



# EXECUTIVE SUMMARY ANALYSIS: 2022-2025 CONSORTIA THREE-YEAR PLAN REVIEW

Prepared for California Community Colleges Chancellor's Office

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## INTRODUCTION

In this report, Hanover Research analyzes the 2022-2025 Three-Year Plans from California adult education consortia members. This document is structured around central themes present in the three-year plans such as assessments, programs, development areas, and consumer populations based on the consortium planning guidance document.

## KEY FINDINGS

- **Consortia members most often include stakeholder/community input in their program assessments (about 96 percent).** Around three-quarters of consortia members also included member or stakeholder meetings, workshops, and/or working group events.
- **Planning board members include Community College Representatives, K12 School Districts, County Offices of Education, Adult Schools, and Community Partner Organizations.** Community College Representatives and K12 School Districts are represented on nearly all planning boards while County Offices of Education are represented on approximately half of the planning boards.
- **Nearly 70 percent of consortia members highlight populations with less than a high school education as a significant population served.** Similarly, almost two-thirds of consortia members noted a population with limited English proficiency or English Language Learners. Additionally, just above half (50.7 percent) cited an unemployed workforce, and just below half (49.3 percent) noted a population at near and/or below poverty levels.
- **About 28 percent of consortia members emphasize COVID disruptions to their service model, which also informed much of the 25.4 percent of the physical/facility access challenges that their service populations face.** Population challenges regarding access to services due to COVID and physical/facility access often centered around a lack of physical spaces for programs and/or a need for a virtual model for clients that do not have transportation or access to a physical space.
- **Consortia members most often provide short-term Career and Technical Education (CTE) programs (795 programs offered), with workforce reentry programs coming in second with 763 offered programs between all consortium members.** Less common

programs offered include pre-apprenticeship (540), English Language (EL) Civics (546), and K-12 success (562).

- **Of all consortia members, over 57 percent name at least one specific partner for short-term programming, 56.3 percent name providers of English as a Second Language (ESL) and Adult Basic Education (ABE) programming, and 53.5 percent name providers of Adult Secondary Education (ASE) and workforce reentry programming.** Only 28.2 and 33.8 percent of consortium members name the providers of K-12 success programs and pre-apprenticeship programs, respectively.
- **Consortia members highlight professional development activities, developing or improving pathways/maps for students, and community partnerships** (all 63.4 percent) as important service provision and educational priority goals. Additional goals include developing transition and counseling services/resources (60.6 percent), improving distance learning capabilities or flexible scheduling (53.5 percent), and providing/improving ESL instruction (46.5 percent). Fewer consortium members highlight goals about working with students in the justice system (5.6 percent).
- **Developing or identifying industry and workforce needs courses and making better use of data and analytics to evaluate services (81.7) are the top identified operation priorities and goals for consortium members.** Other prominent goals include staff training and development (57.7 percent) and enhanced marketing and messaging efforts (56.3 percent). Fewer consortium members highlighted a need for conducting exit surveys (5.6 percent).
- **Consortia members highlight a need for an increase in program quantity and/or quality in healthcare (38 percent), hospitality/food service (26.8 percent), and construction (21.2 percent) industries.**

## EXECUTIVE SUMMARIES

Each of the three-year plans begins with an executive summary which provides background on the process of developing the plan as well as an overview of needs, plan metrics, objectives, activities, and outcomes. One common theme among the plans is the concept of addressing gaps – identifying who is currently being served, who is not, and how to best meet those needs with the both the broadest and deepest impact. Across the plans, several additional themes emerged including the needs of English language learners, alignment of education and workforce needs, increasing awareness of services provided, serving diverse populations across the region, and technology needs.

Many of the plans begin with an acknowledgement that, particularly due to the fall out of the COVID-19 pandemic, they are still adapting to and understanding a changing environment, and as such, many initiatives remain a work in progress. Similarly, there is a mix of desire to return to pre-pandemic conditions (particularly enrollment levels) with the acknowledgement of the “new-normal”, something many are still working to understand, including how to align offerings with the current need.

When dividing the consortia into eight areas of regional alignment (Bay Area, Central Valley Mother Lode, Inland Empire, Los Angeles, North Far North Region, Orange County, San Diego/Imperial, and South Central), certain areas of commonality were apparent more so in some regions than others.

- Bay Area: English language needs, alignment of education and workforce needs, and increasing awareness of services
- Central Valley Mother Lode: The diverse populations served within the region, a focus on agriculture in the area, and access to technology
- Inland Empire: Low-literacy, access for underserved populations, providing adequate services for students
- Los Angeles: Increasing awareness of services through marketing and outreach and development of technology
- North Far North: Serving the needs of a rural geography, the impact of the fires, and rebuilding programs and policies
- Orange County: English language needs and increasing awareness of services through marketing and outreach
- San Diego/Imperial: Increasing awareness of services through marketing and outreach and aligning systems to improve accessibility
- South Central: Creating and strengthening partnerships, identifying gaps in access to current programs to inform new programs, helping adults earn a living wage

These differences could be attributed to the types and variety of populations served, specific events or challenges faced by a particular region, the tenure and previous success of existing programs.

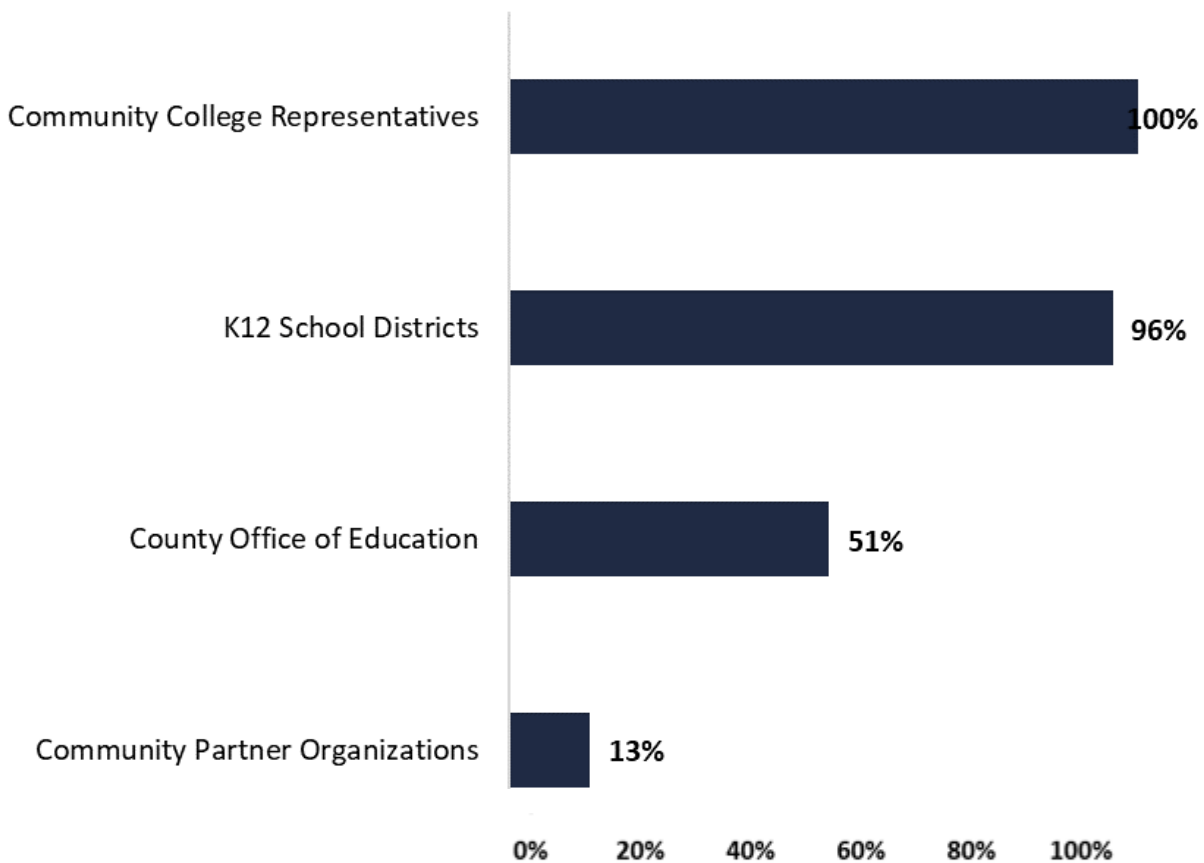
# ASSESSMENT

## OVERVIEW PREPARATION AND CONTRIBUTION OF ENTITIES

In the Assessment section of the three-year plan, each consortium was tasked with gathering data needed to describe existing adult education services, barriers, and needs; evaluating both the needs for and the current levels and types of education and workforce services in the region; and identifying gaps in current services.

Figure 1.1 displays the entities that participated in the creation of the plans (or Planning Board Members) while Figure 1.2 examines the data sources that were referenced and that contributed to the consortium’s understanding of needs, alignment, and current levels and types of services. Community Partner Organizations are mentioned less frequently in plans and are most likely to be highlighted in Orange County. Additionally, County Offices of Education were notably absent from many of the consortia in Los Angeles, San Diego/Imperial, and South Central, however this could be due to language used in the plan as opposed to a lack of involvement.

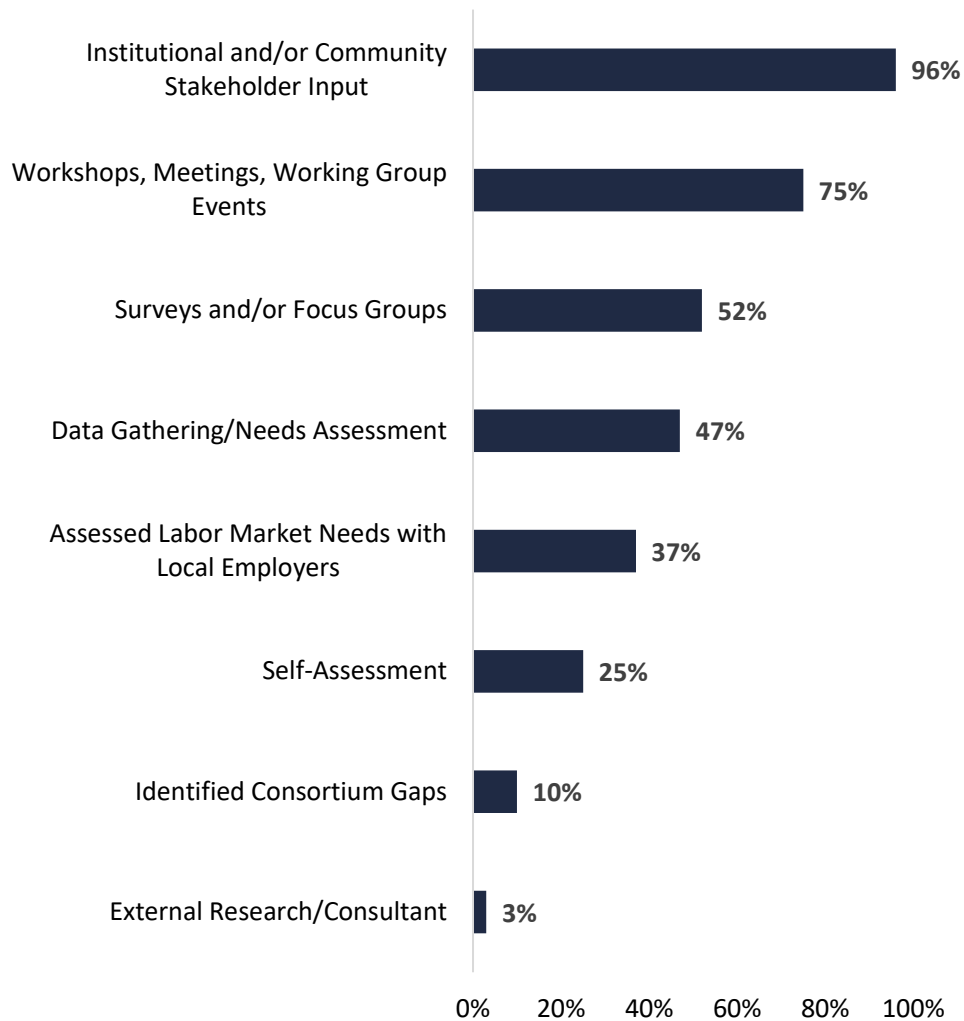
Figure 1.1: Assessment Planning Board Members



Nearly all plans reference institutional and/or community stakeholder input with common forms of collection including in-person workshops or meetings, completed survey and focus groups as well as

other data gathering, and gathering information about the labor market through conversations with local employers. Very few plans involved the use of external research or consultants for completion. Certain forms of assessment are more prevalent in particular regions across the state. For example, self-assessments are more likely to be utilized by consortia located in the Bay Area and North Far North Region, while external research/consultants were only mentioned in the Bay Area, and labor market assessments with local employers were discussed more frequently in Los Angeles, the North Far North Region, and San Diego Imperial. However, the more common assessment processes, including community stakeholder input, workshops and working group events, and needs assessments, are seen throughout the state.

Figure 1.2: Assessment Process



## REGIONAL ALIGNMENT AND PRIORITIES

When discussing Regional Alignment and Priorities, many plans simply listed the names and types of partners included in the conversations along with the staff members involved in the data collection process and data sources reviewed, while others included a deeper dive into themes related to process and challenges.

The types of partners referenced include educational institutions, workforce development boards, county departments, nonprofit organizations, local government, industry, and small businesses. Some also reference partnerships with other consortia. For example, in the Bay Area, reference is made to a collaboration between three of the consortia leads to create a subgroup as well as collaboration with Northern California leads to discuss regional collaboration and how they can support each other. Similarly, there is reference to participation in the North Far North Regional Consortia as well as a K14 Career Pathways Workgroup for the San Diego-Imperial Region.

Common topics across plans include:

- Identifying emerging industries for development of CTE programming aligned with regional needs
- Developing or enhancing program mapping and career pathways that support identified industry needs
- Pooling resources to streamline service provision across providers
- Increasing access to and awareness of services
- Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

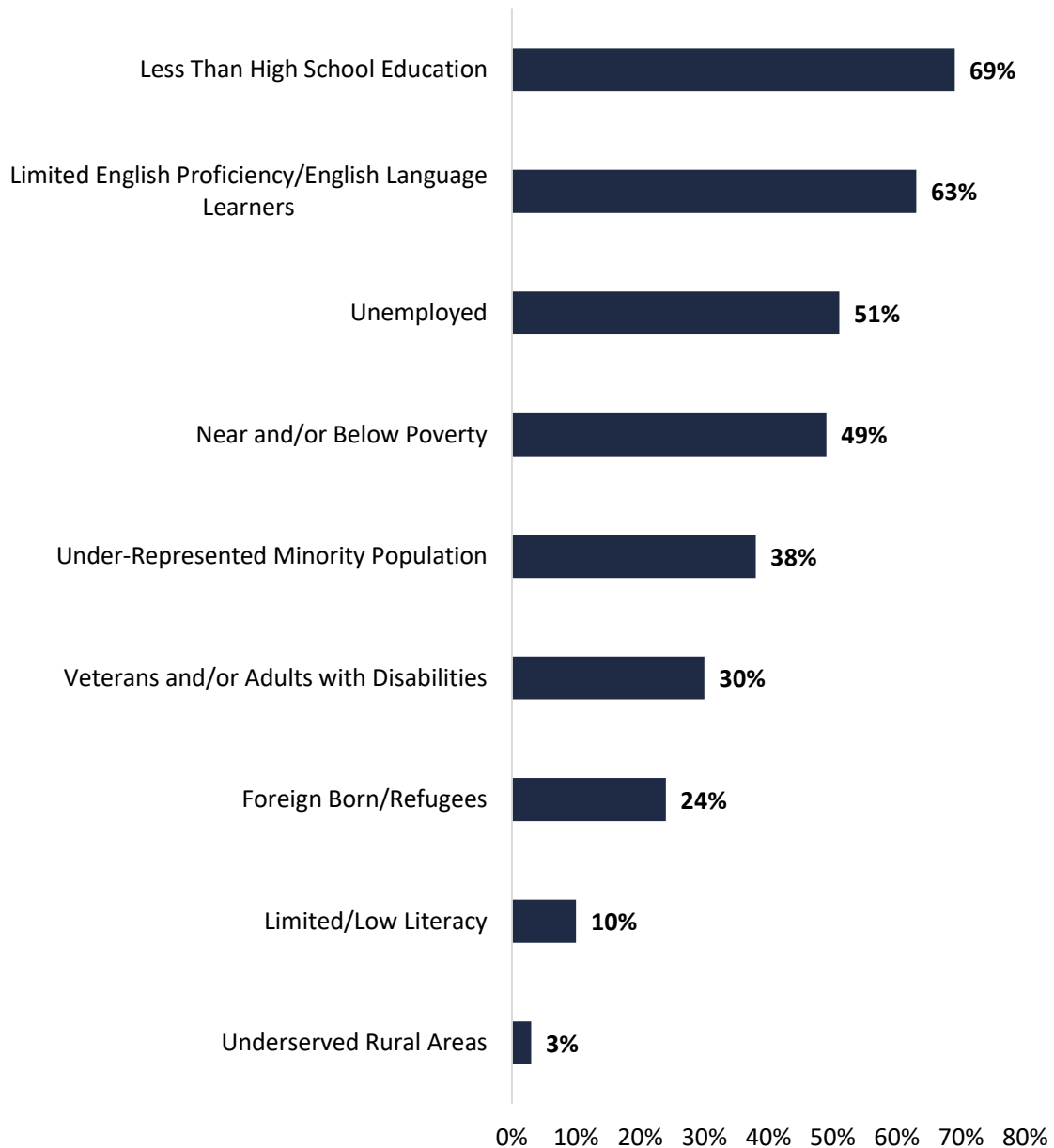
The narrative provided in this section typically aligns with the unique priorities identified in the executive summary, with specific initiatives, partnerships, and priorities articulated throughout. Across all plans, the narratives include both an examination of existing services as well as a forward look as to how to improve or expand upon these existing initiatives with a focus on collaboration to achieve identified outcomes. Many also reference alignment with other programs and initiatives such as the Strong Workforce Program and Guided Pathways.



## EVALUATING THE EDUCATIONAL NEEDS OF ADULTS

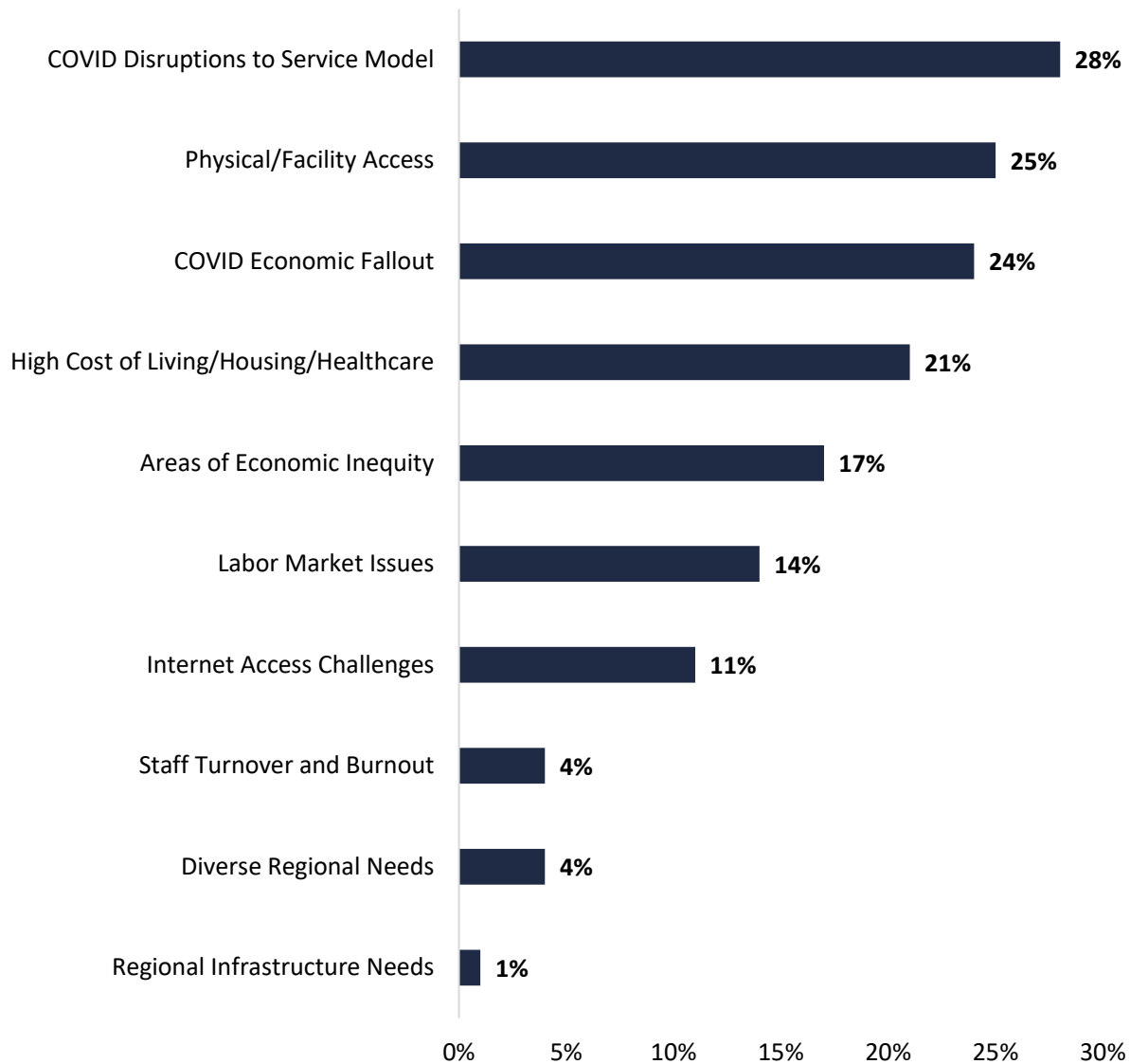
Also included in the assessment section of the three-year plan is an evaluation of the educational needs of adults in the region. This includes an examination of the populations served, as seen in Figure 1.7 which categorizes the populations served by each consortium. While not all plans included a total population, those that did range from around 23,000 served to nearly 3.3 million. The populations most frequently cited in the plans as those targeted by the services provided include those with less than a high school education, those with limited English proficiency, the unemployed, and those near and/or below the poverty line.

Figure 1.3: Population Attributes



The assessment section continues with an examination of the challenges faced by the populations served by the consortium which were coded from the open-ended responses to create the factors included in Figure 1.8. COVID undoubtedly remains a concern and a source of challenges across the state with two of the top three stated challenges relating to COVID (disruptions to the service model and economic fallout). While not entirely attributed to COVID, physical/facility access challenges round out the top three most cited challenges. High cost of living, housing, and/or healthcare was also cited by one in five plans as a challenge to be addressed over the next three years.

**Figure 1.4: Regional Demographic Challenges**



Identifying the populations served and their current and future challenges along with the programs currently offered assists each consortium in establishing the gaps and unmet needs that will need to be addressed in the coming years.

Across regions, there are several themes that emerged from the evaluation of the educational needs of adults:

- **Bay Area:** COVID related disruptions to the service model and the economic fallout impacted adult learners; Students in the workforce but living outside of the service area, males, and workers of color represent target populations; In addition to the educational needs themselves, support services such as childcare and transportation are essential to success; Focus on contextualized learning (particularly for ESL programs) and providing both hard and soft skills
- **Central Valley Mother Load:** Disconnected youth and adults over 50 represent target populations; Need for healthcare workers to address the aging population; Need for individualized attention and training; Demand for technology skills and short term training
- **Inland Empire:** Lack of transportation necessitating online and hybrid options; Better identifying jobs trends in the area; Providing skills to adults in low-wage jobs to allow them to transition to a living wage job; Increasing transition rates from adult schools to community colleges
- **Los Angeles:** Literacy gaps and lack of a diploma hindering job acquisition; Need to identify indicators of business downturn that may result in layoffs; Changing industry needs require re-training and upskilling of workers to prepare for high-demand jobs; Desire for a focus on personal growth and skill building
- **North Far North:** Addressing the needs of a disproportionate population of color and assimilating non-English speaking populations; Providing soft and hard skills, particularly industry specific skills for middle-skilled occupations; Connecting adults to basic needs and increasing students' belief in self
- **Orange County:** Meeting the needs of a significant Asian population in the region; Providing citizenship and family literacy classes; Addressing a high percentage of unmet needs
- **San Diego/Imperial:** Serving the needs of adults with disabilities; Providing access to marketable skills and aligning curriculum with industry needs; Availability of transportation, particularly for traveling outside of the local community; More support throughout the academic journey including orientation and intake
- **South Central:** Households struggling to meet Real Cost Measure Factors; A lack of basic level training and a lack of access to programs currently offered; Addressing personal barriers that keep students from enrolling in existing programs

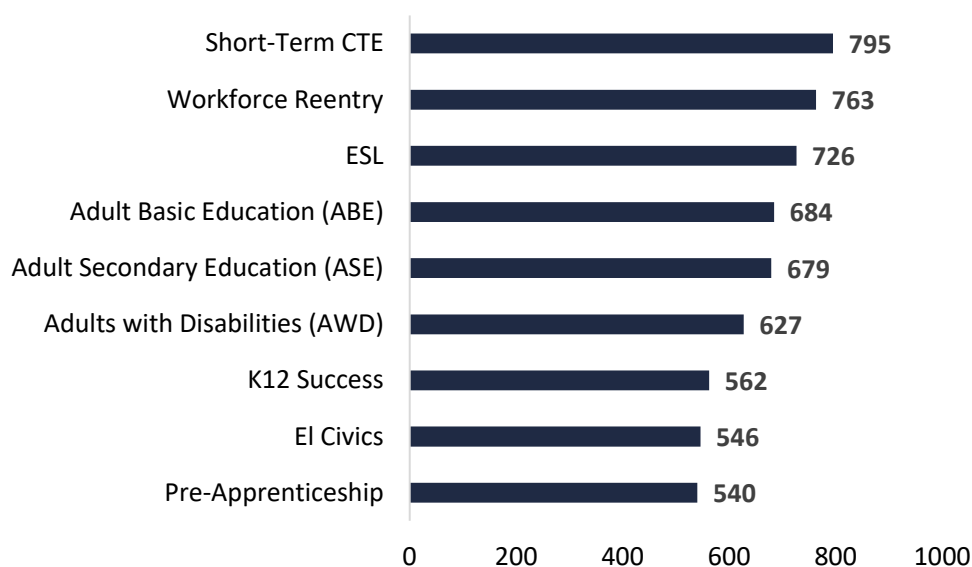
## REGIONAL SERVICE PROVIDERS

The Assessment section of the three-year plan also includes a summary of the adult education and workforce services described in each of the plans. In this section, the consortia-indicate how many instances of a particular program they offer as well as any specifically named providers of those programs. Figure 1.3 categorizes the number of adult education services by program area provided by each consortium. Many plans also name the existence of the specific program provider The plans most commonly list assessment providers by name in regard to Short-Term CTE providers, English as a Second Language (ESL) providers, and Adult Basic Education (ABE) providers while English Language (EL) Civics, Pre-Apprenticeship, and K12 Success providers are much less likely to be explicitly named in the plans, even though their offering remains common.

Across types of offerings, there are common providers associated with each program:

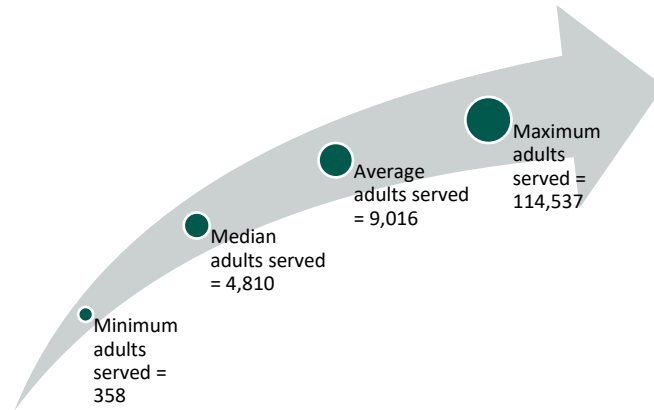
- Among **ABE** programs, the providers listed are most commonly local libraries and literacy councils as well as colleges and workforce development boards and some jails and probation departments/offices
- **ASE** programs are also commonly offered by colleges and high schools as well as statewide/national organizations such as the Boys and Girls Club and Catholic Charities.
- The CA Department of Rehabilitation is a prolific provider of **AWD** services.
- **EL Civics** and **ESL** programs are offered at diverse locations including colleges, high schools, libraries, and resource centers. ESL programs are also commonly offered by the Mexican Consulate and by Catholic Charities.
- **Pre-Apprenticeship** and **Short-Term CTE** programs are offered through America’s Job Center of California, Goodwill, and Center for Employment and Training, as well as other providers such as workforce development programs and regional businesses.
- **Workforce Reentry** providers are commonly American’s Job Center of California, CA Department of Rehabilitation, The Salvation Army, and other workforce centers across the state.

Figure 1.5: Adult Education and Workforce Services (Number)



The number of participants served by the programs noted in each consortium plan ranges from 358 in Palo Verde to 114,537 in Los Angeles with a median of 4,810 and an average of 9,016 adults served per consortium. By region, the number of adults served ranges from 6,478 in the North Far North to 242,031 in the Los Angeles region with a median of 43,745 and average of 71,125 adults served per region.

**Figure 1.6: Adults Served by Consortia**



Meanwhile, the number of participants served by each program collectively across the state ranges from 2,787 in Pre-Apprenticeship Programs to 242,012 in ESL programs with a median of 30,766 and an average of 71,125 adults served per program. So, while CTE is the most common type of program offered, ESL serves by far the largest number of participants. However, Workforce Re-Entry serves a relatively small number of participants (30,766) for the number programs offered.

**Figure 1.7: Adults Served by Program**

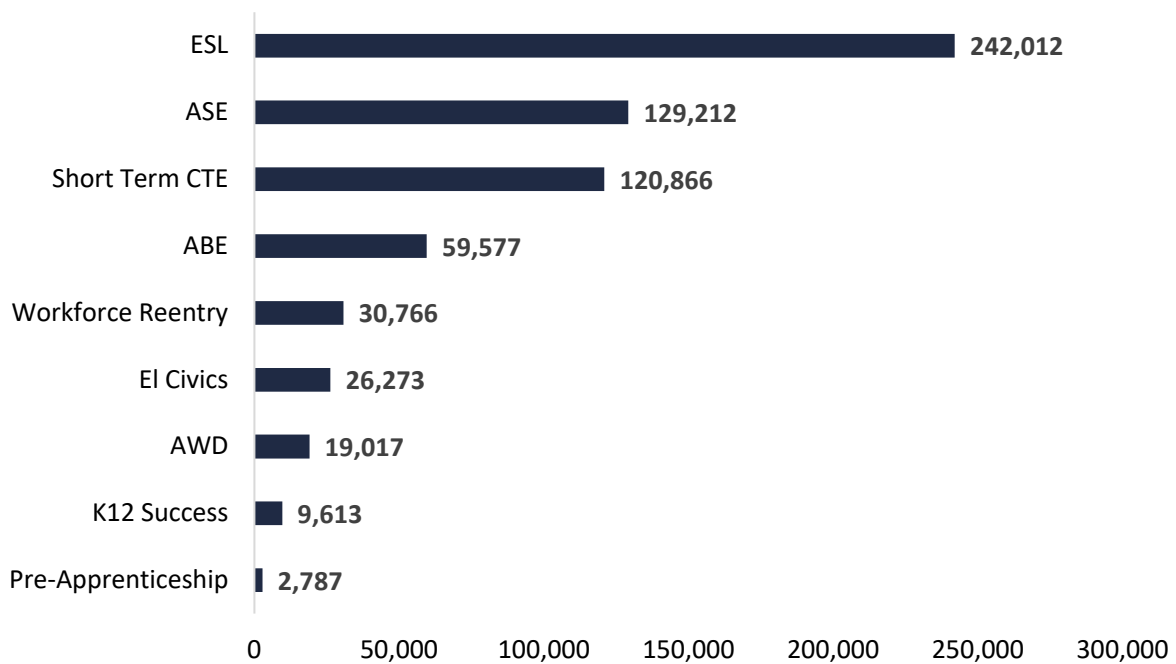


Figure 1.8: Adults Served by Program by Region

	ABE	ASE	AWD	EL CIVICS	ESL
BAY AREA	8,720	19,622	6,035	11,092	56,160
CENTRAL VALLEY MOTHER LODE	7,046	10,854	1,438	1,421	14,301
INLAND EMPIRE	4,337	11,685	312	4,553	12,491
LOS ANGELES	26,202	48,971	5,869	3,007	89,783
NORTH FAR NORTH	3,640	5,083	1,076	1,136	7,947
ORANGE COUNTY	5,021	15,510	1,891	553	32,324
SAN DIEGO/ IMPERIAL	2,940	9,330	1,515	3,277	21,551
SOUTH CENTRAL	1,671	8,157	881	1,234	7,455

	K12 SUCCESS	PRE-APPRENTICESHIP	SHORT TERM CTE	WORKFORCE RENTRY
BAY AREA	3,148	675	18,922	4,096
CENTRAL VALLEY MOTHER LODE	213	16	7,814	642
INLAND EMPIRE	545	75	4,249	875
LOS ANGELES	4,460	1,834	43,290	18,615
NORTH FAR NORTH	230	47	4,252	1,917
ORANGE COUNTY	356	93	17,447	2,555
SAN DIEGO/ IMPERIAL	266	47	15,866	608
SOUTH CENTRAL	395	0	9,026	1,458

## EVALUATING LEVELS AND TYPES OF EDUCATION AND WORKFORCE SERVICES

While many consortia indicate that they are meeting the needs of the adult education populations in their region, there are also several common areas in need of expansion. Across regions, ESL programs are typically those with the highest enrollment, and while some indicate that they are largely meeting the needs of this population, there is a common need for additional and/or more accessible programming. Commonalities across the regions include:

- **Bay Area:** Need for short-term CTE training; Preparing adults for positions in emerging markets and priority areas; Computer training and access; Access for lowest proficiency ESL students
- **Central Valley Mother Load:** Rebuilding enrollment to pre-pandemic levels; Upskilling in high growth areas
- **Inland Empire:** Aligning classes and programs to in-demand career opportunities with high wage attainment; Creating partnerships across organizations
- **Los Angeles:** Rebuilding program enrollment to pre-pandemic levels; Upskilling that aligns with regional high growth areas; Addressing labor shortages in healthcare and manufacturing
- **North Far North:** Addressing labor shortages in healthcare as well as creating healthcare pathways for English language learners; Exposure to careers through job-shadowing and internships
- **Orange County:** Additional opportunities for community members to learn English
- **San Diego/Imperial:** Alignment of offerings to workforce demands; Expanded opportunities for adults with disabilities; Integration and knowledge and resource sharing
- **South Central:** Minimizing barriers to access and success among English language learners; Improving digital literacy; Creating pathways and integrating services to ensure transition

## BARRIERS AND METRICS

### CONSORTIUM LEVEL METRICS

At the consortium level, each plan includes metrics relative to the target number of adults served as well as the target number of students served for one or more of four identified student barriers (English Language Learner, Low Income, Long Term Unemployed, Low Literacy).

The North Far North Region currently anticipates the largest Compound Annual Growth Rate (CAGR) from 2022-23 to 2024-25 with a target of nearly 12% growth. All other regions fall into the 2%-4% range for targeted growth rate, as seen in Figure 2.1.

**Figure 2.1: Target Number of Adults Served by Region: 2022-23 to 2024-25**

	2022-23	2023-24	2024-25	CAGR
<b>Bay Area</b>	118,810	122,596	126,690	2.16%
<b>Orange County</b>	55,250	57,609	60,043	2.81%
<b>Central Valley Mother Lode</b>	83,379	87,940	92,802	3.63%
<b>Inland Empire</b>	32,545	34,215	36,237	3.65%
<b>Los Angeles</b>	165,200	174,538	184,401	3.73%
<b>South Central</b>	31,242	33,286	35,082	3.94%
<b>San Diego/Imperial</b>	46,271	49,434	52,588	4.36%
<b>North Far North</b>	18,958	20,543	26,469	11.77%

Of the four identified student barriers, English Language Learners is by far the most prevalent and is included in 59 of the plans. As seen in figure 2.2, across the regions, North Far North, Inland Empire, South Central, and Central Valley Motherlode all target a larger than 6% compound annual growth in English Language Learners served between 2022-23 and 2024-25, however this is on a much smaller scale from a number served perspective as compared to areas like Los Angeles and the Bay Area which serve three to four times as many English Language Learners but anticipate more modest growth of 2-3%.

**Figure 2.2: Target Number of English Language Learners by Region: 2022-23 to 2024-25**

	2022-23	2023-24	2024-25	CAGR
<b>Orange County</b>	10547	10723	10898	1.10%
<b>Los Angeles</b>	19824	20513	21297	2.42%
<b>Bay Area</b>	14824	15368	16097	2.78%
<b>San Diego/Imperial</b>	9824	10268	10897	3.52%
<b>North Far North</b>	4795	5189	5768	6.35%
<b>Inland Empire</b>	3527	3795	4249	6.40%
<b>South Central</b>	4277	4645	5199	6.72%
<b>Central Valley Mother Lode</b>	4875	5319	5948	6.86%



Low Income adult learners and Low Literacy adult learners are highlighted in 26 and 39 plans respectively. Low Income adult learners are predominantly included in plans from the Bay Area, North Far North, and San Diego; however, the Inland Empire is targeting the largest compound growth from 2022-23 to 2024-25. Inland Empire is also targeting a high level of growth among Low Literacy adult learners, second only in compound growth percentage to South Central. Figures 2.3 and 2.4 break down the anticipated growth for each of these categories of adult learners.

**Figure 2.3: Target Number of Low Income by Region: 2022-23 to 2024-25**

	2022-23	2023-24	2024-25	CAGR
<b>Bay Area</b>	3,676	3,676	3,676	0.00%
<b>Central Valley Mother Lode</b>	13,644	13,984	14,332	1.65%
<b>Orange County</b>	9,668	9,958	10,256	1.99%
<b>San Diego/Imperial</b>	29,520	30,646	31,819	2.53%
<b>North Far North</b>	30,559	31,737	32,965	2.56%
<b>Los Angeles</b>	25,290	26,396	27,549	2.89%
<b>Inland Empire</b>	15,622	16,408	17,233	3.33%

**Figure 2.4: Target Number of Low Literacy by Region: 2022-23 to 2024-25**

	2022-23	2023-24	2024-25	CAGR
<b>Bay Area</b>	5,443	5,443	5,443	0.00%
<b>Central Valley Mother Lode</b>	5,643	5,693	5,793	0.88%
<b>Orange County</b>	26,261	27,092	27,997	2.16%
<b>Los Angeles</b>	21,129	21,848	22,602	2.27%
<b>North Far North</b>	60,119	62,397	64,857	2.56%
<b>San Diego/Imperial</b>	40,311	41,870	43,576	2.63%
<b>Inland Empire</b>	38,990	40,549	42,255	2.72%
<b>South Central</b>	20,027	21,054	22,169	3.45%

One of the less common barriers, as seen in figure 2.5, is Long Term Unemployment, which is included in just 10 plans, of which five are in the San Diego/Imperial region. Monterey and San Diego East each target more than 20% compound annual growth in long term unemployed adults served, however that growth is based on a relatively small starting point (44 and 80 respectively)

**Figure 2.5: Target Number of Long Term Unemployed by Consortium: 2022-23 to 2024-25**

	Region	2022-23	2023-24	2024-25	CAGR
<b>Butte-Glenn</b>	North Far North	11	12	13	5.73%
<b>Delta Sierra Alliance</b>	Bay Area	2,126	2,147	2,169	0.67%
<b>Gavilan</b>	Bay Area	700	775	825	5.63%
<b>Imperial</b>	San Diego/Imperial	38	40	42	3.39%
<b>Monterey</b>	Bay Area	44	64	95	29.25%
<b>Mt. San Antonio</b>	Los Angeles	680	715	750	3.32%
<b>San Diego</b>	San Diego/Imperial	3,625	3,988	4,386	6.56%
<b>San Diego East (Grossmont-Cuyamaca)</b>	San Diego/Imperial	80	100	150	23.31%
<b>San Diego North (Palomar)</b>	San Diego/Imperial	433	446	459	1.96%
<b>South Bay (Southwestern)</b>	San Diego/Imperial	167	167	167	0.00%



- **Los Angeles:** Improving data collection; Supporting seamless transitions by ensuring transition staff positions are filled and trained, and Sharing curriculum and instructional resources between consortium members
- **North Far North:** Increasing technology related training, Expanding locations to increase access to underserved populations including English language learners and non-citizens, and Promoting services with community partners to ensure awareness.
- **Orange County:** Enhancing partnerships with local agencies and employers; Improving transitions to further education and workforce, and Increasing awareness to programs offered to reach underserved communities.
- **San Diego/Imperial:** Integrating workforce services within the community; Educating students about local job opportunities through site visits and job fairs, and Establishing and sharing best practices.
- **South Central:** Expanding opportunities for apprenticeship and internship programs, Improving the transition process by identify and addressing tracking issues, and Providing better support services by training existing staff and hiring new positions.

## IMPROVING INTEGRATION OF SERVICES AND TRANSITIONS

Across consortia, four overarching themes emerged in relation to integration of services and transitions:

UTILIZING DATA	PROVIDING PROFESSIONAL DEVELOPMENT	IDENTIFYING BEST PRACTICES	OFFERING FLEXIBLE COURSES AND SERVICES
<ul style="list-style-type: none"> <li>•Quarterly reviews of student data</li> <li>•Data visualization tools and dashboards</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance for education providers at workshops, webinars and conferences</li> <li>•Training in technology and student tracking</li> </ul>	<ul style="list-style-type: none"> <li>•Alignment of practices and procedures accross consortia</li> <li>•Creating SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>•Hybrid and hyflex delivery to meet students where they are</li> <li>•Virtual and in-person tutoring and support centers</li> </ul>

## EFFECTIVENESS OF SERVICES

In addressing the effectiveness of services, responses contain information that can be categorized into three areas:

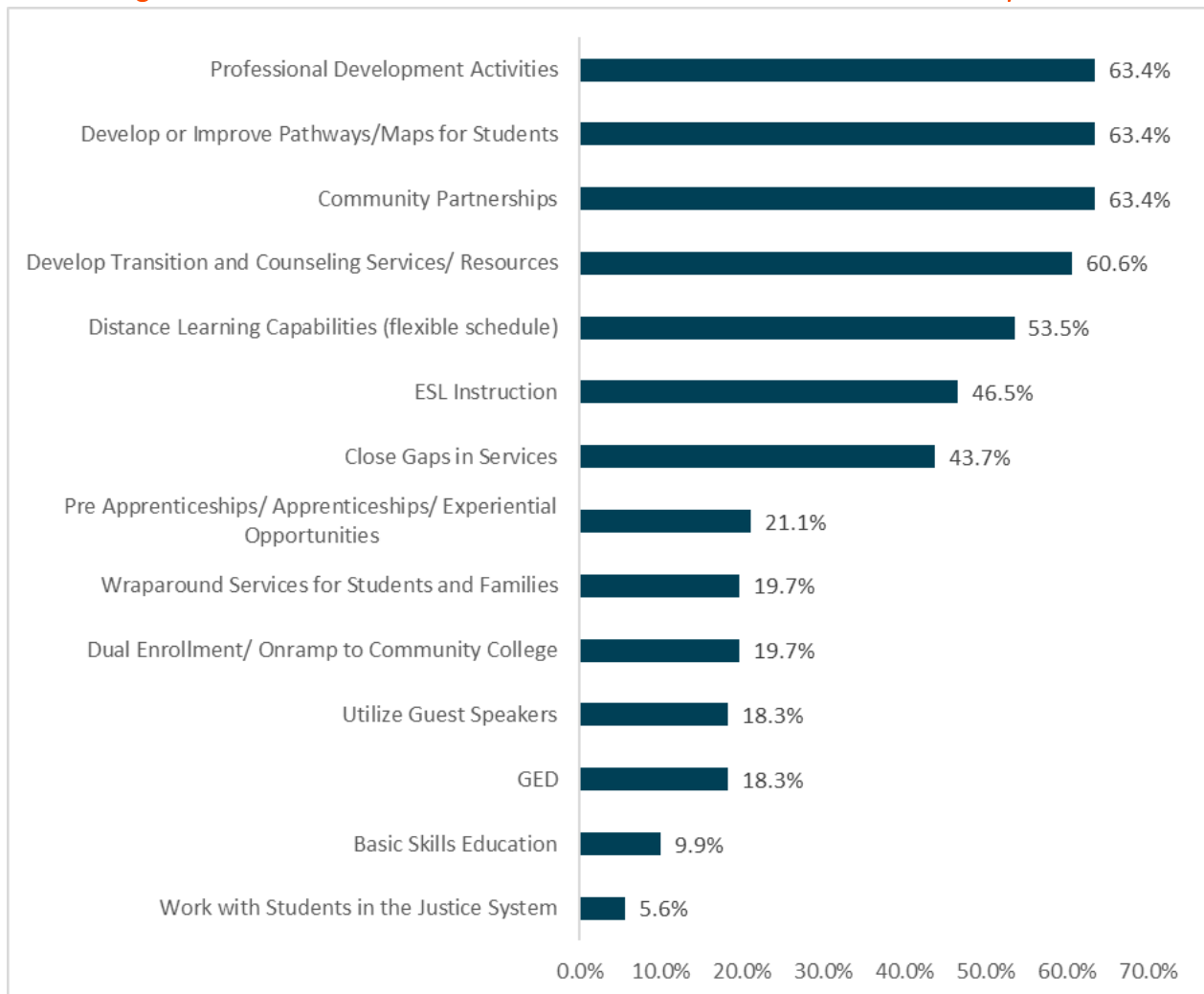
- Identified Areas for Service Provisions and Educational Priority Goals (Figure 3.1)
- Identified Operational Priority Goals (Figure 3.2)
- Identified Industry Focus Areas for Development (Figure 3.3)

## EDUCATIONAL PRIORITIES AND GOALS

Among the identified educational priorities and goals, more than half of the plans include strategies for increasing distance learning capabilities to provide flexible scheduling options, developing transition and counseling resources, building and enhancing community partnerships, developing or improving pathways or maps for students, and developing and enhancing professional development opportunities.

Although not in the top five priorities, nearly half of the plans reference ESL instruction – an area that currently serves the most adults in the state demonstrating a priority as English Language Learners make up a significant portion of the populations served. While those with less than a high school diploma also represented a large portion of the populations served, plans are less likely to reference GEDs as an educational priority but more likely to include goals related to pathways and mapping for students as well as dual enrollment and the onramp to community college.

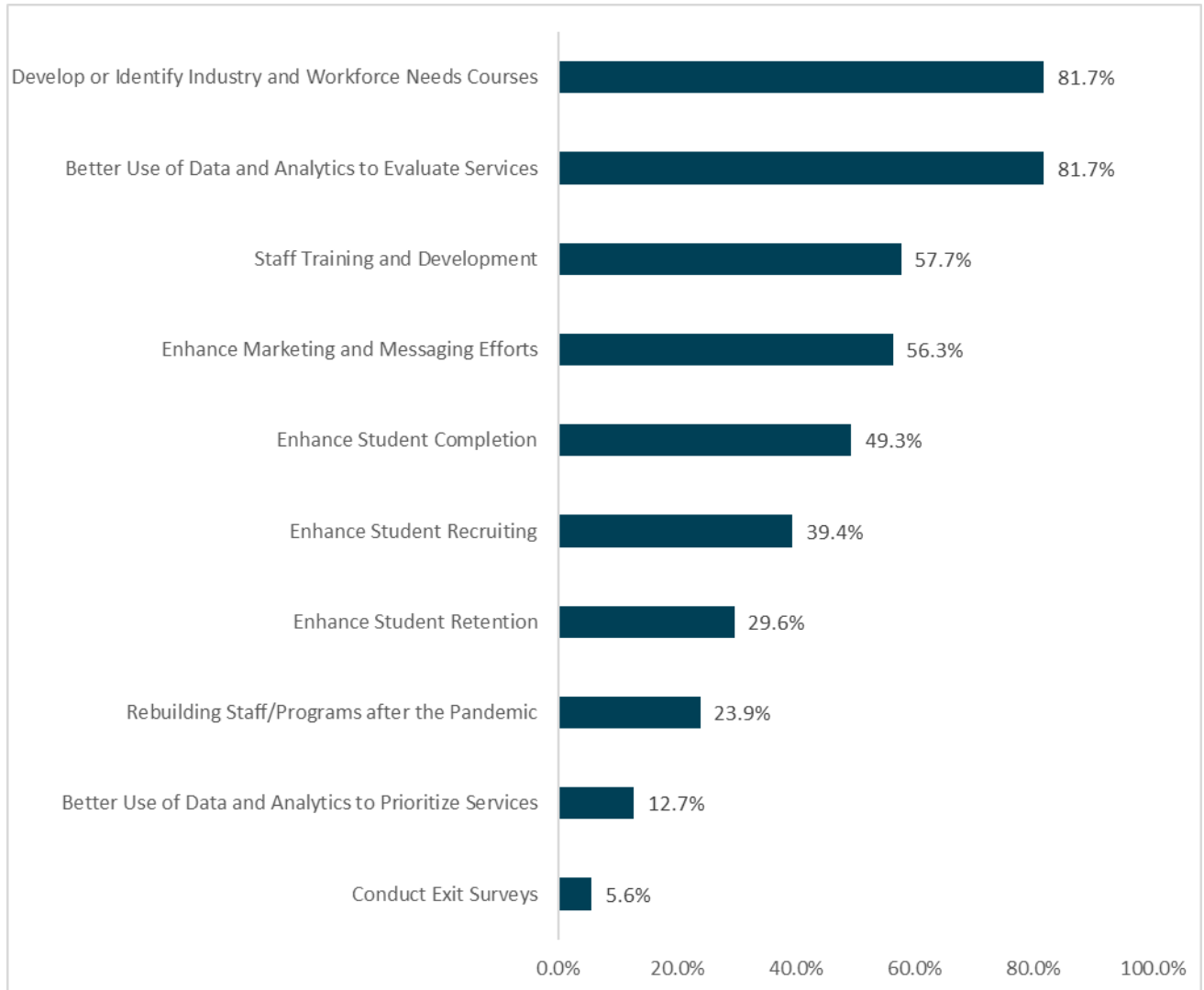
**Figure 3.1: Identified Areas for Service Provisions and Educational Priority Goals**



## OPERATIONAL PRIORITIES AND GOALS

In addition to educational priorities and goals, the plans also discuss operational priorities such as developing new courses, better utilizing data and analytics to evaluate services, providing development and training to staff, and enhancing marketing and outreach efforts. Some of the related goals address the student lifecycle including enhancing student recruitment, retention, and completion.

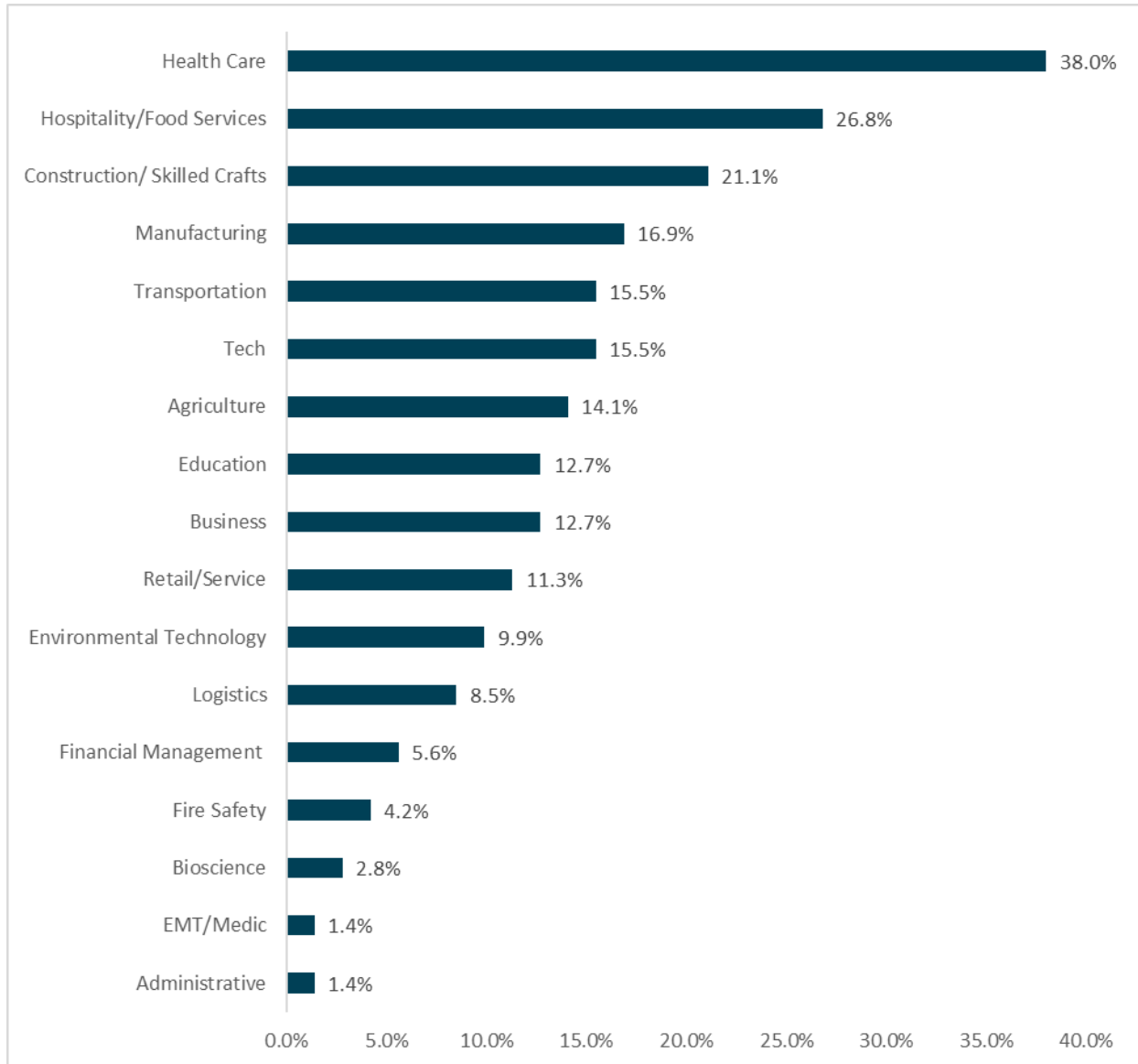
Figure 3.2: Identified Operational Priorities and Goals



## INDUSTRY FOCUS AREAS

Finally, the plans address service needs and future goals in relation to specific industries. Healthcare is the most commonly cited industry, followed by hospitality/food services and construction. These industries represent targets for increased programming, ensured workforce alignment, and partnerships for apprenticeships and other employee training.

Figure 3.3: Identified Industry Focus Areas for Development



## FUNDS EVALUATION

The funds evaluation sections of the plans generally focus on the allocation of funding, the sources of funds, and - in around 20% of plans - the allocation and usage of carryover funds. Allocation of funding is based on a percentage model with several plans referencing the cost of living adjustment (COLA) that impacted the allocation. Carryover funds, which previously attributed to the lack of programming during the pandemic, will be evaluated and allocated to meet responsibilities and align with goals. Funding sources commonly referenced include:

- Workforce Innovation and Opportunity Act (WIOA) II
- CalWORKs
- Jail Funding
- Perkins V
- Strong Workforce Program
- Fees
- In-Kind Contributions

As well as other unnamed federal, state, and local funds.

## APPENDIX

### METHODOLOGY

- **Coding:** Each section of the Three-Year Plan was analyzed for themes and assigned to categories that best summarized the response. This was a manual categorization process because of variability in how consortium members adhered to the planning guidance.
- **Presentation:** The charts included in this report present the coded responses by the percentage of consortia (n=71) that recorded a response related to that category. For consistency throughout the analysis, Hanover Research has presented the data as a percentage of the total number of consortia, not as a percentage of the responses.