

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 13, 2019, 9:56 PM UTC Felicia Harrison

58 Shasta-Tehama-Trinity Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a tri-county region in far northern California. The mission of the STTAEC 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 year. •Maintained 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. •Professional development including data collection and best practices for adult educators. •K12 Members served 1456 students with 67% engaging in 12 hours or more of instruction. This annual plan is based on the data and planning process for 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 were analyzed for the region and individual counties. Individual planning conversations were held between the consortium staff and consortium members. Service program areas include high school diploma & GED/HiSet, ESL/Citizenship, Workforce Entry and Re-entry, Parenting Education, Adults with Disabilities, and Career Education. Services are embedded within traditionally underserved communities with the use of small satellite offices, paired with larger programs, to reach those most in need. All members will engage in robust marketing, outreach, and recruitment for their programs. 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 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)

Regional Planning Overview

The STTAEC convenes regular Member and Practitioner meetings to review, plan, and support strategies and goals outlined in the 3-year plan. Consortium staff provide ongoing technical and practical support to Members and Partners as strategies are being implemented and executed. Modifications to goals and/or strategies are made based on regional student need, labor market need and Member capacity.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Students who enroll in adult education programs struggle to persist and achieve CAEP outcomes.

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

During the three-year planning process, the STTAEC analyzed historical service data to identify the need to move students forward from enrolling to actively participating and succeeding in programs.

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

Effectiveness will be measured based on the number of students who engage in 12 hours or more of instruction and achieve one or more CAEP outcome.

Regional Need #2**Gaps in Service / Regional Needs**

There are a significant number of adults throughout the region who do not have a high school diploma or equivalent.

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

During the three-year planning process, the consortium analyzed needs based on regional demographics and labor market data.

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

Effectiveness will be measured based on the number of students enrolled in adult education programs.

Regional Need #3**Gaps in Service / Regional Needs**

There are not enough short term educational opportunities to meet the training needs of students and local employers to fill the labor market.

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

During the three-year planning process, the consortium analyzed needs based on: (1) the completion of a consortium member pre-planning assessment, (2) review of labor market analysis and occupational outlook for Shasta, Tehama, and Trinity County, (3) and review of existing adult education regional offerings.

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

Effectiveness will be measured based on the number of new noncredit and/or K-12 CTE courses developed and offered.

Gaps In Service**New Strategies****Strategy #1**

Members will provide strategic relationship-building activities with students to increase persistence (attendance) in adult education programs.

Strategy #2

Members will identify persistence barriers early in program participation and provide appropriate referrals for service.

Strategy #3

Members will refer students to the Student Services Coordinator to assist with case management to reduce student barriers.

Strategy #4

Participate in data-related training and meetings to ensure student data is captured and entered correctly.

Strategy #5

Develop new or expand CTE courses at K-12 sites to meet student and labor market need.

Strategy #6

Develop and expand noncredit community college courses to meet student and labor market need.

Strategy #7

Participate in the consortium marketing project.

Strategy #8

Develop a local marketing plan for adult education programs.

Seamless Transitions

New Strategies

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.

Strategy #5

Members will connect students to their regional One-Stop to support the transition to the workforce.

Student Acceleration

New Strategies

Strategy #1

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college .

Strategy #2

Utilize updated transcript evaluation tool to trigger eligibility for reduced credit diploma.

Professional Development

New Strategies

Strategy #1

Strategy #1 - Consortium staff will facilitate quarterly Practitioner Meetings. Practitioner Meetings provide a structured format to disseminate current state level information to the field and to create a peer-to-peer learning community for emerging challenges and successes.

Strategy #2

Strategy #2- Consortium staff, Members, and Partners will participate in professional development offered the Chancellor's Office and the California Department of Education as appropriate.

Strategy #3

Strategy #3 - Consortium staff, Members, and Partners will participate in webinars as a group, when appropriate, to enhance the learning opportunity, debrief on the topic, and build on topic presented.

Strategy #4

Strategy #4 - Consortium staff will develop an orientation/onboarding training session and deliver to all new staff serving with Members and Partners.

Leveraging Resources

New Strategies

Strategy #1

Consortium members will blend and leverage other available funds when available and appropriate to support adult education.

Strategy #2

Members will share funding and resources opportunities with the consortium for review and potential application.

Fiscal Management

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

The planned allocations for 19-20 are consistent with the annual adult education plan, which is based on our CAEP 3 year plan, in that all members will continue to provide programs and services outlined in our 3 year plan, and are committed to realizing the strategies outlined in the 19-20 plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Remaining carryover funds from members will be incorporated into member budgets and workplans for 19-20. Any unspent carryover funds from 18-19 will be redistributed as one-time funds in January of 2020 if funds are not spent by 12-31.19.

Certification

Anderson Union High - Member Representative

Donell Evans

Chief Business Official

devans@auhsd.net

(530) 378-0568

Victor Hopper
vhopper@auhsd.net

Approved by Donell Evans

2019-08-13

Corning Union High - Member Representative

Jason Armstrong
Associate Principal
jarmstrong@corninghs.org

(530) 824-8000

Christine Towne
Chief Business Official
ctowne@corninghs.org

(530) 824-8002

Jared Caylor
Superintendent
jcaylor@corninghs.org

Approved by Christine Towne

2019-08-13

Gateway Unified - Member Representative

James Harrell
jharrell@gwusd.org
(530) 245-7900

Approved by James Harrell

2019-08-12

Mountain Valley Unified - Member Representative

Debbie Miller
dmiller@mvusd.us
(530) 628-5265

Robin Jackson
Business Manager
rjackson@mvusd.us
(530) 628-5265 ext: 129

Felicia Harrison
Accounts Clerk
fharrison@mvusd.us
(530) 628-5265 ext: 237

Approved by Felicia Harrison

2019-08-13

Red Bluff Joint Union High - Member Representative

Todd Brose
tbrose@rbuhsd.k12.ca.us
(530) 529-8705

DeAnn Himes
Chief Business Official
dhimes@rbhsd.org
(530) 529-8700

Approved by DeAnn Himes

2019-08-12

Shasta Union High - Member Representative

Jim Cloney
jcloney@suhsd.net
(530) 241-3261

Jennifer Bickley
Business and Accounting Supervisor
jbickley@suhsd.net
(530) 225-8468

Approved by Jennifer Bickley

2019-08-12

Shasta-Tehama-Trinity Joint CCD - Member Representative

Jill Ault

Comp

jault@shastacollege.edu

(530) 242-7689

Rachelle Modena

Adult Education Program Director

rmodena@shastacollege.edu

(530) 242-7748

Frank Nigro

Vice President of Instruction

fnigro@shastacollege.edu

(530) 242-7520

Approved by Rachelle Modena

2019-08-12

Southern Trinity Joint Unified - Member Representative

Peggy Canale

pcanale@stjUSD.org

(707) 574-6237

Lyndsey Bray

lbray@stjUSD.org

Approved by Peggy Canale

2019-08-12

Trinity Alps Unified - Member Representative

Cindy Blanchard

Director of Business Services

cblanchard@taUSD.org

Jaime Green

jgreen@taUSD.org

Approved by Cindy Blanchard

2019-08-13

Trinity Co. Office of Education - Member Representative

Gretchen Deichler

Assistant Superintendent Business Services

gretchend@tcoek12.org

(530) 623-2861

Fabio Robles

Assistant Superintendent

frobles@tcoek12.org

(530) 623-2861

Approved by Dr. Fabio Robles

2019-08-12



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