CAEP
Annual Plan

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58 Shasta-Tehama-Trinity Adult Education Consortium CONSORTIUM APPROVED

2023-24

Plans & Goals

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 year.

- Increased enrollment across programs. Re-engaged students in need.
- Kept certain distance learning courses developed during COVID that actually reduced barriers to student participation.
- Expanded student supports for ESL students with a full-time Student Success Facilitator
- Professional development including data collection and best practices for adult educators to increase equity and relationship building.
- Expanded CTE opportunities in rural K-12 sites, including a partnership between Shasta College and a rural K-12 adult school.
- Expanded noncredit courses to support Career Education.
- Increased enrollment from 1562 to 1762
- Increased number of students with 12 or more hours from 1160 to 1336*
    - *Not all attendance hours were available at the time this plan was submitted.

This annual plan is based off of the data gathered for the current three-year plan. To develop the 3-year plan the consortium held several planning meetings with members and partners throughout the 21.22 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, 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. 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.

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, 2024 refer at least 40 students to the Student Services Coordinator by Members
- By June 30, 2024 increase the annual number of students with 12 hours or more of instruction and a CAEP outcome by 6% (1273 to 1349)

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 needs 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. This data is also analyzed on an annual basis, demonstrating a persistent need.

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 outcomes.

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

Enhance Transition and Support Services

Activity that Applies to this Strategy

Student Services Coordinator

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

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 Name

Creating Equitable and Inclusive Adult Schools

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

Adult Education partners will increase relationship building with students by offering equitable and inclusive activities and events through out the school year that create adult schools where all students feels a sense of belonging. Each adult school partner will offer one activity to support equity and belonging per semester (ie. credit celebration, peer-to-peer study group, sharing bulletin board, etc.)

Address Educational Needs

2023-24 Strategies

Strategy Name

Career Education

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

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 between providers as appropriate.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Transcript Evaluation Tool

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)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Develop a universal transcript evaluation tool at all high school diploma sites

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Strategy Name

Attend 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)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Members and Practitioners will routinely attend STTAEC meetings to ensure oversight, collaboration, and best practices.

Strategy Name

Professional Development

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)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Members and practitioners will participate in professional development opportunities sponsored by the STTAEC, CAEP Office, CDE, or other appropriate entities.

Strategy Name

Marketing

Activity that Applies to this Strategy

Increase Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Increase marketing efforts to provide outreach and recruitment to potential adult ed students

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 23.24 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, and are committed to realizing the strategies outlined.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.
The remaining carryover funds from members will be incorporated into member budgets and workplans for 23.24. Any unspent carryover funds from 22.23 will be redistributed as one-time funds in January of 2024 if funds are not spent by 12.21.23.

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07/29/2023 09:21 AM PDT

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07/31/2023 08:46 AM PDT

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