# 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 community to assist with meeting enrollment goals. | 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. |
| 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. | Strong partnerships exist between other service providers in the community to assist with referring students in need.  Student Services Coordinator is available to support entry into all programs. | Early alert assessments to identify academic and non-academic supports will become standardized.  A standardized transcript evaluation tool will be developed to assist with identifying former homeless and foster youth. |
| 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. | Members refer transitioning students to the Student Success Coordinator to provide services to link to employment or post-secondary education.  Members have strong relationship with their local workforce community and routinely connect students for workforce services. | Student participation would be a valuable addition.  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. |

### 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 96007 |  |  |  |  |  |  |  |  |  |
| Corning Union High School District | Adult School | 250 E. Fig Lane, Corning, CA 96021 |  |  |  |  |  |  |  |  |  |
| Red Bluff Joint Unified School District | Adult School | 1050 Kimball Road, Red Bluff, CA 96080 |  |  |  |  |  |  |  |  |  |
| Shasta College- Tehama Campus | Community College | 770 Diamond Avenue Red Bluff, CA 96080 |  |  |  |  |  |  |  |  |  |
| Shasta Union High School District | Adult School | 590 Mary Street, Bldg. 70, Redding, CA 96001 |  |  |  |  |  |  |  |  |  |
| Southern Trinity Joint Unified School District | Adult School | 600 Van Duzen Road, Mad River, Ca 95526 |  |  |  |  |  |  |  |  |  |
| Tehama County Department of Education | Adult School | 900 Palm Street, Red Bluff, CA 96080 |  |  |  |  |  |  |  |  |  |
| Trinity Alps Unified School District | Adult School | 32 Victory Lane, Weaverville, CA 96093 |  |  |  |  |  |  |  |  |  |
| Trinity County Office of Education | Adult School | 201 Memorial Drive, Weaverville, CA 96093 |  |  |  |  |  |  |  |  |  |
| Mountain Valley Union School | Adult School | 231 Oak Ave, Hayfork, CA 96041 |  |  |  |  |  |  |  |  |  |
| California Heritage Youth Build  Academy | Adult School | 8544 Airport Road, Redding, CA 96002 |  |  |  |  |  |  |  |  |  |
| Shasta College- Redding Campus | Community College | 11555 Old Oregon Trail, Redding, CA 96003 |  |  |  |  |  |  |  |  |  |
| Smart Business Resource Center | Support Service | 1201 Placer Street, Redding, CA 96001 |  |  |  |  |  |  |  |  |  |
| Job Training Center | Support Service | 718 Main Street, Red Bluff, CA 96080 |  |  |  |  |  |  |  |  |  |
| Shasta College: STEP-UP | Community College | 11555 Old Oregon Trail, Redding, CA 96003 |  |  |  |  |  |  |  |  |  |
| CalWorks | Support Service | 1400 California Street, Redding, CA 96001 |  |  |  |  |  |  |  |  |  |
| Tehama County Department of Social Services | Support Service | 310 South Main Street, Red Bluff, CA 96080 |  |  |  |  |  |  |  |  |  |
| United Way: Prosperity Initiative | Support Service | 2280 Benton Drive, Building B Redding, CA 96003 |  |  |  |  |  |  |  |  |  |
| Shasta College: PACE | Community College | 11555 Old Oregon Trail, Redding, CA 96003 |  |  |  |  |  |  |  |  |  |
| Shasta College: SCI\*Fi | Community College | 11555 Old Oregon Trail, Redding, CA 96003 |  |  |  |  |  |  |  |  |  |
| Shasta County Department of Social Services | Support Service | 2615 Breslauer Way, Building 5, Redding, CA 96001 |  |  |  |  |  |  |  |  |  |
| Trinity County Department of Social Services | Support Service | 51 Industrial Pkwy, Weaverville, CA 96093 |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |

### Table 3. Funding for Adult Education Programs and Services

Source: California Community College Chancellor’s Office [www.nova.cccco.edu](http://www.nova.cccco.edu) Program Area and Reporting

## 2.3 Community Need and Customers

**Regional Need**

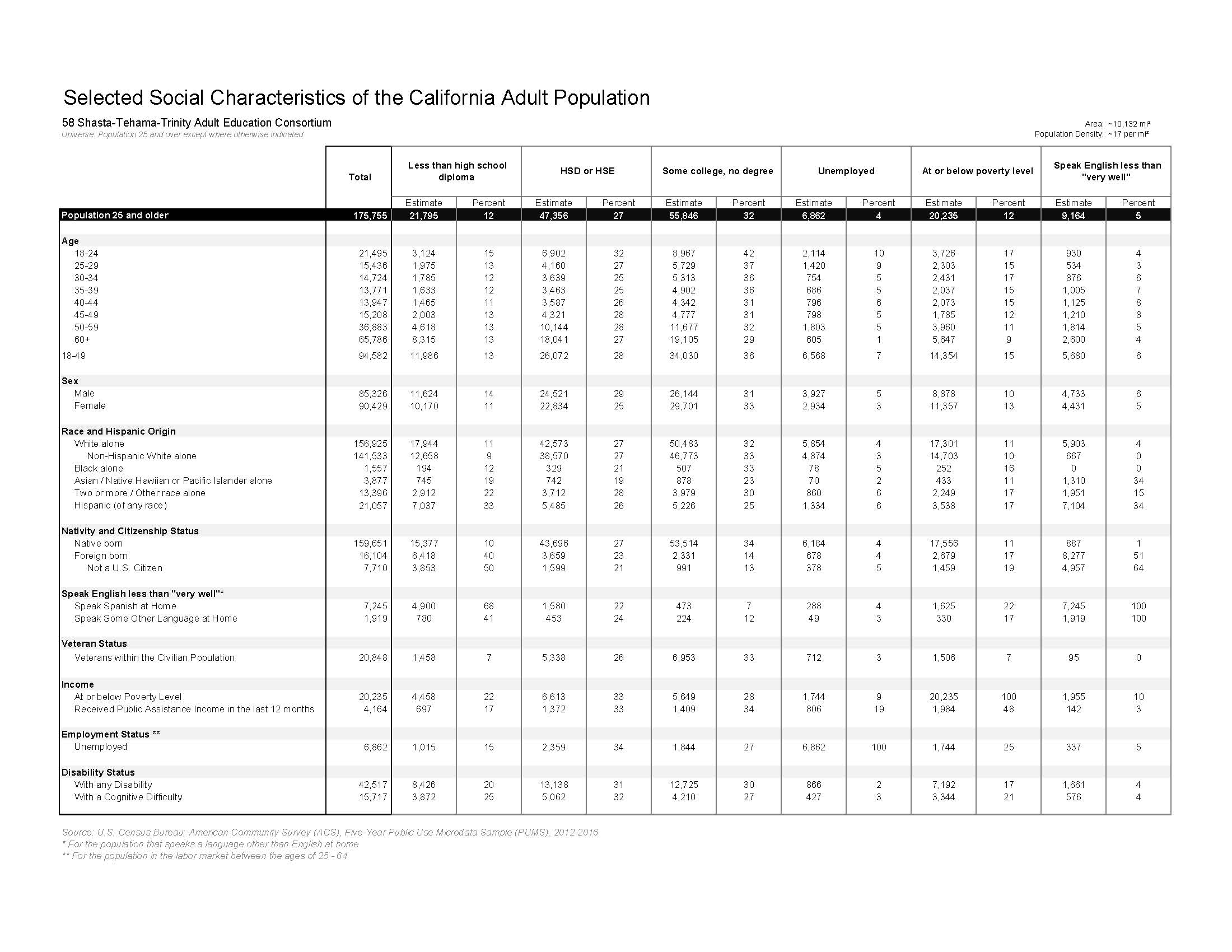
The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a three-county region encompassing 10,217 square miles. The region is predominately rural, and the largest city, Redding, has a population of 91,794. The majority of other populated towns and cities range from 150 people to 15,000. 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**



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

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

### 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 |
| 1. 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) |
| 1. 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) |
| 1. 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.