OVERVIEW

The California Adult Education Program (CAEP) three-year planning process is designed to provide consortia and consortium members a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years. The planning process presents an opportunity to evaluate the current status of adult education and workforce services, which can promote stronger collaboration among agencies and deeper connections to students and communities.

This document provides guidance and establishes procedures to complete and submit a CAEP adult education consortium's required three-year regional plan using the California Community College Chancellor's Office (CCCCO) NOVA online platform. Sections of this document correspond to sections of the three-year plan as it appears in NOVA and describe the content that must be included in the consortium's response per California Education Code. This document provides relevant definitions, resources, upcoming training, and guiding questions to inform completion of each section.

The CAEP three-year plan does not stand alone. It should reference other regional and member agency plans, and it will be reflected in the later development of the consortium annual plan and member work plans and budgets. Rather than duplicate planning efforts, consortia are encouraged to explicitly reference existing plans, such as the WIOA Title II Continuous Improvement Plan (CIP), WIOA Title I Local and Regional Plans, Perkins Local Applications, Strong Workforce Program (SWP) Regional Plans, and others.

THREE-YEAR PLANNING PROCESS

The CAEP three-year planning process is meant to be inclusive and collaborative among entities that provide education and workforce services for adults in a region. Definitions are provided in California Education Code of an adult education region (§84903) and an adult education consortium, its members, and other entities that provide education and workforce services for adults (§84905). To develop the three-year plan, adult education consortium members will contribute data, consider input from other entities, determine the implications of this data and input for future adult education programs and services, and chart a path forward. The plan will then serve as a guide for the consortium and its members over the three-year period. *In fact, although the plan is a requirement of all recipients of CAEP funding, the primary intended audience of the plan is the consortium members themselves.*

The three-year plan is organized around five elements of effective planning:

Section	Instructions
Section 2: Assessment	Gather data needed to describe existing adult education services, barriers, and needs; then evaluate both the needs for and the current

	levels and types of education and workforce services in the region to identify gaps in current services
Section 3: Metrics	Identify barriers and metrics to be addressed by the consortium and specific targets to be reached
Section 4: Objectives	Define the consortium's strategies to address the barriers and metrics
Section 5: Activities & Outcomes	Define the consortium's activities and their intended outcomes related to these strategies
Section 6: Funds Evaluation	Describe how the consortium's available funds will be leveraged to impact the barriers and metrics identified in the plan

With the targets, strategies, activities, and intended outcomes defined in the three-year plan, the consortium will be prepared to report on progress using CASAS TOPSPro Enterprise and Chancellor's Office Management Information System (COMIS): Datamart, and to use the Adult Education Pipeline Dashboard (LaunchBoard) to continuously evaluate progress and revisit strategies and activities as needed to achieve targets. The three-year plan's consortium-level and member-level goals and targets will be referenced in the later development of annual plans and member work plans and budgets. For a graphic of the three-year planning and reporting cycle, please visit this link.

If you have any questions regarding this information or the process of three-year plan, annual plan, work plan or budget development, please contact the CAEP Technical Assistance Project (TAP) at tap@caladulted.org.

SUBMISSION FORMAT AND TIMELINE

The three-year plan will be submitted using the NOVA online system. The 2022-2025 Three-Year Plan area of NOVA will become available to a consortium when its 2022-23 allocations have been posted, by February 28, 2022. To request an account or login credentials for the system, please visit the NOVA login page.

A template has been provided for consortia to use in organizing their three-year plan content prior to submission in NOVA. [link to template]

Final plans must be submitted and approved by member representatives in NOVA no later than **June 20, 2022**. Following approval, consortia will update their three-year plans through the annual plan process in NOVA.

For information about upcoming webinars on preparing and submitting the three-year plan, please visit the CAEP TAP events page and look out for announcements in the CAEP Newsletter and in direct emails to consortium directors and co-leads.

OBJECTIVES AND PROGRAM AREAS

CAEP allocates funds to regional consortia composed of K-12 adult schools, community college districts, county offices of education, and other regional providers of adult education programs and services. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide adult learners more robust education and training opportunities, and to expand and improve the quality and reach of adult education as evinced, ultimately, by (A) improved literacy skills, (B) immigrant integration, (C) completion of high school diplomas or their recognized equivalents, (D) completion of postsecondary certificates, degrees, or training programs, (E) placement into jobs, and (F) improved wages. Plans should consider the full range of services required to achieve these outcomes. Proposed strategies and activities should leverage shared resources and promising practices to hasten student progress toward their academic and professional goals, and to promote seamless transitions across educational segments and into the workforce.

Based on their assessment of regional need, consortia may develop programs in any of the following allowable areas:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adults with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

DEVELOPING YOUR THREE-YEAR PLAN CONTENT

This section of the three-year plan guidance provides a step-by-step guide to developing content for the three-year plan. Use this guide to complete the three-year plan template, which will then be used to enter the final plan content into NOVA.

For general planning resources, click here.

Section 1: Consortium Details

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated.

Provide an Executive Summary of the three-year plan (up to 5000 characters). In the Executive Summary, please include:
- Summary of consortium members and participants in three-year planning
- Brief description of needs identified in the Assessment (Section 2)
- Brief description of Metrics selected and included in the three-year plan (Section 3)
- Brief description of Objectives, Activities, and Outcomes included in the plan (Sections 4 and 5)
- Brief summary of the Funds Evaluation included in the plan (Section 6)
- At the end of this section, review the CFAD assurances.

Section 2: Assessment

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

For definitions and resources related to Section 2: Assessment, click [here](#)

Overview and Preparation (up to 5000 characters)

Provide a narrative description of the Assessment that was conducted by the consortium. The description should include:
- The consortium's overall approach to assessment
- The process that was undertaken to assess educational needs, regional alignment, and current levels and types of education and workforce services
- The data sources that were referenced and that contributed to the consortium's understanding of needs, alignment, and current levels and types of services

Regional Alignment and Priorities (up to 5000 characters)

Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA. The description should include:
- Names of relevant education and workforce plans guiding services in the region, and the consortium members or other entities that participated in developing these plans
- Summary of the adult education and workforce services described in each of these plans
- How adult education and workforce services supported by CAEP are currently aligned with priorities and services described in each of these plans

- Identified gaps in alignment of adult education and workforce services across CAEP and these other plans.

Note that the regions referenced in the relevant plans may be defined by boundaries different from but overlapping with the consortium's adult education region.

Evaluate the Educational Needs of Adults in the Region (up to 5000 characters)

Describe and evaluate the educational needs of adults in the region. To *describe* the educational needs, conduct a review of data on the region's adult population. (Guiding questions and resources are provided below to assist with this review; they need not be responded to specifically in your response.) To *evaluate* the educational needs, critically review this data to determine its significance for the consortium's adult education services. The description and evaluation should include:

- Summary of key data points identified by the consortium to be indicators of educational needs
- Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.

Guiding Questions and Resources

Guiding Questions	Data Sources and Other Resources
Who are our current customers? *Where do they live?* *What characteristics define the populations engaged in the programs we currently offer?* *How many and what type of students are in which programs?*	Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
What characteristics define the regional community? *How do those align with profiles of students currently served by adult education programs?* *Who is not being served by adult education and should be served?* *What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation; times and days of classes, etc.)*	CAEP Fact Sheets (see Appendix A) U.S. Census U.S. Census Income and Poverty tool PIAAC Skills Map Table of Consortia Counties and Associated Living Wage

What characteristics might be barriers to employment in certain areas of the region or for certain populations?	
What industries is the region home to? *What kind of skills are they looking for in their employees?* *What kinds of credentials do they value?* *Are there new industries expected to be moving into the region?*	CCCCO Centers of Excellence LMI reports and supply/demand tools CA Workforce Development Board (CWDB) 2020-2023 State Plan Local Workforce Development Boards (LWDBs) local and regional plans Strong Workforce Program (SWP) regional plans Understanding Labor Market Information Resources Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
What outcomes do our current students achieve? *How do student outcomes compare across different student populations and programs?* *Are particular demographic groups achieving outcomes at higher rates than others?* *How do our outcomes compare to state averages?* *Are graduates earning a living wage for the region?*	CASAS Data Portal and TE accountability reports (see Appendix B for resources) CASAS Employment and Earnings Survey Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
What needs and goals of students and area employers should be addressed by adult education? *What needs and goals of students and area employers are currently unmet?*	WIOA Title II CIP WIOA Program Implementation Survey Perkins Comprehensive Local Needs Assessment CASAS Employment and Earnings Survey Student Technology Intake Survey

	EL Civics Needs Assessment: Overview slides and description of requirements
	WestEd Opportunity Maps (see Appendix A)
	Regional Education to Workforce Dashboard

Contributions by Entities (up to 2500 characters)

Describe the ways in which each consortium member or partner contributed to the development of the three-year plan. Per California Education Code §84905(d)(1)(E), the consortium should have considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts. The description should include:
- List of all consortium members and partners who contributed
- Brief description of the ways each member or partner contributed (eg., participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities)

Regional Service Providers: Participants by Program Area

Enter the number of Participants served in each program area in which member agency offers instruction based on the most current available student data.

Click on "+Add Service Provider" to add the names of any non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region (up to 2500 characters)

Describe and evaluate existing education and workforce services for adults among consortium members. To *describe* the levels and types of services, conduct a review of data on the consortium's education and workforce services. To *evaluate* the levels and types of service, critically review this data to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services. Your evaluation should take into consideration recent events that may have affected the consortium's ability to address educational needs or otherwise widened these gaps. (For example, the COVID-19 pandemic resulted in lay-offs in the retail and hospitality sectors that may have increased the needs for adult education.) The description and evaluation should include:
- The levels of education and workforce services currently offered by the consortium
- The types of education and workforce services currently offered by the consortium

- An evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps.

Guiding Questions and Resources

Guiding Questions	Data Sources and Other Resources
What levels and types of adult education services do consortium members and partners provide?	Adult Education Pipeline - LaunchBoard (see Appendix A for resources) Opportunity Maps (see Appendix A) Regional Education to Workforce Dashboard CASAS Data Portal and TE accountability reports (see Appendix B for resources) ELL Pilot grantees Eligible Training Provider List (ETPL) Community Asset Mapping webinar and slides
To what extent do the existing levels and types of services address the educational needs identified in Section 2: Assessment? *What needs and goals of students and area employers should be addressed by adult education?* *What are gaps, or unmet needs, in the existing levels and types of services?*	WIOA Title II CIP WIOA Program Implementation Survey CASAS Employment and Earnings Survey Student Technology Intake Survey EL Civics Needs Assessment: Overview slides and description of requirements Regional Education to Workforce Dashboard

Section 3: Metrics

For definitions and resources related to Section 3: Metrics, click here

CAEP Barriers and Metrics

Of the metrics that are listed, two are required to be tracked at the consortium level: number of adults served, and student barriers, and an additional two metrics are required to be tracked by all members (Adults who Became Participants, and Percent of Available Funds Spent).

For each of the metrics selected in this section, define targets in the section below, which will in turn inform the definition of strategies, activities, and intended outcomes in the sections that follow. Over the coming three years, the consortium and their members will track these outcomes using available data resources (such as LaunchBoard, TOPSPro or COMIS).

Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Optional Metrics: In addition to the mandatory metrics, there are ten optional metrics that members can choose from. If an optional member metric is chosen, that metric will appear for all members. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual. Unfunded members will follow the same processes above as funded members.

Guiding Questions and Resources

Guiding Questions	Data Sources and Other Resources

Which barriers and metrics should we track to best measure the impact of our consortium's adult education services?	Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
	
	 CAEP Three-Year Plan NOVA Metrics: Adult Education Pipeline Dashboard Map
	
	 Adult Education Pipeline Statewide Numbers and Averages (April 2021)
	
	 CASAS Data Portal and TE accountability reports (see Appendix B for resources)
	
	 CASAS Data Dive webinar series:
	   I.CAEP outcomes
	   II.Barriers and equity
	   III.Performance goals
	
	 CASAS Immigrant Integration Indicators webinar (recording and slides)

Consortium Level Metric Targets

The Number of Adults Served by the consortium in 2019-20, 2020-21, and 2021-22 is imported from the LaunchBoard Adult Education Pipeline and appears in the first row of the table. This is a required metric. Add 2022-23, 2023-24, and 2024-25 Targets for the Number of Adults Served. The 2020-21 data in LaunchBoard will not be made available until Spring 2022 and the 2021-22 data will not be made available until Spring 2023.

In the subsequent rows of the table in this section, the consortium's 2019-20, 2020-21, and 2021-22 Actuals are populated for each of the Barriers and Metrics that were selected above. Add 2022-23, 2023-24, and 2024-25 Targets for each of these Barriers and Metrics. Enter each of these Targets as a percentage of the total Number of Adults Served for each year.

There are no standard expectations regarding consortium targets. Define targets that are specific to the consortium, with reference to consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. Targets should reflect the strategies and activities proposed in the plan that are intended to impact the selected metric or barrier. Targets will be used to review the consortium's annual progress and to inform adjustments to programs and services.

Member Districts Level Metric Targets

The table in this section includes information about each of the member districts in your consortium, by member district.

The Percent of Available Funds Spent in 2019-20, 2020-21, and 2021-22, imported from NOVA, is in the first row. This is a required metric. Add 2022-23, 2023-24, and 2024-25 Targets for each member district's Percent of Available Funds Spent.

The number of Adults Served Who Became Participants in 2019-20, 2020-21, and 2021-22, imported from the LaunchBoard Adult Education Pipeline, is in the second row. This is a required metric. Add 2022-23, 2023-24, and 2024-25 Targets for each member district's number of Adults Served Who Become Participants.

Actuals for 2019-20, 2020-21, and 2021-22, populated for each of the optional Metrics selected above and imported from the LaunchBoard Adult Education Pipeline, are found in subsequent rows. Add 2022-23, 2023-24, and 2024-25 Targets for each of these Metrics, for each member district. Enter each of these Targets either as a total number of participants or as a percentage of the total Adults Served Who Become Participants for each year.

There are no standard expectations regarding member district level targets. The same member level metrics will appear for all members. Each member should define targets that are specific to the agency or district, with reference to agency, district, and consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. The

targets will be used to review members' annual progress and to inform adjustments to programs and services.

NOTE: Members that receive CAEP funds that offer counseling and other student services but not instruction should identify targets related to their activities' impact on student persistence, progress, and success.

Due to time lags in posting the 2020-21 and 2021-22 student data from LaunchBoard, consortia and their members should feel free to use additional student data sources (such as TOPSPro, COMIS, etc.) to project their targets.

There are no standard expectations regarding consortium and member targets. The same member level metrics will appear for all members. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual.

Unfunded members will follow the same processes above as funded members.

Section 4. Objectives

Describe strategies that the members of the consortium and others impacted by or interested in the provision of education and workforce services to adults in the region will take to:
1. Address Educational Needs
2. Improve Integration of Services and Transitions
3. Improve Effectiveness of Services

For each of the three Objectives, the description should include:
● Strategies that will be used to achieve this Objective
● Educational needs, barriers, and gaps in current education and workforce services that will be addressed by strategies under this Objective

For definitions and resources related to Section 4: Objectives, click here

Objective 1: Address Educational Needs (up to 2500 characters)

Describe strategies the plan will support to address the educational needs identified in Section 2: Assessment.

For example, educational needs addressed under Objective 1 could include but are not limited to: under-enrollment of priority adult populations, inadequate CTE offerings to address employer hiring demand, adult education offerings not aligned with levels of need, insufficient counseling support for student goal-setting, etc...

Strategies to address educational needs could include, for example, but are not limited to: an outreach and enrollment campaign, expansion of intermediate/high level ESL classes, new CTE

programs to address needs of regional healthcare employers, expansion of counseling for new students, etc...

Guiding Questions and Resources

Guiding Questions	Resources
What educational needs identified in the assessment will the consortium address?	Section 2: Assessment
What strategies proposed by the consortium will address these educational needs? *How will the members ensure access to all adults needing services in the region?* *What levels and types of instruction will be offered to address educational needs?* *What support services will be offered to support entry, progress, and retention?* *How will programs respond to changes in the labor market and employers' needs?*	Strategies to address student persistence named in the WIOA II Program Implementation Survey Hanover Research Equity Toolkit Hanover Research Best Practices in Addressing Digital Divides Upskilling Adult Workers with Disabilities Proactive CAEP Outreach resources Advancing CA Adult Education: Model Programs Advancing CA Adult Education: Research & Practice CAEP Practices with Promise site Connect with a subject matter expert or a community of practice

Objective 2: Improve Integration of Services and Transitions (up to 2500 characters)

Describe strategies to improve (1) integration of services and (2) transitions into postsecondary education and the workforce.

Consortia may choose to use — but are not limited to — strategies to improve integration of services that are named in California Education Code 84906, which include:
- Recruitment and placement of individuals into adult education programs
- Alignment of academic standards and curriculum across entities
- Qualifications of instructors, including common standards across entities
- Collection and availability of data across entities

The WIOA II Program Implementation Survey names several strategies that may be used by agencies and consortia to address needs related to integration of services, such as co-located classes and bridge programs; and to address needs related to transition, such as transition specialist/navigator guidance, industry partnerships, field trips and guest speakers, and apprenticeships.

Guiding Questions and Resources

Guiding Questions	Resources
What needs have been identified related to improving the integration of services? *What needs have been identified related to improving student transitions?*	Section 2: Assessment
How will members and partners coordinate programs to eliminate duplication and maximize program potential? *How will members ensure that adults can transition from a program or service to other appropriate programs and services?* *What strategies proposed by the consortium will address the identified needs related to integration of services and transitions?* *What levels and types of instruction will be offered to support student transitions?* *What support services will be offered to support student transitions?*	Effective Practices - Transitions brief, slides and recording Effective Practices - Immigrant Integration brief, slides and recording Hanover Research Best Practices in Career Services Hanover Research Best Practices in Guided Pathways Designing and Delivering Career Pathways at Community College Framework for a High-Quality Pre-Apprenticeship Program Using Pre-Apprenticeship Programs to Connect to Registered Apprenticeship ELL Pilots Portal IET and IELCE resources: CalPRO IET Video Library, LINCS IET and IELCE resources, Penn State IET Initiative Library, Planning and Implementing a New IELCE IET Program EL Civics Basics: Civic Participation and IELCE Requirements

	Student Transition Webinars and Resources
	The Education to Workforce Dashboard, and slides and recording on using the Dashboard to clarify education to workforce pathways

Objective 3: Improve Effectiveness of Services (up to 2500 characters)

Describe strategies to improve the effectiveness of the consortium and its services.

For example, strategies to improve consortium and member effectiveness may include but are not limited to: improving data collection and use to inform change, providing or accessing professional development, using and responding to the Self-Assessment tool, conducting planning, refining consortium operations, facilitating continuous improvement, etc….

Also, the WIOA II Program Implementation Survey names several strategies that may be used by agencies and consortia to address needs related to consortium and member effectiveness, such as shifting staffing, growing online classes, redistributing resources, refining data collection practices, and providing targeted professional development for administrators and instructors.

Guiding Questions and Resources

Guiding Questions	Resources
What needs have been identified related to improving the effectiveness of services?	Section 2: Assessment
What strategies and activities proposed by the consortium will address these needs related to improving the effectiveness of services?	Consortium Program Quality Self-Assessment WIOA II Teacher Self-Assessment WIOA II Administrator Self-Assessment Hanover Research Best Practices for Community College Data Management WIOA Title II CIP WASC accreditation application

Section 5: Activities & Outcomes

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the

consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

The activities and outcomes described in Section 5 are essentially the elements of a *logic model* for the consortium's work over the coming three years, although they will not be entered in NOVA in a traditional logic model format. Several resources related to logic model development are provided at the "definitions and resources" link below. A logic model can provide your consortium with a guide to the process you intend to undertake and the results you hope to see during the three-year period.

Consortium annual plans and member work plans, and budgets will reference the activities and outcomes proposed in the three-year plan. Activities and outcomes may be adjusted in future annual plans.

Consortia and member districts are encouraged to consider ways in which use of CAEP, OTAN, CalPRO, CASAS, WestEd and other professional development and technical assistance resources (eg., training, institutes, peer mentoring, conferences, self-paced modules, instructional materials, statewide and regional network meetings, online resources) may be used to carry out proposed strategies and activities and achieve outcomes. To access upcoming and past training and professional development, visit the California Adult Education Professional Development website.

For definitions and resources related to Section 5: Activities & Outcomes, click here

Activity Name, and Objective that Applies to this Activity

Use the "+ New Activity" button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, I provide:
- Activity Name
- Objective that Applies to this Activity (dropdown selection)

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity, provide a Brief Description of Activity and Significance of Activity to Outcome. The description should include:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving short-term, intermediate, and long-term outcomes
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Short-Term, Intermediate, and Long-term Outcomes (each up to 500 characters)

Identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART). Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that you selected in Section 3: Metrics.

Responsible Position(s), and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the activity's implementation and oversight. Use the "+Add Responsible Position" button to add as many positions as needed. Provide the job title of the position(s) holding primary responsibility for the activity's implementation and oversight.

Indicate the proposed completion date for the activity. This may include any date within the three-year plan term.

Section 6: Funds Evaluation (up to 2500 characters)

Evaluate the funds reported for 20-21 by each consortium member as part of the Program Area Reporting exercise in NOVA.

Auto-populated information about each member agency's Prior Year Total Leveraged Funds and Program Reporting Status is provided. Program Area Reports are included as hyperlinks.

To *evaluate* the funds available, critically review this data on prior year leveraged funds to anticipate and assess how well the available funds will address the educational needs of adults in the region over the coming three years. The evaluation should include:
- Overview of how the adult education funds referenced in the NOVA Program Area Reporting will be allocated over the coming three years (including remaining carryover funds from prior years)
- Other resources not reported into NOVA that will be available to consortium members and partners to carry out the collaborative activities described in this three-year plan

- How CAEP and other funds will be leveraged to implement the strategies and activities and achieve the outcomes described in this three-year plan

For definitions and resources related to Section 6: Funds Evaluation, click here

Guiding Questions and Resources

Guiding Questions	Resources
What funds will be available to consortium members and other entities for the strategies and activities described in Sections 4 and 5? *How will funds be braided and leveraged to address the needs and implement the strategies identified in this three-year plan?*	Documentation of regional allocations of: ● WIOA Title II ● Perkins ● Local Control Funding Formula (LCFF) ● CalWORKs ● community college noncredit apportionment ● Jail Education (K-12) ● Other funding

Section 7: Preview & Submit

Review the content of each prior section. To edit any of the content, click on the section name in the workforce table to be taken to an editable version of that section. When satisfied with all the content in the three-year plan, click Submit to submit the plan for review by consortium members and for completeness by CAEP TAP. Once the plan is submitted, member representatives will be notified via email to review and approve the plan.

NOTE: Three-year plan content may be entered into NOVA. However, the three-year plan cannot be submitted or certified until the consortium's CFAD is certified. The CFAD certification date is May 2, 2022.

APPENDIX A: Adult Education Pipeline Resources

The Adult Education Pipeline Dashboard

The Adult Education Pipeline Dashboard displays California adult education data by bringing together K12 adult education data recorded in CASAS TOPSpro Enterprise with noncredit community college data. The data on this dashboard will populate the three-year plan on the NOVA platform.

- Access the dashboard here (no login needed):
  https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx

Using the Adult Education Pipeline for 3 Year Planning

- ***Understanding and Using the Adult Education Pipeline Dashboard for Continuous Improvement*** (Slides and Recording) provides a general overview and walkthrough of the dashboard. **Use this resource** to get a quick overview of the dashboard and ways to access and understand data needed for 3-Year planning.

- ***Three Year Planning Using the Adult Education Pipeline Dashboard*** (Slides and Recording) provides an overview of the Goal Setting and Target metrics as they relate to the dashboard, key definitions, data tips, and consortia examples of using the dashboard for needs assessment and planning. **Use this resource** to get acquainted with the key metrics for 3-year planning and to get concrete examples of how consortia have used the dashboard to inform planning and decision making.

- ***Adult Education Pipeline Metrics for 3-Year Planning Cheat Sheet*** offers an at-a-glance guide to the Goal Setting and Target metrics on Nova. **Use this resource** to quickly identify the Goal Setting and Target metrics on Nova and where this can be found on the dashboard.

- ***CAEP Fact Sheets (coming soon on the CAEP website)*** is an interactive dashboard that provides consortium-level information on local demographics, labor market information, and related Adult Education Pipeline dashboard data in a unified platform. **Use this resource** to access and compare key data to inform assessment, identify opportunities based on populations in need, and understand economic and pathways opportunities that work for the local context.

- ***CAEP Fact Sheets Guide (coming soon on the CAEP website)*** offers an orientation to and tips for using the CAEP Fact Sheets for three-year planning. **Use this resource** to dig into the CAEP Fact Sheets to access up-to-date consortium-level data and learn how to ask good questions that will help consortium members identify goals and targets, such as how to identify underserved populations or those most in need of adult education services, which services might be most needed, and are there target industries that offer potential for career pathways or CTE programming that offer learners access to living wage jobs.

- ***Using CAEP Fact Sheets to Identify Needs and Opportunities for Three-Year Planning Webinar (coming soon)*** introduces the Fact Sheets, accompanying resources, and available training as well as overview the CAEP Fact Sheets and primary uses for 3-year planning. **Use this resource** to gain a basic understanding of the CAEP Fact Sheets, accompanying resources, and how to use them for three-year planning and assessment.

- ***Opportunity Maps (coming soon on the CAEP website)*** highlight and demonstrate pathways from Adult Education to college and living wage employment. Opportunity Maps incorporate the underlying workforce skills taught for the most common Guided Pathways meta majors for every region of the state and draw clear connections between common

adult education pathways and Guided Pathways. **Use this resource** to identify the role of adult education in supporting transitions to college, academic and occupational skills, transition and pathways that could be highlighted in programming planning, and target populations that can profit from these trajectories and opportunities.

- *Opportunity Maps Guide (coming soon on the CAEP website)* offers an orientation to and tips for using the Opportunity Maps for three-year planning. The Guide highlights the important role of adult education as a gateway to college and to living wage jobs and how to build bridges, services and partnerships that support transitions to college. **Use this resource** to identify pathways and strategies to support transitions to college, especially for groups like opportunity youth; integrate adult education with Guided Pathways; and identify opportunities to build regional sector partnerships and pathway systems that accelerate progression from adult education to college.

- *Using Opportunity Maps to Inform 3-Year Planning Webinar (coming soon)* introduces the Opportunity Maps, accompanying resources, and available training, as well as an overview of how to use the Opportunity Maps for three-year planning. **Use this resource** to gain a basic understanding of the Opportunity Maps, accompanying resources, training, and how to use them for three-year planning and assessment.

- *California Regional Education to Workforce Dashboard* is an interactive tool that identifies how regional educational offerings align with local labor market information. It provides information on adult education and credit programs and regional occupational openings, filtered by self-sufficiency wage standards and Centers of Excellence skill levels. **Use this resource** to identify opportunities to support local pathway development, viable occupations for adult learners, how to better track pathway data for CAEP students

- *California Regional Education to Workforce Dashboard User Guide* introduces the dashboard, providing background information and tips on navigating the dashboard and using this information to explore programming opportunities aligned to a region's needs. **Use this resource** to inform the three-year planning needs assessment by exploring alignment between local educational institutions, alignment between educational offerings and viable local occupations, skills needed by adult learners to access and achieve an occupational certificate that leads to local jobs, and opportunities to support local pathway development and collaboration.

- *Education to Workforce Pathways: Smoothing the Route and Finding a Relevant Destination Webinar* (Slides *scroll to 3/10/21 webinar* and Recording) provides a general overview and walkthrough of the dashboard and addresses key elements and principles for career pathways planning. **Use this resource** to get a quick overview of the dashboard so that you can access and understand data needed for three-year planning and to prompt conversations about pathway planning that will support learners to access and be successful in integrated education and training opportunities.

- *One-on-One Training and Professional Development Opportunities*: Request a training that can be tailored to local regional, consortium, or institutional context and needs.

- *Adult Education Pipeline FAQ* provides answers to commonly asked questions about the dashboard.

Email launchboard@cccco.edu with any questions about the Adult Education Pipeline dashboard or the data that populates the dashboard.

Additional Adult Education Pipeline Dashboard Resources

- *The Adult Education Pipeline Metric Definition Dictionary* outlines how data is collected, and which data elements are used to populate the AEP dashboard.

- *What's Noncredit Coding Got to Do with It: Getting the Most Out of Your Data* (Link to Slides and Link to Recording) provides more information about data from the California Community College Chancellor's Office Management Information System (MIS).

- *Why Do My Data Reports Look Different in Adult Education Pipeline Dashboard and CASAS TopsPro Enterprise* (Link to Slides and Link to Recording) addresses the differences between the CASAS TE CAEP Summary Report and the AEP Dashboard data.

APPENDIX B: CAEP Data Summary and CASAS Resources

TOPSPro Enterprise Reports

TOPSPro Enterprise has numerous reports for meeting state and federal guidelines to inform instruction. The following is a short list of some reports that may assist agencies in meeting goals, with links to PDFs of samples of each report included in the respective lists.

CAEP Reports

- CAEP Summary
- CAEP Data Integrity Report
- Enrollees by Hours
- Services Enrollees by Hours
- CAEP Barriers to Employment
- CAEP Outcomes
- CAEP Services

https://www.casas.org/docs/default-source/caacct/caep-combined.pdf?sfvrsn=4ff7315a_2

Reports for Instruction

- Individual Skills Profile
- Competency Performance Summary
- EL Civics Immigrant Integration Indicators Summary
- EL Civics I-3 Summary
- Assessment to Instruction ppt

https://www.casas.org/docs/default-source/caacct/individual-skills-profile-combined.pdf?sfvrsn=4af7315a_2

NRS/WIOA II Reports

- NRS Table 4
- NRS Table 4B
- NRS Persister
- NRS Data Integrity Report
- CA Payment Points Summary
- NRS Barriers to Employment
- NRS Ad Hoc Cross Tab
- NRS Ad Hoc Cross Tab Samples

https://www.casas.org/docs/default-source/caacct/wioa-ii-combined.pdf?sfvrsn=76f7315a_2

Other CASAS Resources

CASAS also has many other resources that may assist agencies in this planning process. Below is sample of some website features and training sessions that may help:

- CASAS Data Dive - Part I: CAEP outcomes and reports webinar
- CASAS Data Dive - Part II: Barriers and Equity webinar
- Employment and Earnings Survey provides agency, CDE area, and statewide data on students employment outcomes at 2nd and 4th quarters after exit. Agency-level reports are available in TE; statewide WIOA II agency data is available at the link above.
- Perkins CTE reports (coming soon)

- TE student level demographics data
- TE Services Monitor and Services by Hours
- WIOA Title II CASAS Data Portal
- Federal CIP codes
- CDE A-22 codes

CASAS Summer Institute 2021 Resources

Several sessions at the 2021 CASAS Summer Institute address aspects of CASAS implementation, use of TE reports, and meeting state and federal accountability standards that may be beneficial for CAEP three-year planning and goal setting.

TOPSpro Enterprise Strategies for Administrators

TE Reports for Administrators - Self Study Packet

TE Strategies for Administrators

CAEP Data and Accountability

CAEP Data and Accountability for 2021-22

State Adult Education Update

State Adult Education Update

Establishing NRS Performance Goals

DIR Targets 2021

Establishing NRS Performance Goals

Establishing NRS Performance Goals-Panel Discussion

TOPSpro Enterprise for NRS Federal Reporting

NRS Report Samples

NRS Reports in TE

California Adult Education Program (CAEP) Reports

CAEP Report Samples

CAEP Reports in TE

Innovations in Learning for Immigrant Integration Success

Innovations in Learning for Immigrant Integration Success

Adult Education and Immigrant Integration in California

Adult Education and Immigrant Integration in CA

CAEP Effective Practices-Immigrant Integration

APPENDIX C: Section Resources and Definitions

GENERAL GUIDANCE AND SUPPORT

Consortium leads and members are encouraged to make use of a range of resources and training offerings during three-year planning. This section suggests several general resources related to CAEP and collaborative planning. The sections that follow provide resources specific to developing each section of the three-year plan.

Sections	Resources
CAEP legislation and background information	CAEP Program Guidance (updated 2019) California Education Code: Adult Education Program
CAEP planning resources and tools	CAEP Planning Tool (archive of resources) CAEP Consortium Program Quality Self-Assessment Cultivating a Planning Mindset slides and recording Interest-Based Decision-Making slides and recording Human Centered Design (HCD) training slides and recording
Upcoming CAEP training	Visit the California Adult Education Professional Development page for current information on trainings on three-year planning, Regional Network meetings, and communities of practice.

SECTION 2: ASSESSMENT – Definitions and Resources

Regional Alignment and Priorities

Education and Workforce Development Initiatives or Funding Sources	Plans Possibly Guiding Services in the Region
Workforce Innovation and Opportunity Act (WIOA) Title I	Local and Regional Plans
WIOA Title II	Continuous Improvement Process (CIP)
Carl D. Perkins Career Technical Education Act	Perkins Local Application and Comprehensive Local Needs Assessment

California Strong Workforce Program (SWP)	SWP Regional Plan (in NOVA)
Accreditation	WASC Institutional Self-Study
	COE Institutional Self-Study

Term	Definition	Resources
Workforce Innovation and Opportunity Act (WIOA)	Federal legislation enacted in 2014 that calls for cross-system alignment; education and training that is focused on the needs of high-demand industry sectors and occupations; regional collaboration focused on the skill needs of regional economies; and the establishment of career pathways systems that make it easier to attain the skills and credentials needed for family-supporting jobs and careers	USDOL WIOA website California Workforce Development Board
Career pathway	A clear sequence of coursework and/or training credentials aligned with employer-validated work readiness standards and competencies	U.S. DOE Career Pathways Checklist Perkins Collaborative Resource Network Career Pathways Systems resources U.S. DOL Career Pathways Toolkit
Workforce sector strategies	A systems approach to workforce development that targets a specific industry or occupational cluster to both meet the needs of employees and support workers in improving their employment-related skills	U.S. DOL Issue Brief Sector Strategies U.S. DOL webinar COVID-19 Lessons Learned: Using Sector Strategies
Educational Need	AB104 Section 84911: To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy.	CAEP Regional Funding Formula variables used to determine educational need
Consortium members	Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region,	

	that receives funds from any of the following programs or allocations: (a) The Adults in Correctional Facilities program. (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act). (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270). (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older. (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913. (f) State funds for remedial education and job training services for participants in the CalWORKs program	
Possible consortium partners	- Local Workforce Investment Board (LWDB) - America's Job Centers of California (AJCCs) - Employment Development Department (EDD) - County Social Services Agencies - Public Library literacy programs - Community-based organizations	
Participant	A person 18 years of age or older who has received 12 or more hours of instruction	Education Code Section 84901(a) Measuring Our Success: Data and Accountability Systems and Common Assessment in the California Adult Education Block Grant Program (page 17)
Service Provider	A consortium member or partner that provides adult education and/or workforce services in the region	
CAEP Program Areas (Types of Education and Workforce Services for Adults)	(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate. (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation. (3) Programs for adults, including, but not limited to, older adults, that are primarily	CAEP Program Guidance (page 13)

	related to entry or reentry into the workforce. (4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (5) Programs for adults with disabilities. (6) Programs in career technical education that are short term in nature and have high employment potential. (7) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.	
Levels of Education and Workforce Services	Levels of participation by reportable individuals (received 1-11 hours of instruction or services) and participants (enrolled in one of the six CAEP program areas and received 12+ instructional contact hours)	Adult Education Pipeline Dashboard (Students and Programs, and Enrollment data)
Types	The seven CAEP Program Areas (see definition above)	CAEP Program Guidance (page 13)

SECTION 3: METRICS – Definitions and Resources

Term	Definition	Resources
Student Barriers	English Language Learner, Low Literacy, Low Income, Long Term Unemployed	Regional Funding Formula Variables
CAEP Metrics	Goal setting and target metrics in NOVA and on the AEP dashboard	CAEP Metrics for 3-Year Planning Cheat Sheet
Students and Programs Metrics	Participants by CAEP Program Area Demographics (Gender, Ethnicity/Race, Age) Barriers to Employment Participants Co-Enrolled in Credit College Courses Participants Taking Courses in More than One Program Area Participants Who Took Courses at More than One Institution Total Participants	Adult Education Metric Definition Dictionary Pages 115-142

Progress Metrics	Completed One or More Educational Functional Levels Carnegie Units/High School Credits Completed a Workforce Preparation Milestone Completed an Occupational Skill Gain Completed an Immigrant Integration Milestone Subsequently Took a Transfer-Level English Course Subsequently Took a Transfer-Level Math Course Persistence Year to Year Time to Completing a Transfer Level English Course for the First Time Time to Completing a Transfer Level English Course for the First Time	Adult Education Metric Definition Dictionary Pages 143-155
Transition Metrics	Transitioned to ASE ESL, ABE and ASE Participants who Transition to Postsecondary ESL, ABE and ASE Participants who Transition to CTE Transition to Non-Developmental Credit College Course Completed 6+ College Credit Units Community College GPA 2.0+ Enrolled in Adult Ed after Taking College Credit Course	Adult Education Metric Definition Dictionary Pages 156-165
Success/ Completion Metrics	Participants Who Earned and Award Earned a Diploma, GED, or HiSET Completed a Postsecondary Credential Earned a Postsecondary CTE Certificate Earned a Low-Unit Credit Certificate Earned a High-Unit Credit Certificate Earned an Associate Degree Community College Completers (CCCCO Vision for Success definition)	Adult Education Metric Definition Dictionary Pages 166-178
Employment and Earnings Metrics	Employment Two Quarters After Exit Employment Four Quarters After Exit Employment Outcomes in TE Increase Wages Outcomes in TE Median Annual Earnings Change in Earnings Annual Earnings Compared to Living Wage	Adult Education Metric Definition Dictionary Pages 179-191

SECTION 4: OBJECTIVES – Definitions and Resources

Term	Definition	Resources
Strategies	High-level approaches that will be taken to address needs and achieve the three CAEP objectives. Each strategy will be carried out through specific activities and to achieve measurable outcomes named in Section 5: Activities & Outcomes, using resources named in Section 6: Funds Evaluation.	CA Adult Education State Priorities Advancing CA Adult Education: Model Programs Advancing CA Adult Education: Research & Practice CAEP Practices with Promise site Connect with a subject matter expert or a community of practice

SECTION 5: ACTIVITIES & OUTCOMES – Definitions and Resources

Term	Definition	Resources
SMART goals	Goals for a project or program that are specific, measurable, achievable, relevant, and time-bound (SMART).	How to Create SMART Goals (OTAN)
Logic model	A planning tool that defines the relationships among resources, activities, outputs, outcomes, and intended impact for a program or initiative. (Although a logic model graphic will not be submitted with the three-year plan, these resources may assist a consortium with reflection and planning regarding activities and their intended outcomes.)	Logic Model Definitions and Guidance W.K. Kellogg Foundation Logic Model Development Guide

SECTION 6: FUNDS EVALUATION – Definitions and Resources

Term	Definition	Resources
Prior Year	July 2020 - June 2021	
Total Leveraged Funds	Total funds received by the agency from funding sources mandated in Program Area Reporting: WIOA Title II, Perkins, Local Control Funding Formula (LCFF), CalWORKS, community college noncredit apportionment, and Jail Education (K-12). In-kind resources and fees are also included.	Budget Bill Requirement

Possible Leveraged Funding Sources
- In-kind   - CAEP apportionment   - WIOA Title I discretionary funding from CWDB/EDD   - WIOA Title II AEFLA   - Student Equity and Achievement Program (SEAP)   - Local Control Funding Formula (LCFF) state apportionment   - California Work Opportunity and Responsibility to Kids (CalWORKs)   - WIOA Title I   - Pell Grant   - Carl Perkins   - Community college apportionment   - CARES or COVID-19 relief funds   - Fees   - Other funding sources