ABSTRACT

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff. (1,800 characters with spaces)

The passage of AB 109 in California in 2011 and Propositions 47 and 57 in 2015 and 2016 respectively, resulted in a significant number of incarcerated persons being transitioned from state prisons to county jails to serve out multi-year sentences. In Shasta County, this meant almost 500 crimes were rescheduled to county facilities resulting in overcrowding and a need for alternative custody programs. Research shows that higher education reduces crime, and every dollar invested in correctional education has a minimal $4 rate of return. To meet this community need, Shasta College partnered with the Shasta County Sheriff's Office and Probation Departments to form STEP-UP, the Shasta Technical Education Program United Partnership. STEP-UP provides accredited college and career pathways for incarcerated and formerly incarcerated, and often homeless, students in Shasta and Tehama Counties. STEP-UP is a cohort based, case management model awarding students stackable certificates and associate's degree programs in fields aligning with local labor market demands and having employment suitability for persons with a criminal justice involved background. STEP-UP provides educational guided pathways to degrees and certificates in a cohort model that significantly reduces criminal recidivism and restores the community, turning offenders into taxpayers, by providing a new chance at education, employment, successful reentry, and positive contribution to the community.

NARRATIVE RESPONSES

Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question. There is a 25 mb maximum for additional materials uploaded per question. For instructions on strong responses to each question, please refer to the Questions and Strong Responses document.

* 1. From the perspective of the student population, referred to in the introduction, what was the problem your innovation helped to address on your campus, college or district?

STEP-UP began as a pilot program for incarcerated adults to assist with local jail overcrowding and the need for resources to help transition adult offenders back into the community, as a result of California's prison realignment legislation. After the passage of AB 109, California counties were significantly impacted by the reassignment and transfer of state prison inmates to local jails. Early estimates by the California Department of Corrections indicated that between 2011 and 2012, Shasta County could expect 173 new jail admissions or parole violations and 248 post-release community supervision offenders transferred to the community. In actuality, by 2015, Shasta County had 2,796 adults on active probation (1,980 on Formal, 221 on Mandatory Supervision, and 595 on Post Release Community Supervision), significantly higher than the early estimates. The community and jail were overwhelmed and struggled with a lack of space, services, and positive outlooks for rehabilitating and reintegrating these inmates into society. The Shasta County Sheriff's Department approached Shasta College's Economic and Workforce Development Division to propose an innovative educational strategy that might change the course for some of these inmates. Offered as an alternative to incarceration through ankle monitoring and work release time in 2013-14, adult offenders could enroll in one of three career technical education programs at Shasta College. Serving approximately 20 students per year during the first three years, the program had limited success with 40% of participants dropping out. From 2013-2015, of those retained, only 62% completed one academic year and only 2 persons achieved their certificate. The recidivism rate (persons who reoffended/committed new crimes) for the initial STEP-UP cohort was a high 50%, as reported by Shasta County Probation. Shasta County continued to be impacted by the limited capacity of the jail and probation systems with a mandate to provide successful reentry and improved outcomes for offenders. There was a strong desire for the program to grow, and the population within the community was certainly present, however a better model was needed to improve retention and success for this high-risk student population. Shasta College and its local law enforcement partners solicited feedback from students and other formerly incarcerated persons to help identify barriers that kept them from successfully participating in the program. Most of the challenges faced by this unique student population stemmed from poverty - lack of transportation, food insecurity, and housing instability. Some STEP-UP students, because of their criminal history, were not eligible for financial aid. Other barriers were social and included a lack of sense of belonging (campus culture), inability to navigate the college system, college readiness, and drug addiction related problems.

ADDITIONAL DATA:STEP UP CA SHERIFF.pdf uploaded.
A unique component of this program is that Shasta County Sheriff Tom Bosenko implemented a county policy to offer alternative to incarceration options including early release or work release time for inmates to participate in STEP-UP at the Shasta College campus. This allowed Shasta College to serve currently incarcerated adults in a community setting, with proper screening and monitoring, to give them a jumpstart on higher education. In 2015-16, as a result of student feedback and the need to improve student success and retention, the STEP-UP program model was redesigned to provide a more holistic plan of academic and non-academic support services. Based on research published in "Degrees of Freedom" (Washington, H.D., etal, 2010), Shasta College's STEP-UP program began utilizing a supportive cohort model, which resulted in grant funding by the Opportunity Institute. This initial grant funding allowed Shasta College to address the barriers identified by former STEP-UP students and hire dedicated program staff and expand services to students. The new innovative model incorporated dedicated counseling and financial aid staff and a program manager to provide intensive cohort support for this high-risk student population. Shasta College's Board of Trustees supported expansion of the program to six majors: Business, Office Administration, Welding, Wildland Firefighting, Automotive Technology, and Heavy Equipment Operations, with stackable certificate and associate's degree options for all students. Shasta Colleges enrollment and registration practices were changed to prioritize placement of STEP-UP students in course sections with faculty who participate in the STEP-UP Faculty Learning Community, and receive regular professional development based on best practices for working with this population. STEP-UP's guided pathway program design directly relates to the Chancellor's Vision for Success goals of increasing the number of students earning credentials, reducing units to degree, jobs in the field of study, and eliminating equity gaps for underrepresented populations. To date, STEP-UP has served 176 students, with 96 students retained in the program (55%) and an average GPA of 3.17. To date, 18 have graduated (1 ADT, 17 career technical certificates) with another 20 students projected to graduate this Spring, a completion rate of 22% over three years, which is on track to meet or exceed the 30.9% six year rate for unprepared students as a whole (Scorecard). Over 97% of STEP-UP graduates/projected graduates completed less than 79 units to achieve their degree or certificate (Vision for Success Goal 3). One graduate transferred to CSU Chico and 83% are currently employed with 72.2% working in their field of study, which is higher than Shasta College (67%) and California (69%) rates, based on the 2014-15 CTE Outcomes Survey. This is particularly impressive given the barriers to employment and stigma faced by persons with a criminal history.

ADDITIONAL DATA: No file uploaded.

In 2015, Shasta College was one of seven organizations in California to be awarded a three year grant by The Opportunity Institute’s Renewing Communities initiative. This provided seed funding to staff and expand the program, developing new pathways from prison to higher education. According to Renewing Communities, "Research shows a 43% reduction in recidivism associated with education in custody, and 51% lower odds of recidivating for college programs. Higher education credentials and degrees reap significant economic benefits for returning individuals and their communities. Educational attainment facilitates positive social networks that mitigate the myriad effects of a criminal record and increases the odds of finding employment. Credentials and degrees also have a powerful intergenerational impact, building role models and increasing social mobility for generations to come. Using education to transform “offenders” and “inmates” into college students and graduates thus increases public safety, strengthens families, and builds the economic and social opportunities needed for vibrant communities and a strong state.” This initial funding allowed STEP-UP to expand to serve over 50 new students each year, and increased program offerings from three to six, including stackable certificates and degrees that are tied to local labor market. The drop out rate decreased from 40% to 16% and nearly half of the cohort made the Dean's list in F2017. After the 2015 redesign to include student support services and clear pathways, the STEP-UP program realized a significant reduction in recidivism, with the rearrest rate for students at a mere 6%, compared to 24% of those who successfully complete Shasta County's Community Day Reporting Center program and 49% for probationers who do not complete any other reentry program (Shasta County Probation, 2017). According to the Public Policy Institute of California, (2017), California's two-year recidivism and rearrest rate for offenders is 74.5%. Based on STEP-UP's success in reducing recidivism and returning students to gainful employment, the Shasta County Community Corrections Partnership voted to allocate $250,000 in new local funds per year over three years to offset the sunsetting Opportunity Institute grant funds. Shasta College is working to scale STEP-UP to its Tehama County campus, and partnering with Tehama County Probation to fund a 15 student pilot STEP-UP cohort in the Fall of 2018. Butte County Office of Education has also requested STEP-UP to expand to serve parolees supervised by Butte County who reside in Tehama County. While Shasta College is scaling up across the District, we also plan to expand program offerings to additional majors that lend themselves to a cohort format with employment potential for those with a criminal background, including Information Technology/Computer Information Systems and Social Work. This also has the potential to increase our rate of STEM graduates.
Since its inception, the STEP-UP program has undergone a continuous cycle of improvement and refinement that has resulted in increases in students served, students earning credentials, gainful employment in the field of study, and reduction in equity gaps and recidivism for formerly incarcerated students. Initially, there was concern expressed from the Board and others across campus regarding the risks associated with identified incarcerated individuals on campus. Students who are referred to the program are pre-screened from the Sheriff's Office and/or Probation as non-violent, non-sexual offenders who have a desire to pursue higher education. STEP-UP has worked closely with Campus Safety, and very few problems have occurred with students on campus. Grant funding allowed Shasta College to provide dedicated staffing in the form of a program director, case manager, academic counselor and financial aid technician to support students. Over 78% of STEP-UP students qualify for EOPS which provides access to book vouchers and student success workshops, and 14% of STEP-UP students have a disability and are served with specialized learning supports through our DSPS office. Shasta College's Office of Equity and Access provides transportation through an agreement with the local area bus authority. Adult Education Block Grant and Basic Skills funds were also braided to assist students with obtaining their GED, accessing tutoring, and remedial math and English programs to prepare students for college level work. Individual education plans, basic skills and college readiness, tutoring, soft skills, career planning and resume building, internships, and direct financial assistance with transportation, books, course materials, and food vouchers were all incorporated. To support faculty in the six STEP-UP program majors, a Faculty Learning Community is being planned to provide best practices and strategies for engaging this population. Food vouchers and other program support has thus far been provided by grant funds and the Shasta College Foundation. STEP-UP relies on community partners including the Sheriff's Office, Probation, the Good News Rescue Mission (a local non profit providing housing assistance) and California Heritage Youth Build Academy (a public charter school), and the local WIB's to assist students in obtaining employment. Our newest partner, the Providence International Garden of Hope, serves as an internship site to give STEP-UP students on-the-job experience and an employer reference, increasing the likelihood of obtaining employment upon program completion. By addressing key barriers and challenges identified by students and implementing best practices in research for educating incarcerated students and clear guided pathways to degrees and certificates, STEP-UP is improving educational outcomes and enabling students to become gainfully employed in jobs paying a livable wage, reducing recidivism, and restoring the community.

Shasta College has already presented the STEP-UP model by invitation at several California community college conferences including the Adult Education Block Grant Annual Conference (2018), the Spring 2018 CCCAOE, CCSSSO, and Building Excellence for California's Incarcerated and Formerly Incarcerated Students conferences; as well as the Corrections to College Initiative with Renewing Communities and Stanford University. Featured as a "Leader in the Field" by Corrections to College California in their March 2018 report, STEP-UP also received the 2017 Chancellor's Office Student Success Award and has been featured in the California Sheriff's Association statewide publication. Early results of the program, including high grade point averages, retention and completion rates, and employment rates (CTE Outcomes), supplemented with formal program evaluation data from the Opportunity Institute's Renewing Communities initiative which will be available later this year, presents a strong case for dissemination not only to community colleges, but within law enforcement and corrections as well. According to the Public Policy Institute of California (2018), the future of corrections in the state requires evidence based programming to decrease recidivism and foster community reentry. Research in the field, as well as early evaluation results for Shasta STEP-UP, indicate that cohort based college models are highly successful in both of these areas. Furthermore, STEP-UP was intentionally designed as a guided pathway program with clear course sequences and structured cohorts and support services to help students choose a course of study that is tied to local labor market demands and considers employment suitability and barriers as a result of the students criminal background; utilizes internships and other applied learning experiences; and provides specific faculty professional development and learning communities to foster best practices in teaching. As California community colleges integrate the guided pathways approach and strive to reduce equity gaps, in concert with law enforcement and corrections agencies identifying and implementing effective remediation and reentry services, the STEP-UP model is poised to serve as a promising innovation both across the state and nationally. Shasta College is excited to disseminate the STEP-UP model to other colleges in their efforts to implement guided pathways, reduce equity gaps, improve student outcomes, and establish community partnerships. Shasta College's Associate Vice President and Dean of Economic and Workforce Development, Eva Jimenez, STEP-UP Program Director, Robert Bowman, and Shasta College's
Dean of Institutional Effectiveness, Dr. Kate Mahar, will be the key staff responsible for sharing this program with the field. A detailed STEP-UP scale-up and dissemination work plan is attached.
We strongly support the nomination of Shasta College’s STEP UP Program for the 2018 Award for Innovation in Higher Education. For the past four years we have been working with California’s public colleges to build higher education pathways for incarcerated and formerly incarcerated students. STEP UP stands out as an innovative and highly effective program that builds success for its students through a replicable and sustainable model.

STEP UP is a unique partnership between Shasta College and other organizations in the region, including Probation, the Sheriff, and a local re-entry non-profit. These collaborations have broken down the silos that often inhibit community colleges from meeting the common needs of their students, including housing, food insecurity, and family needs. Rather than attempting to provide the critical services directly or simply providing referrals, STEP UP has entered into agreements that create identifiable and accountable points of contact in the outside entities, and that specify the services that will be provided by the outside entities. This allows STEP UP to focus on the educational success of its students while also addressing the broad array of student needs that can impede success.

STEP UP’s innovative model also targets a traditionally underserved student population with dire need for avenues to social mobility. Justice-involved students have always attended community college, but bringing these students out of the shadows is still a new frontier, and advocating for these students can be politically risky despite research proving that education reduces recidivism and increases employment. Shasta College was one of the first community colleges to develop a public, on-campus program explicitly targeting these students. Moreover, STEP UP is not waiting for justice-involved students to arrive on campus. Instead, they are identifying and matriculating students directly from jail and probation. STEP UP also utilizes best and promising practices: students are fully integrated into campus to foster a transformative student identity; they form peer cohorts for academic and social support; they attend a bridge program to develop student success skills; the program is purposely designed as a high-touch service model; its leaders recognize and reward student success; and they prioritize clear communication of high expectations. As a result, they are experiencing not only high completion rates on their CTE pathway, but a growing number of students are electing to stay at Shasta College for an Associate Degree and last year, for the first time, a STEP UP student transferred to CSU.

Finally, STEP UP has leveraged funding opportunities outside of the college, and outside of the education context entirely. Like AEBG funding, criminal justice funding in California is distributed through regional block grants allocated locally. Shasta College is one of the few community colleges in the state to receive these funds. This ability to augment college resources reflects how STEP UP’s vision and implementation embody innovation and deep dedication to student success and equity.

Debbie Mukamal
E.D., Stanford Criminal Justice Center
Co-Director, Renewing Communities

Rebecca Silbert
SVP, Opportunity Institute
Co-Director, Renewing Communities
Stepping Up and Over the Bars

* CAPTAIN JANET BRESHEARS  
* SHASTA COUNTY SHERIFF’S OFFICE

Just like all California Counties, Shasta County was impacted with the incarceration, supervision and rehabilitation of hundreds of offenders who were released from our state prisons in 2010. Additionally, new offenders are now being sentenced to longer time in our County Jail due to prison realignment.

Even prior to prison realignment, Shasta County was forced to release offenders to avoid overcrowding, so of course our bed deficiency would be increasing every year if we did not move outside its comfort zone, be creative and think outside the box.

The Sheriff’s Office already had alternative custody programs and offered education and vocational training to those offenders who were incarcerated in the jail. Inmates were able to obtain their GED or diploma while in custody. Inmates also receive a vocational training certificate when working in the jail kitchen. In 2013 the Sheriff’s Office approached the local community college, Shasta College, about offering a culinary program so inmates could receive a vocational certificate that would allow them a better opportunity for employment once released back into the community. That conversation expanded into Eva Jimenez, the Dean of Agriculture, Industry and Technology, suggesting the inmates actually step outside the jail and attend college on campus, giving them a wider variety of options. This would not only give the offenders an opportunity that most have never had, but it would also free up bed space for those who do not meet the criteria for the alternative custody programs.

In June 2013 the pilot program - Sheriff’s Technical Education Program United Partnership “STEP UP” - was proposed to the College Board of Trustees. Naturally they were hesitant. There were concerns that other students might have a negative reaction to felons being invited onto the campus. The reality was the campus already had students who had committed crimes and may have even served time in prison or jail. With the STEP UP participants, they would at least be known and monitored. The details and concerns were addressed and the college president embraced the program.

In August of 2013 the program started with twenty offenders who were screened, evaluated and assessed by the Sheriff’s Office and the College. While in the process of enrollment, some applicants were redirected to other alternative custody programs as it became obvious they were not ready. Some applicants reoffended while waiting for the school semester to start. By the time the semester started, fifteen offenders started the STEP UP Program.

The applicants enrolled in three different vocational programs: heavy equipment, office administration, and automotive technology. Many of the offenders had not attended educational courses for over a decade, did not have stable housing, and were fighting addiction to drugs or alcohol. The way we saw it, if just one offender graduated with a certificate, gained employment and did not reoffend, the program would be a success.

To be eligible for the STEP UP Program, the offenders needed a high school diploma or GED. They were also screened for criminal sophistication. Sex offender and those serving time for violent crimes were not chosen. Most of the participants were sentenced for drug crimes.

The participants were placed on GPS ankle monitoring at the beginning of the program and met monthly with college and Sheriff’s Office staff. “Maneuvering through Post-secondary education can be a challenge to most students. Monthly meetings allowing us to communicate and educate STEP UP students on support programs makes a difference; we are essentially creating a new community for them,” said Dean Jimenez. As time passed and progress was made, some participants’ GPS monitors were removed but they were still closely monitored by Sheriff’s Office staff. Additionally, regular meetings with college staff and the participants assist keeping them on track. 

California State Sheriffs’ Association • www.calsheriffs.org 25
Participants were connected to tutoring, financial aid, and other campus resources. Some of the participants recognized the opportunity that was provided. These participants assimilated into the student population and college life. One student joined a student club and helped with a program demonstration and another joined in student government. They were not only gaining skills but also bolstering their confidence and self-esteem. "Our successful STEP UP students have proven that regardless of your history, your background and your addictions, applying yourself and believing in the end goal becomes the new addiction," said Dean Jimenez. When interviewing some of the participants who did not successfully complete the program, they said the biggest obstacle was the lack of stability in their housing and with some, it was the everyday hurdles life brought, such as lack of transportation or fighting their addiction.

Sheriff Bosenko and Dean Jimenez provided an update to the Shasta College Board of Trustees part way through the first semester. After the presentation, the trustees voted unanimously to continue the STEP UP Program. Sheriff's staff is currently screening applicants for the upcoming fall semester. College and Sheriff's Office staff understand the importance of mentors to help the new participants who struggle with structure, addictions, or staying motivated. It's our hope that past STEP UP graduates will pay it forward and encourage new participants to fight through adversity and make better choices," said Sheriff Tom Bosenko. Sheriff's Office Alternative Custody staff will be more involved with the participants, helping them to find needed resources to be more successful.

The STEP UP Program is believed to be the first of its type in the state. Sheriff Tom Bosenko said, "I'm pleased with the results of the first semester. Hopefully rehabilitation and job placement will become a reality. I am proud of my staff, Shasta College and the students who are making this endeavor work."

The local paper heard about the STEP UP Program. They interviewed faculty and participants, which lead to a positive front page article (http://www.redding.com/news/2014/jan/25/stepping-up-jail-inmates-become-full-time/). Another nearby county is considering a similar program with Shasta College. "Naturally, we will offer assistance to help them make their program a reality," said Sheriff Bosenko.

Prison realignment created many challenges and paradigm shifts. By working together with offenders, criminal justice members, community leaders, and others, the cycle of recidivism can be broken and productive citizens can be the outcome. ✫
## INNOVATION WORKPLAN & BUDGET
### JULY 2018-DEC 2021

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Estimated Costs</th>
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<tbody>
<tr>
<td>Scale up STEP UP to Tehama Campus, expand cohort to 50 per year, offer transportation assistance to programs/courses only offered at Redding campus, hire Tehama program coordinator to accommodate cohort support</td>
<td>Fall 2018 first cohort 15-25 persons&lt;br&gt;Fall 2019, expand cohort to 40-50 persons, ongoing</td>
<td>EWD Dean Jimenez&lt;br&gt;Program Director Bowman&lt;br&gt;Tehama Co Sheriff&lt;br&gt;Tehama Co Probation</td>
<td>$250,000 per year for 50 person cohort x 3 years = $750,000</td>
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<td>Scale up STEP UP to other Shasta extended campuses including Trinity County and the Intermountain/Burney area of Shasta County, offer transportation assistance to programs/courses only offered at Redding campus, hire case manager for increased cohort support</td>
<td>Fall 2019 first cohort, 25 persons per year (communities are smaller), ongoing</td>
<td>EWD Dean Jimenez&lt;br&gt;Program Director Bowman&lt;br&gt;Shasta County Sheriff&lt;br&gt;Shasta County Probation&lt;br&gt;Trinity County Sheriff&lt;br&gt;Trinity County Probation</td>
<td>$125,000 per year for 25 person cohort x 2 years = $250,000</td>
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<td>Research and evaluation of STEP UP program-student success, completion and retention, units to degree, GPA, transfer, CTE outcomes and employment, recidivism.</td>
<td>Fall 2018, annually</td>
<td>Dean of Inst. Effectiveness&lt;br&gt;Shasta College Research Office</td>
<td>$50,000 per year for data collection, tracking, analysis and outcome reporting x 3.5 years = $175,000</td>
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<td>Dissemination of STEP UP program model and results to other Calif Community Colleges, in collaboration with the Chancellor’s Office. Strategies include conference and workshop presentations (AEBG, Guided Pathways, CCCAOE, CCCLeague, CCCSSO,</td>
<td>Fall 2018, at least two presentations or workshops per year for 3.5 years.</td>
<td>EWD Dean Jimenez&lt;br&gt;Dean of Inst. Effectiveness&lt;br&gt;Program Director Bowman</td>
<td>$10,000 per year x 3.5 years = $35,000</td>
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<tr>
<td>Description</td>
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<td>Dissemination of STEP UP program model and results to the field of higher</td>
<td>Fall 2020</td>
<td>EWD Dean Jimenez, Dean of Inst. Effectiveness</td>
<td>$10,000 for staff release time to develop article</td>
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<td>education in collaboration with the Chancellor’s Office. Strategies include</td>
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<td>development of a professional journal article or publication.</td>
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<td>Dissemination of STEP UP program model and results to the field corrections,</td>
<td>Fall 2018, at least 1 presentation or workshop per year for 3.5 years</td>
<td>EWD Dean Jimenez, Dean of Inst. Effectiveness, Shasta County Sheriff, Shasta County Probation, Tehama County Sheriff, Tehama County Probation, Community Partners</td>
<td>$5,000 per year x 3.5 years = $17,500</td>
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<td>in collaboration with local law enforcement partners. Strategies include</td>
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<td>conference and workshop presentations such as Calif Sheriff’s Assoc, Building Excellence for Incarcerated Students, Beyond the Bars, and Creating Pathways from Youth Incarceration to Higher Education.</td>
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<td>Mini grants for 10 other California Community Colleges to plan and implement</td>
<td>Fall 2018-Fall 2020, at least 5 grants per year</td>
<td>EWD Dean Jimenez, Dean of Inst. Effectiveness, Shasta College Office of Grant Development</td>
<td>$25,000 per mini grant x 10 colleges =$250,000. Shasta College staff time for technical assistance and consultation $25,000 per year x 2 years = $50,000. Total cost $300,000</td>
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<td>the STEP UP model. Shasta College would provide one-on-one technical</td>
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<td>assistance and consultation for one year</td>
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<td>TOTAL</td>
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<td>$1,537,500</td>
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OFFICE ADMINISTRATION
- AS Degrees:
  - Administrative Office Professional
  - Health Information Management
- Certificates:
  - Administrative Office Assistant
  - Health Information Management
  - Administrative Office Professional

BUSINESS
- Certificates:
  - Entrepreneurship
  - Business Retailing
- AS Degree: Business Administration

AUTOMOTIVE TECHNOLOGY
- Certificates:
  - General Automotive Technology
  - Automotive Chassis
  - Automotive Electrical Technology
  - Engine Performance
  - Heating & Air Conditioning
  - Automotive Powertrain
- AS Degree: Automotive Technology
- Support for national Automotive Service Excellence credential testing

HEAVY EQUIPMENT OPERATIONS
- Certificate: Equipment Operations and Maintenance

WELDING
- Certificate: Welding Technology
- AS Degree: Welding
- Testing Facility for AWS certification

WILDLAND FIREFIGHTING
- Certificates:
  - Wildland Firefighter 1 Academy
  - Fire Technology
- AS Degree: Fire Technology

AS Degree: Business Administration
AS Degrees:
- Administrative Office Professional
- Health Information Management

AS Degree: Fire Technology
Average Age of Student
36.5

Average Course Load
12 units

Work Part or Full-Time
44% of Students; averaging 26 hrs per week

Educational Opportunity Programs and Services (EOPS)
78% Enrolled

Disabled Students Programs and Services (DSPS)
14% Enrolled
STEP-UP PARTNER ROLES

- **Shasta College**
  - Provides instructional & non-instructional support to students
  - Financial Aid
  - Textbook & Equipment Support
  - EOPS/DSPS/Student Equity

- **Partners**
  - Screen & Refer Students
  - Assist in management of students
  - Provide support to students as needed (counseling, tutoring, etc.)

Community Partners involved in STEP-UP Program collaborate and work as a team to provide support for students and foster an environment which gives the students the greatest opportunity for success!!
PRO SOCIAL ENCOURAGEMENT
SCHOOL CLUBS; BEGIN AGAIN, LOGGING CLUB, HEAVY EQUIPMENT CLUB, THEATER CLUB
BRIDGE CLASSES
COLLEGE ORIENTATION; STU 50
STUDY SKILLS; STU 70
POSITIVE FEEDBACK
STEP-UP Student Progression Report 2014-2017

**2014-2015**
- Total Students: 15
  - Students who completed 1 Year of study: 49%
  - Students who achieved AA Degree/Certificate: 11%
  - Students who dropped out of the program: 40%

**2015-2016**
- Total Students: 20
  - Students who completed 1 Year of study: 60%
  - Students who achieved AA Degree/Certificate: 25%
  - Students who dropped out of the program: 15%

**2016-2017**
- Total Students: 50
  - Students who completed 1 Year of study: 74%
  - Students who achieved AA Degree/Certificate: 16%
  - Students who dropped out of the program: 10%
SUCCESS STORIES

JEFF P.
31 YEARS OLD
HISTORY OF SUBSTANCE ABUSE
CHARGES OF POSSESSION
GRADUATE OF THE ADDICTED OFFENDERS PROGRAM WITH SHASTA COUNTY PROBATION
COMPLETED HEAVY EQUIPMENT OPERATIONS & MAINTENANCE CERTIFICATE MAY 2017
FIRST STEP-UP STUDENT HIRED BY SHASTA COLLEGE AS A STUDENT EMPLOYEE
NEW FATHER
RECOGNIZED BY EOPS FOR ACADEMIC EXCELLENCE
SPRING 2017 4.0 GPA
SUCCESS STORIES

CARSON D.
24 YEARS OLD MALE
HISTORY OF SUBSTANCE ABUSE
CHARGES OF POSSESSION
GRADUATE OF THE NEW LIFE RECOVERY PROGRAM WITH GOOD NEWS RESCUE MISSION
FIRST STEP-UP STUDENT TO TRANSFER TO A CALIFORNIA STATE UNIVERSITY
STARTING CSU, CHICO IN THE FALL
SPRING 2017 4.0 GPA
SUCCESS STORIES

HEATHER B.
33 YEARS OLD
HISTORY OF SUBSTANCE ABUSE
CHARGES OF POSSESSION, DUI, AND BURGLARY
PURSUING HEAVY EQUIPMENT OPERATIONS & MAINTENANCE CERTIFICATE
PROJECT MANAGER FOR EOPS’ STEP-UP DISPLAY
INTERN FOR PROVIDENCE INTERNATIONAL “GARDEN OF HOPE”
SPEAKER FOR SUCCESSFUL TRANSITION TO PROBATION & PAROLE (STOPP) MEETING
SPRING 2017 4.0 GPA
SUCCESS STORIES

CHRIS B.
42 YEARS OLD

HISTORY OF SUBSTANCE ABUSE, HOMELESSNESS & SUICIDAL IDEATIONS

CHARGES OF POSSESSION

PURSUING HEAVY EQUIPMENT OPERATIONS & MAINTENANCE CERTIFICATE

SECRETARY FOR “BEGIN ANEW” CLUB

MENTORS ADDICTS IN THE COMMUNITY

GRADUATE OF THE NEW LIFE RECOVERY PROGRAM WITH GOOD NEWS RESCUE MISSION

SPRING 2017 4.0 GPA