

Section 1: Consortium Information

Consortium Name:
Shasta Tehama Trinity Adult Education Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

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

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

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

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

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

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

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

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

Progress indicators:

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

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

2.2 Pre-Planning Assessment

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

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

Table 1. Pre-Planning Consortium Assessment

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

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

Table 2. Regional Service Providers

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

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

Table 3. Funding for Adult Education Programs and Services

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

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

2.3 Community Need and Customers

Regional Need

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

Customers

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

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

Table 4. Characteristics of Shasta Tehama Trinity Adult Population

Selected Social Characteristics of the California Adult Population

58 Shasta-Tehama-Trinity Adult Education Consortium

Universe: Population 25 and over except where otherwise indicated

Area: ~10,132 mi²
Population Density: ~17 per mi²

	Total	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 and older	175,755	21,795	12	47,356	27	55,846	32	6,862	4	20,235	12	9,164	5
Age													
18-24	21,495	3,124	15	6,902	32	8,967	42	2,114	10	3,726	17	930	4
25-29	15,436	1,975	13	4,160	27	5,729	37	1,420	9	2,303	15	534	3
30-34	14,724	1,785	12	3,639	25	5,313	36	754	5	2,431	17	876	6
35-39	13,771	1,633	12	3,463	25	4,902	36	686	5	2,037	15	1,005	7
40-44	13,947	1,465	11	3,587	26	4,342	31	796	6	2,073	15	1,125	8
45-49	15,208	2,003	13	4,321	28	4,777	31	798	5	1,785	12	1,210	8
50-59	36,883	4,618	13	10,144	28	11,677	32	1,803	5	3,960	11	1,814	5
60+	65,786	8,315	13	18,041	27	19,105	29	605	1	5,647	9	2,600	4
18-49	94,582	11,986	13	26,072	28	34,030	36	6,568	7	14,354	15	5,680	6
Sex													
Male	85,326	11,624	14	24,521	29	26,144	31	3,927	5	8,878	10	4,733	6
Female	90,429	10,170	11	22,834	25	29,701	33	2,934	3	11,357	13	4,431	5
Race and Hispanic Origin													
White alone	156,925	17,944	11	42,573	27	50,463	32	5,854	4	17,301	11	5,903	4
Non-Hispanic White alone	141,533	12,658	9	38,570	27	46,773	33	4,874	3	14,703	10	667	0
Black alone	1,557	194	12	329	21	507	33	78	5	252	16	0	0
Asian / Native Hawaiian or Pacific Islander alone	3,877	745	19	742	19	878	23	70	2	433	11	1,310	34
Two or more / Other race alone	13,396	2,912	22	3,712	28	3,979	30	860	6	2,249	17	1,951	15
Hispanic (of any race)	21,057	7,037	33	5,485	26	5,226	25	1,334	6	3,538	17	7,104	34
Nativity and Citizenship Status													
Native born	159,651	15,377	10	43,696	27	53,514	34	6,184	4	17,556	11	887	1
Foreign born	16,104	6,418	40	3,659	23	2,331	14	678	4	2,679	17	8,277	51
Not a U.S. Citizen	7,710	3,853	50	1,599	21	991	13	378	5	1,459	19	4,957	64
Speak English less than "very well"													
Speak Spanish at Home	7,245	4,900	68	1,580	22	473	7	288	4	1,625	22	7,245	100
Speak Some Other Language at Home	1,919	780	41	453	24	224	12	49	3	330	17	1,919	100
Veteran Status													
Veterans within the Civilian Population	20,848	1,458	7	5,338	26	6,953	33	712	3	1,506	7	95	0
Income													
At or below Poverty Level	20,235	4,458	22	6,613	33	5,649	28	1,744	9	20,235	100	1,955	10
Received Public Assistance Income in the last 12 months	4,164	697	17	1,372	33	1,409	34	806	19	1,984	48	142	3
Employment Status **													
Unemployed	6,862	1,015	15	2,359	34	1,844	27	6,862	100	1,744	25	337	5
Disability Status													
With any Disability	42,517	8,426	20	13,138	31	12,725	30	866	2	7,192	17	1,661	4
With a Cognitive Difficulty	15,717	3,872	25	5,062	32	4,210	27	427	3	3,344	21	576	4

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

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

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

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

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

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

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

Alignment

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

2.4 Identifying Goals and Strategies

Activities

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

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

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

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

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

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

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

Measurable Goals

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

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

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

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

Strategies to Improve Integration of Services

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

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

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

Strategies to Improve Transitions

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

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

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

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

Figure 1. Logic Model

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

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

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

Table 6. Progress Indicators

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

2.5 Piloting and Implementation

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

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

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