance Learning Capabilities (flexible schedule)

✓Develop or Improve ESL Instruction

✓Close Gaps in Services

✓Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities

✓Develop or Improve Dual Enrollment or Onramp to Community College

✓Develop or Improve GED Programs

✓Develop or Improve Basic Skills Education Programs

✓Work with Students in the Justice System

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

✓Develop or Identify Industry and Workforce Needs Courses

✓Better Use of Data and Analytics to Evaluate Services

✓Increase Staff Training and Development

✓Enhance Marketing and Messaging Efforts

✓Enhance Student Completion

✓Enhance Student Recruiting

✓Enhance Student Retention

✓Better Use of Data Analytics to Prioritize Services

Not Entered

Additional Context (optional)
Not Entered

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name

Increase Adult School Diplomas Earned

Brief Description of Activity and Significance of Activity to Outcome

 This activity aims to increase the number of adults earning an adult school diploma by expanding access to instruction and testing, removing participation barriers, and creating new diploma programs where none currently exist. Regional collaboration will include research into additional testing sites and implementation of mobile GED testing in rural communities. Several adult schools—including Gateway, Corning, Fall River/Burney, Red Bluff, Anderson, Trinity Alps, and Tehama eLearning—are offering or expanding HSD/HSE programs with flexible scheduling, evening hours, online delivery, and targeted outreach through banners, school events, flyers, and direct contact via school information systems. These programs are designed to remove barriers and support transitions into postsecondary education or the workforce. Key deliverables include new instructional programs, outreach initiatives, testing expansion, and credential completion tracking.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Launch new or expanded recruitment efforts (e.g., banners, flyers, SIS outreach, school events).
- Expand GED testing access in Trinity County through interagency collaboration and planning for mobile options.
- Begin delivery of online and hybrid HSD instruction in communities such as Fall River, Burney, and Gateway.
- Hire teachers and begin offering flexible class schedules (evenings, open-entry) in Corning and Anderson.

Intermediate Outcomes (1-3 Years)

- Achieve a 10% increase in HSD or HSE completions among students enrolled in participating adult schools.
- Formalize postsecondary and employment advising within diploma programs (e.g., Corning, Tehama County Department of Education/TeLA Adult, Trinity Alps Adult).
- Strengthen alignment of HSD/HSE programs with regional employment and transition services.

Long-Term Outcomes (3-5 Years)

- Maintain consistent enrollment and completion levels in newly established or expanded diploma programs.
- Expand high school completion as a workforce credential that enables transitions to employment or postsecondary training.
- Increase the percentage of students completing diplomas or equivalency who transition into career or college pathways.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Success: Diploma, GED or High School Equivalency (633AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Director of Adult Education	Trinity Co. Office of Education	06/30/2028
Director of Adult Education	Corning Union High	06/30/2028
Director of Adult Education	Gateway Unified	06/30/2028
Director of Adult Education	Anderson Union High	06/30/2028

Activity Name

Support for Parent Education

Brief Description of Activity and Significance of Activity to Outcome

This activity supports early childhood success by providing access to parenting education that empowers adults to better support their children's academic and social-emotional development. Trinity County Office of Education (TCOE) will lead implementation, offering the "Love and Logic" parenting program aligned with success at school, and coordinating outreach in collaboration with local education agencies and probation services. Southern Trinity Adult Education will provide early literacy materials to families in their communities to inform parents and provide practice together. Strategies include advertising in local newspapers, posting flyers at community venues, sharing curriculum information with LEAs, and providing resources to families through established support networks. This activity will increase adult enrollment in education programs with indirect impact on K-12 student attendance, behavior, and performance. It contributes to the CAEP Objective to Address Educational Needs by equipping parents with critical tools to support their families and sustain engagement in lifelong learning.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Launch targeted advertising campaign in newspapers and public spaces.
- Distribute flyers and program details to local LEAs and community partners.
- Enroll a first cohort of parents in the "Love and Logic" program aligned with school success
- Prepare and distribute early literacy information and family practice booklets

Intermediate Outcomes (1-3 Years)

- Achieve 100% distribution of program information across all LEAs in Trinity County.
- Work with Trinity Together, a cradle-to-career organization to promote the opportunity to the community.
- Increase program participation by 3% annually.
- Develop a stronger referral network with agencies such as probation and social services.

Long-Term Outcomes (3-5 Years)

- Improve parent engagement in their children's education as reported by LEAs.
- Contribute to improved attendance, behavior, and academic performance of K-12 students whose parents participate.
- Maintain and expand parent education programming as a core offering in adult education services.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: Single Parent (159AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Instructor/Counselor	Southern Trinity Joint Unified	06/30/2028
Director of Adult Education	Trinity Co. Office of Education	06/30/2028

Activity Name

Expand ESL Instruction

Brief Description of Activity and Significance of Activity to Outcome

This activity expands ESL instruction across the consortium to meet the needs of beginning-level English learners, particularly in underserved and rural areas. Corning Adult School, Fall River/Burney Adult School, and Shasta College are leading this effort by developing and offering levelized ESL courses tailored to students who are new to English language learning. Fall River/Burney will hire a dedicated ESL instructor to provide services at multiple sites, while Corning will implement separate beginning-level courses and expand class schedules to include evening and morning sessions. Shasta College will support additional offerings in ESL that are aligned with pathways to high school completion and workforce readiness. These efforts will support learner persistence, improve foundational language skills, and build a bridge to career and academic opportunities. This activity directly supports the CAEP Objective to Address Educational Needs by improving language acquisition and access for English Language Learners (ELLs).

---Outcomes---

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Hire an ESL instructor to serve northeastern Shasta County (Fall River/Burney).
- Develop and launch separate beginning-level ESL courses (Corning).

- Offer courses at varied times to meet student schedules (morning/evening options).

Intermediate Outcomes (1-3 Years)

- Expand the availability of beginning-level ESL classes to additional sites as needed.
- Increase the number of ESL students enrolling in diploma or workforce pathways.
- Improve measurable EFL gains for ESL learners.

Long-Term Outcomes (3-5 Years)

- Maintain consistent ESL enrollments with continued student gains in literacy benchmarks.
- Establish beginning-level ESL instruction as a stable and well-known service in all communities served.
- Demonstrate increases in transitions from ESL to other educational milestones (e.g., GED, workforce training, CTE certificates).

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Principal	Corning Union High	06/30/2028
Faculty Lead	Shasta-Tehama-Trinity Joint CCD	06/30/2028

Activity Name

Expand Career-aligned Offerings & Transitions

Brief Description of Activity and Significance of Activity to Outcome

This activity expands access to career and technical education (CTE) pathways, credential-bearing programs, and structured transition support that help adult learners enter the workforce. Red Bluff Adult School is developing up to three CTE courses aligned with regional labor market needs, supported by new articulation agreements and noncredit enrollment options through Shasta College. Southern Trinity will strengthen employer partnerships and embed transition advisors to align training with regional hiring needs. Gateway Adult School is exploring the creation of work-based learning experiences and advising services to guide students into employment. Mountain Valley Adult School is aligning CTE programming with construction and fabrication needs, while Shasta College is conducting a feasibility study for an employer liaison to support adult education student placement. These efforts support CAEP's goal to address educational needs by connecting adult education more directly to employment outcomes and credential attainment.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Identify high-demand career pathways and begin curriculum development (Red Bluff, Mountain Valley).
- Identify employer partners and initiate partnership agreements (Southern Trinity).
- Begin pilot job skill training in welding, fabrication, and construction (Mountain Valley).

- Conduct employer needs assessment and map industry engagement opportunities (Shasta College).

Intermediate Outcomes (1-3 Years)

- Launch articulated CTE courses for adult learners and offer them in evening formats (Red Bluff).
- Hire or designate transition advisors to support students pursuing industry credentials (Southern Trinity, Gateway).
- Increase the number of students enrolling in noncredit CTE pathways that lead to employment.
- Initiate job fairs, site tours, and employer panels (Shasta College).

Long-Term Outcomes (3-5 Years)

- Demonstrated increase in students earning industry credentials and securing employment.
- Maintain strong employer relationships that support continued job shadowing, internships, and aligned curriculum development.
- Document annual student transitions to work and employer satisfaction with student preparedness.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Students and Programs: Career Technical Education (1003)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Administrator	Red Bluff Joint Union High	06/30/2028
Adult School Administrator	Southern Trinity Joint Unified	06/30/2028
Adult School Administrator	Gateway Unified	06/30/2028
Adult School Administrator	Mountain Valley Unified	06/30/2028
Contortium Director	Shasta-Tehama-Trinity Joint CCD	06/30/2028

Activity Name

Expand Digital Lit Instruction & Tech Integration

Brief Description of Activity and Significance of Activity to Outcome

 This activity expands digital literacy instruction and improves the integration of technology in adult education to ensure students develop the foundational digital skills needed for employment, postsecondary success, and civic participation. Shasta College will research development of new noncredit digital literacy courses aligned with frameworks such as Northstar and IC3, and will pilot delivery at accessible sites across the region. Southern Trinity is partnering with local agencies to integrate technology skills into instruction and advising. The consortium will incorporating professional development for practitioners in Canvas, TE, and online tools to support onboarding, instruction, and student tracking. These efforts help close the digital divide, strengthen instructional delivery, and support the CAEP Objective to Address Educational Needs by equipping learners and teachers for success in technology-enabled environments.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Begin curriculum approval process for at least one noncredit digital literacy course (Shasta College).
- Identify at least two community programs to partner with for student digital skill development (Southern Trinity).
- Launch digital platforms training for adult school teachers and support staff (Consortium).

Intermediate Outcomes (1-3 Years)

- Offer digital literacy courses at multiple sites across the region (e.g., libraries, adult schools, college campuses).
- Collect student feedback and baseline data to inform revisions and future course offerings.
- Expand teacher and staff participation in technology PD, including tools for instruction, tracking, and virtual learning.

Long-Term Outcomes (3-5 Years)

- Institutionalize digital literacy instruction as part of core CAEP offerings.
- Demonstrate increased digital skill gains and student confidence in using technology for school, work, and life.
- Establish sustained partnerships and training structures to ensure students and staff remain digitally prepared.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: Low Income (154AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Contortium Director	Shasta-Tehama-Trinity Joint CCD	06/30/2028
Adult School Administrator	Southern Trinity Joint Unified	06/30/2028

Activity Name

Expand Noncredit Course Offerings

Brief Description of Activity and Significance of Activity to Outcome

This activity expands noncredit course offerings to better support CAEP students' transitions into postsecondary education and the workforce. Shasta College is leading this effort by developing and piloting noncredit curriculum in digital literacy, ESL, and Adult Basic/Secondary Education. These offerings are aligned with state frameworks, industry expectations, and student needs, and will be delivered in accessible formats and locations (e.g., online, hybrid, adult school sites, public libraries). The expansion of noncredit curriculum ensures that adult learners have access to foundational skill-building opportunities that are flexible, contextualized, and connected to workforce or academic advancement. This directly supports CAEP's Objective to Address Educational Needs by creating clear instructional pathways and enhancing student readiness for transitions.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Begin curriculum development and approval for at least one new noncredit course (e.g., digital literacy).
- Evaluate existing course offerings for alignment with CAEP student needs and labor market skills.

- Establish partnerships with adult schools and community sites to pilot course delivery.

Intermediate Outcomes (1-3 Years)

- Launch new noncredit offerings in digital skills and ESL education across one or more counties.
- Track enrollment, attendance, and completion data for initial pilot cohorts.
- Adjust scheduling and content delivery based on student and instructor feedback.

Long-Term Outcomes (3-5 Years)

- Institutionalize noncredit course offerings across all three counties served by Shasta College.
- Expand instructional capacity and course formats to increase participation and completion.
- Increase transitions from noncredit instruction to certificate, credit, or employment pathways

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: English as a Secondary Language (1002)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Faculty Lead	Shasta-Tehama-Trinity Joint CCD	06/30/2028
Director of Noncredit	Shasta-Tehama-Trinity Joint CCD	06/30/2028
Contortium Director	Shasta-Tehama-Trinity Joint CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name

Strengthen Postsecondary Transitions

Brief Description of Activity and Significance of Activity to Outcome

This activity addresses persistent barriers such as transportation, digital access, childcare, and limited advising support that prevent adult learners from completing high school credentials or transitioning to college and training programs. Consortium members are expanding infrastructure and implementing transition-focused advising to support adult learners in underserved and rural areas. Corning Adult School is developing structured postsecondary advising and coordinating bi-monthly visits from Shasta College Extended Educaiton student services representatives. Tehama eLearning Adult School is providing follow-up and referral support to graduates along with on-demand support from Shasta College's Extended Educaiton student services. Red Bluff Adult School is establishing clear CTE pathways and offering night courses, while Gateway Adult School is creating a local advising model and exploring partnerships with colleges and workforce agencies. Trinity Alps Adult School is creating a transition roadmap that connects adult students to career, CTE, and college options. These collective efforts support the CAEP Objective to Improve Integration of Services & Transitions by increasing student transitions into meaningful postsecondary and workforce outcomes.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Coordinate Shasta College Extended Education student services representative visits with adult school students (Corning, TeLA Adult Education, Red Bluff Adult Education).
- Provide direct follow-up and transition support to recent graduates (Tehama eLearning).
- Identify student interest areas and initiate structured outreach to relevant college programs.
- Begin developing transition handouts and maps for adult school students (Trinity Alps, Gateway).

Intermediate Outcomes (1-3 Years)

- Report to the consortium board on feasibility of adding a student transition support position for all adult school students.
- Increase student enrollment in postsecondary and noncredit CTE courses.
- Complete publication of a Trinity County-specific student transition roadmap (Trinity Alps).
- Create formal agreements with community colleges for articulated pathways (Red Bluff Adult School).

Long-Term Outcomes (3-5 Years)

- Institutionalize structured postsecondary transition advising in adult schools.
- Maintain increased transition rates from adult education to college and career training programs.
- Demonstrate growth in the percentage of students accessing financial aid, college support services, or entering high-wage employment pathways.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Principal	Corning Union High	06/30/2028
Adult School Principal	Tehama Co. Department of Education	06/30/2028
Adult School Administrator	Red Bluff Joint Union High	06/30/2028
Adult School Administrator	Gateway Unified	06/30/2028
Instructor/Counselor	Trinity Alps Unified	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name

Addressing Rural Workforce Needs

Brief Description of Activity and Significance of Activity to Outcome

 This activity addresses the unique workforce demands of remote and rural communities by aligning adult education offerings with high-priority local employment sectors. Trinity Alps Adult School is developing a welding course and exploring the feasibility of a Class A license training program, both of which respond to industry needs in natural resource management, construction, and forest fuels reduction. The goal is to offer workforce-relevant training that leads to employment in rural sectors and provides residents with viable, locally accessible career pathways. These programs will enhance economic mobility for adults in isolated communities and support CAEP's Objective to Improve Effectiveness of Services by aligning education and workforce development in areas with limited training infrastructure.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)

- Identify employers and industry sectors within Trinity County that require welding, forestry, or driving certifications.
- Collaboration within the consortium to provide examples of industry alignment
- Begin feasibility review of launching Class A license training program.
- Build partnerships with public agencies and industry employers (e.g., Forest Service, CalTrans, local mills).

Intermediate Outcomes (1-3 Years)

- Launch introductory welding course based on regional needs.
- Track initial enrollment and completion rates for participants entering workforce-aligned training.
- Finalize next steps for implementing Class A driver training if feasible.
- Support for the creation of needed programing.

Long-Term Outcomes (3-5 Years)

- Establish ongoing CTE programs supporting local industry needs.
- Increase the number of students earning certifications and entering rural employment sectors.
- Maintain employer feedback loop to revise and align programs with workforce shifts.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Administrator	Trinity Alps Unified	06/30/2028
Adult School Administrator	Red Bluff Joint Union High	06/30/2028
Adult School Administrator	Corning Union High	06/30/2028
Contortium Director	Shasta-Tehama-Trinity Joint CCD	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Anderson Union High	$211,433	Certified
Corning Union High	$114,531	Certified
Gateway Unified	$0	Certified
Mountain Valley Unified	$12,467	Certified
Totals	$1,454,144	11/11 Certified

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Red Bluff Joint Union High	$115,986	Certified
Shasta Union High	$221,111	Certified
Shasta-Tehama-Trinity Joint CCD	$581,883	Certified
Southern Trinity Joint Unified	$39,217	Certified
Tehama Co. Department of Education	$2,028	Certified
Trinity Alps Unified	$52,384	Certified
Trinity Co. Office of Education	$103,104	Certified
Totals	$1,454,144	11/11 Certified

Funds Evaluation

The consortium voted to add two new adult education programs in FY 2025–26. These are currently supported by Shasta Union High School District and will transition to independent funding as they grow.

In FY 2023–24, STTAEC members managed over $1.4 million in CAEP funds. Most agencies met the consortium's 0–20% carryover target, with several fully expending their allocations. Instructional and non-instructional salaries were the largest expense, underscoring a focus on staffing for HSD/HSE, ESL, CTE, and workforce readiness. Supplies and services supported instructional delivery and student engagement.

While most agencies maintained moderate carryover, one significantly exceeded the target. This highlights a need for improved planning and technical assistance. By contrast, agencies such as Anderson Union HSD, Shasta Union HSD, and Southern Trinity JUSD maximized their allocations effectively.

As STTAEC looks ahead, fiscal and performance data will guide future fund allocation to ensure alignment with community demand and equity in service delivery.

STTAEC will allocate future CAEP funds in alignment with member agency strengths, student needs, and regional workforce trends. Each agency is expected to maintain carryover levels within 0–15% of their annual allocation. Members with higher carryover (e.g., Red Bluff) will receive technical assistance to develop and monitor spend-down plans that align with program expansion.

In addition to CAEP, consortium members will draw on:

- WIOA Title I and II funds (via Smart Workforce Center, Job Training Center, and adult schools)
- Perkins V funding (Shasta College, CTE programs)
- K12 SWP grants, where awarded
- Local general funds and in-kind support from school districts
- Community partner contributions, including facilities, co-enrollment, and service referrals

CAEP and supplemental funds will be braided to:

- Support sector-aligned CTE growth in health care, trades, and business services
- Expand ESL and digital literacy courses, especially in isolated areas
- Strengthen transition support to employment and postsecondary training
- Sustain collaborative staffing models (e.g., transition navigators, employer liaisons)

This multi-pronged funding approach ensures the consortium can advance its Three-Year Plan goals while maintaining financial stability and its reach to underserved adult learners across Shasta, Tehama, and Trinity counties.

Certification

Anderson Union High - Member Representative

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- Brian Parker
- Superintendent
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06/17/2025 08:28 AM PDT

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- CBO
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- Audri Bakke
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- MIGUEL BARRIGA
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06/17/2025 07:25 AM PDT

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06/16/2025 12:24 PM PDT

Gateway Unified - Member Representative

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06/16/2025 11:40 AM PDT

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06/17/2025 01:59 PM PDT

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06/16/2025 12:56 PM PDT

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06/16/2025 11:34 AM PDT

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06/16/2025 05:02 PM PDT

Southern Trinity Joint Unified - Member Representative

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06/17/2025 01:45 PM PDT

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06/16/2025 12:27 PM PDT

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06/16/2025 11:56 AM PDT

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06/18/2025 09:20 AM PDT