

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 21, 2018, 2:52 PM UTC Action Taskman

58 Shasta-Tehama-Trinity Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Within the 18/19 program year, The Shasta-Tehama-Trinity Adult Education Consortium dba Better.Jobs will continue to provide adult education services based on the needs of the region. Each year we continue expanding, exploring and implementing new ways to provide adult education and employment needs for adults from all walks of life. Members of the consortium through ongoing partnerships will continue to help adults improve literacy skills, complete their high school diploma or their recognized equivalents, complete post-secondary certificates, degrees or training programs, find employment, increase their wages, transition to post-secondary pathways and/or provide courses focused in helping parents, guardians and mentors offer children support and guidance in academic success. Goal completion is essential to our regional team because many adults start but don't finish for a variety of reasons. Through continued integrated academic programs, partnerships, increased communication, shared student data and referral information, expansion of support services and shared professional development, our consortia has already experienced adults completing goals and benefiting from AB104 performance outcomes. Because the demands of ABE, CTE and ESL courses are high within our region, our consortium has primarily focused on solidifying current programs. This has proven to be successful. More than 50% of adults seeking ABE and CTE courses throughout our consortium successfully complete and obtain a high school diploma, equivalent and/or certificate. Depending on the goal of the adult, some may even transition from non-credit CTE classes to credit CTE courses through Shasta College. After completion at the community college, industry recognized certificates are attainable through credit bearing courses. Whether non-credit or credit, positive outcomes are met by helping adults enter employment and sometimes helping those currently employed receive wage increases. Partnerships have been made with local businesses through current AEBG CTE programs, creating long term partnerships and sustainability for the future workforce. Within the year an increase of English Language Learners have shown interest and dedication to their ESL classes. ESL classes have been expanded this year (Shasta and Tehama counties) because of the high percentage of ELL seeking ESL classes and continued expansion is needed within Trinity county possibly offered at the county office of education.

Regional Planning Overview

A new program director, Rachele Modena, will begin August 1, 2018. Current program director, Cherish Padro, has identified new and existing areas of focus for the next 3-year plan. A planning committee is advised to help establish collaboration and consensus among all members of below goals. Planning meetings should start in early September, 2018 (8-9 month window), to strategically organize and discuss objectives below. Goals may be modified, added or deleted by committee before due date of 3-year plan.

1. Build teacher collaboration within K-12 districts and the community college for curriculum development and alignment. Collaboration and consensus will ensure developmental courses appropriately align with the subsequent course in the educational pathway. Alignments must take place across programs (from one segment to another) and within (non-credit to credit programs). Curriculum must also be fully integrated with career certificate programs and local employment needs. New courses should be developed where gaps are identified.
2. Create student goal mapping tool through Better.Jobs website.
3. Expand regional marketing (billboards, Spanish radio ads, local businesses, chamber of commerce, etc.).
4. Increase use of integrated regional student tracking tool-Community Pro (community referrals, assessments, case notes, student documents-transcripts, resumes, etc.).
5. Build partnerships with regional social support agencies not currently participating in AEBG (EDD/CalJobs, Colleague/Shasta College, DOR, Social Service, etc.).
6. Incorporate the 21st Century curriculum regionally as a stand-alone course or incorporated into other course curriculum.
7. Expand distance education methods and non-credit programs in remote regional areas.
8. Target adults supporting children in school who themselves need adult education assistance (ABE, Diploma completion, CTE, wage increase, etc.).
9. Connect with Basic Skills Initiative to increase student services and completion rates through supplemental instruction, embedded tutoring and direct learning activities.
10. Increase partnerships with high industry demand businesses for CTE needs (space, teachers, trainings, workshops, etc.).
11. Increase local business awareness of potential employee leads. Students successfully obtaining an industry related

occupational skill(s) gain and CTE certificate of completion will be referred to local job center or business for employment opportunities.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Missed appointments for intake, enrollment and testing. Regional automatic communication method used to remind students of scheduled appointments.

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

No call, no show. All appointments are set with an adviser, instructor or Student Services Coordinator. When the appointment is missed, a note is entered that the student missed their appointment. It is best practice for all members to exit a non-active student after 30 days of no contact. A student can be enrolled if contact is re-established, effort is made and desire is shown to continue services.

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

Researching possibilities of automatic email and text reminders sent to adults about scheduled appointments. One member (Shasta Union High School District) has already been looking at options for implementation at their site. A consensus was reached at a practitioner meeting that pursuit of automated reminder should be implemented regionally. This cost would be budgeted into each members requested yearly allocation.

Regional Need #2

Gaps in Service / Regional Needs

Lack of transportation (Trinity County- Weaverville, Hayfork and Southern Trinity) is a gap in service. The distance between Hayfork and Weaverville is 45 minutes, the distance between Weaverville and Southern Trinity is 1 hour and 45 minutes and the distance from Hayfork to Southern Trinity is 56 minutes. Transportation needed for adults wanting to take Shasta College classes (Redding/Weaverville campus). Alternative method (online curriculum) conducive to distance education learning is needed.

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

More often than not, students will directly show interest for classes but communicate they will not be taking the class due to lack of transportation (no car, no bus). Low enrollment reports identify the gap in remote locations for student enrollment in classes.

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

Offering mobile classes or distance education (online classes) to close the gap. A centralized location in various Trinity county locations can be set up. Chrome Books can be utilized by students to access work and complete curriculum assignments if not using personal laptop. To specify: 1. Anderson adult school expressed the transportation gaps with distance from the adult school and where the bus stop is. In the winter months as it gets darker, it is not the safest for students to walk the distance. A neighboring high school (Anderson New Tech) has offered to allow adult classes through AEBG to be offered because the bus stop is right in front of the high school as opposed to students walking. 2. Corning adult school because of the transportation gap has already started offering distant learning options. Once a week an instructor will bring classes to students in Rancho Tehama instead of having the students go to the adult school in Corning. This is a 36 minute commute for students and if they do not have transportation, they are unable to take courses. 3. Trinity County Office of Education offering mobile services in the Weaverville area.

Gaps In Service

New Strategies

Strategy #1

Lack of job opportunities in remote locations. Increase partnerships with AJCC (American Job Centers of California) in Trinity County to assist adults with employment needs, training's and more. AJCC (SMART) will present resources and services available at the beginning and the end of AEBG classes offered throughout the year. This method has been adopted by Shasta and Tehama counties and has worked well to bridge the gap in service of what comes next after completion of primary goals.

Strategy #2

Missed appointment for intakes. Strategy - pay for affordable automated texting and email service to remind students of appointments. These reminders will take place one week before, 1 day before and the day of the appointment. Students must opt in to these services.

Strategy #3

Low enrollment due to lack of transportation. Strategy - provide alternative methods to offer distance education for adults in remote areas. Online curriculum can offer an adult student to work from home or visit a close centralized location where adult educational support is given. The centralized location where class materials and Chromebooks will be brought to students would be lead by Trinity County Office of Education.

Seamless Transitions

New Strategies

Strategy #1

From the beginning our consortium identified a lack of seamless transitions within our region. A goal was set to examine how to make transitions more effective. Phase 1 of 2 is successfully implemented. The Better.Jobs website is an informational tool of programs offered. Phase two of the site is to create an interactive portal for adults to visually see their goals mapped out as a guide to help them complete goals seamlessly and in a more accelerated way.

Strategy #2

In the 17/18 program year the Student Services Coordinator was hired to specifically help with seamless transitions. Scherane Kinney is currently working with members to create clear pathways for students in their transitions from one goal to the next.

Strategy #3

Using concurrent enrollment forms to help students transition into post-secondary education after helping students complete their high school diploma.

Strategy #4

Director, Student Services Coordinator and members will work to solidify follow through with students using the Community Pro tool. This software tool was purchased to track student data, regional referrals without duplication (assessments, meetings, etc.), students progression, and community partnerships to help students with wrap around services allowable through AEBG reporting.

Student Acceleration

New Strategies

Strategy #1

Flow chart for members to clearly identify intake process, data entry, performance outcomes, and program progression.

Strategy #2

Complete phase two of the Better.Jobs site by creating a customization feature for every adult to visually create an individual plan based on their goals and answering specific questions tailored to needs. This map will identify what steps are needed to complete goals and will accelerate progress by clearly identifying classes needed and length of class.

Strategy #3

CTE courses - creating and implementing industry field competency based assessments to measure occupational skill gains or work readiness skill gains throughout the length of the course. (Pre, Mid and Post Test).

Strategy #4

For members providing HiSET assistance and prep, implement the new direct instruction learning modality. Students will be provided with an option to complete their HSE at a quicker pace compared to independent study. Independent study is offered online and in person but it is still the responsibility of the student to get the work done independently. Offering direct instruction helps the student move through the curriculum in a faster way.

Strategy #5

Change online diploma system from Plato to possibly FuelEd. In addition, diploma curriculum would be updated to include a life skills class as an elective option to not only help towards diploma completion but also workforce preparation. Learning these skills will hopefully help students successfully transition into post-secondary or employment goals in a more confident manner. 21st century skills courses can be offered for adults needing an elective class and for adults in the community.

Professional Development**New Strategies****Strategy #1**

Existing professional development strategies currently in place: 1. Individuals to report back and share with consortium members not able to attend training's or conferences pertaining to ongoing adult education growth throughout the state 2. Continue scheduling practitioner meetings to help with overall service provider updates, data tracking questions, assessment changes, regulation changes, etc.

Strategy #2

New strategies: 1. Field trips to community agencies -learn about services available and build relationships for referrals and rapport. This strategy will encompass ways to help with seamless transition as well as student acceleration. 2. Members to update at quarterly public meetings about student completions or positive outcomes.

Leveraging Resources**New Strategies****Strategy #1**

Our consortium has identified agencies that our adult students could benefit from in an easier way (through Community Pro) if collaboration was strengthened. An expansion of referrals and partnerships with these agencies are hoped for within the

next program year: Probation, Behavioral health/county health, Department of rehabilitation, CalWORKs, Department of Social Services, Northern Valley Catholic Social Services, First 5, NoRTEC WIB and EDD/CalJOBS connection.

Fiscal Management

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

Annual 18/19PY allocation including COLA for our consortium aligns with specific areas included within the three year plan. 18/19 allocations will be used by members and service providers in one or more of these areas: Instructional costs/salaries Professional development for continued learning and application of best practices modeled within California for adult education Text material and instructional materials Marketing Childcare for areas with no other funding stream to cover costs of this barrier to education and employment for many adults Testing fees (adult basic education GED, HS Diploma and HiSET) Student certificates upon completion of program CTE supplies (non credit courses) Computer equipment and online curriculum for distant education in remote locations Transportation (bus passes) ABE, ESL CTE advancement and expansion CASAS testing materials

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

All carryover funds are spent through FIFO (First In, First Out). Member CBO's have all agreed to spend carry-over funds immediately. Expenditures will be tracked and spent according to the targeted expenditure percentages per quarter (Q1-15%, Q2-30%, Q3-45%, Q4-60%). Carry-over funds from FY18 will be distributed to members in a manner agreed and voted on by the consortium. Member will agree to spend carry-over from the previous year completely in the current fiscal year. All carry over will be used to enhance and/or increase services.

Certification

Anderson Union High School District, Member Representative

Tim Azevedo
Donell Evans
Ken Hood

Approved

2018-08-20

Corning Union High School District, Member Representative

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Jared Caylor

Approved

2018-08-20

Gateway Unified School District, Member Representative

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2018-08-21

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2018-08-17

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2018-08-17

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2018-08-16

Trinity County Office of Education, Member Representative

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Approved

2018-08-17



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