

58 Shasta-Tehama-Trinity Adult Education Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals**Executive Summary**

The Shasta Tehama Trinity Adult Education Consortium (STTAEC) serves a tri-county region in far northern California, dedicated to meeting the educational needs of adult learners (18+) and fostering pathways for continuous personal and economic growth in Shasta, Tehama, and Trinity Counties.

STTAEC celebrates the achievements of the past year, including:

- Outreach to community agencies supporting education of at-risk populations (i.e. human trafficking, excessive absenteeism, immigrants and homeless).
- Maintained effective distance learning courses and strategies that have reduced barriers to student participation.
- Implementation of supports for ESL and GED students transitioning to Shasta College with the addition of a full-time Student Success Facilitator in Shasta College's Extended Education Department.
- Professional development initiatives encompass data utilization, equity-focused best practices for adult educators, the completion of a universal transcript tool, and introductions to community college programs by departmental experts.
- Enhanced Career Technical Education (CTE) opportunities in rural K-12 settings, highlighted by a partnership between Shasta College and a rural K-12 adult school offering a Noncredit EMT course for a second consecutive year.
- Enrollment growth of 31%, from 969 to 1,269.* (*Note: Some attendance data pending at the time of plan submission; TE data is included here.)
- Increase in the number of students with 12 or more hours by 22%, 708 to 885.* (*Note: Some attendance data pending at the time of plan submission; TE data is included here.)
- With support from Guided Pathways, initiated a Canvas shell Practitioners Hub to hold resources and be a location for operational questions and answers.
- Reported traffic on the consortium site, www.better.jobs, at quarterly meetings leading to a re-refresh of the site.
- Increased the number of students walking in the regional graduation exercise by 100%, 24 to 28.
- Students earning graduate status surpassed 200. The significance of this life milestone lies beyond this number. Examples of the broad social impact include: a 54-year-old graduate who is the first of her siblings and parents to graduate; two brothers, a brother and sister, and a step-son and step-mom walking the stage together; students that started in the adult school in 2008 and 2015 that persisted over 15 and eight years respectively to earn graduate status; students working beyond 40 hours a week while also volunteering in the community and attending school on their one day off; a student working nights cleaning hospital rooms, going without sleep to attend school and become a graduate.

This annual plan builds upon insights gathered during the current three-year planning cycle. The consortium conducted multiple planning sessions throughout the 21.22 school year with members and partners. These sessions included a comprehensive assessment of consortium and member capabilities, analysis of performance metrics, regional labor market data, and demographic insights into adult education clientele across the region and individual counties. Individualized planning consultations were also conducted between consortium staff and members. This information was consulted as the 2024-2025 Annual Plan was composed.

Prioritized in this plan are updated materials and efforts to market programs to communities, collaboration on targeted efforts to improve transitions to post-secondary education, and more robust interaction with student performance data to inform instruction and support.

Service areas encompass high school diploma & GED/HiSET, ESL/Citizenship, Workforce Entry and Re-entry, Adults Supporting K-12 Students, and Career Education. To ensure accessibility, services are provided through small satellite offices in addition to larger programs, targeting underserved communities. Robust marketing, outreach, and recruitment efforts are undertaken collaboratively by all members. The consortium will continue to engage with Shasta College to improve postsecondary transition outcomes. Standardized CASAS placement tests are utilized by K-12 providers to assess and reassess student readiness, with referrals made to the community college Student Services and Northern Rural Training and Employment Consortium (NoRTEC) members as students approach program completion. Support for students continue as they transition into credit-bearing courses or enter the workforce.

Looking ahead, STTAEC members remain committed to monitoring evolving student, community, and labor market needs, adapting programming as necessary to meet these demands.

Regional Planning Overview

The STTAEC organizes frequent Member and Practitioner meetings to assess, strategize, and bolster the goals set forth in the three-year plan. Consortium staff offer continuous technical and practical assistance to Members and Partners throughout the implementation and execution phases of strategies. Adjustments to goals and strategies are informed by regional student needs, labor market requirements, and the capacity of consortium.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adult learners becoming participants, leading to completion of their CAEP programs and transitions to post-secondary education and career placement.

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

During the three-year planning process, the STTAEC examined historical service data to identify the imperative of advancing students beyond enrollment to active participation and success in programs. This analysis is conducted annually, highlighting a consistent demand. The transition data for students is incomplete and unreliable making it difficult to support students and report outcomes.

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

Effectiveness will be determined by the number of enrollees becoming participants and the number of participants that enroll in post-secondary education or attain stable employment at a level they seek.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Facilitate Practitioner Professional Development

Activity that Applies to this Strategy

Creating equitable and inclusive Adult Schools

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

The consortium will develop and host a professional development program delivered during quarterly meetings and by using a workgroup model aimed at providing a comprehensive student on-boarding tool or checklist, training in Canvas and Teacher Portal in TOPSPRO Enterprise, and improving tech skills to support computer literacy. Additionally, professional development opportunities offered through OTAN, CDE, CASAS and the CAEP office will be routinely promoted to consortium members and practitioners.

Strategy Name

Data Collection

Activity that Applies to this Strategy

Creating equitable and inclusive Adult Schools

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Establish consortium guidance on what data to report and use this data during quarterly meetings to understand student progress and program effectiveness.

Strategy Name

Student Experience

Activity that Applies to this Strategy

Increase Collaboration

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Collaborate with members to identify 6-10 adult students nearing completion interested in transitioning to Shasta College to create a cohort that can help inform the agencies and college on the student experience. This knowledge will be used to further discussions on creating an easily identified transition pathway and the supports needed to improve student success. Working with member agencies and the community college, hold discussions on how to help adult learners effectively identify themselves and successfully complete the community college application process.

Address Educational Needs

2024-25 Strategies

Strategy Name

Facilitate adoption of career skills program

Activity that Applies to this Strategy

Address current needs

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

The consortium will review available career skills development resources to identify one that can be used across the consortium through in-person or virtual instruction.

Strategy Name

Added Career Technical Education Program

Activity that Applies to this Strategy

Address current needs

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Working within the consortium members' collection, one more Career Technical Education program will be started with a cohort of students.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Curriculum Mapping

Activity that Applies to this Strategy

Increase Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

The consortium will facilitate a workgroup of Practitioners with the goal of creating a list of curricula used for each program throughout the consortium. This process will include instructional strategies with the curriculum that are leading to success.

Strategy Name

Attend STTAEC Summit, and Public and Practitioner Meetings

Activity that Applies to this Strategy

Increase Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Agency member representatives and practitioners will consistently attend STTAEC meetings to contribute information, remain informed, and ensure effective communication within the consortium.

Strategy Name

Outreach and Technical Assistance Network (OTAN) Rural Coaching Project

Activity that Applies to this Strategy

Creating equitable and inclusive Adult Schools

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

The Director will participate in monthly coaching and planning sessions. OTAN resources and services will be engaged to provide professional development and planning support to identify one area to implement improved, clear and actionable feedback to students leading to increased engagement.

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 proposed allocations for 2024-2025 align with our adult education Annual Plan, which is based on our CAEP Three-Year Plan. Funds are distributed through Shasta College, the fiscal agent. At the consortium level, the Director facilitates the timely expenditure of funds by reporting to individual agencies and the consortium during quarterly meetings. All consortium

members remain committed to providing adult learner programs and services and achieving the outlined strategies. Additionally, insights from the completion of the 2023-2024 Annual Plan have highlighted the need to prioritize transitions, enhance career skills, introduce a new program, and refresh our marketing efforts.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25. Any leftover funds from members will be integrated into their budgets and work plans for 2024-2025. Anspent funds from 2023-2024 will be reallocated as one-time funds in January 2025 if not utilized by December 31, 2024.

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