



EXECUTIVE SUMMARY ANALYSIS: 2022-2023 CONSORTIA ANNUAL PLAN REVIEW

Prepared for California Community Colleges Chancellor's Office

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TABLE OF CONTENTS

- Introduction 4
- Key Findings 4
- Section 1: Executive Summaries 6**
 - Vision..... 6
 - Goals 6
 - Funding Allocations..... 7
- Section 1: Regional Planning Overview 8**
 - Regional Themes..... 8
 - Regional Progress indicators..... 8
- Section 1: Meeting Regional Needs 9**
 - Identified Needs Gaps..... 9
 - Figure 1.1: Categories of Needs Gaps 10
 - Figure 1.2: Categories of Needs Gaps by Region 11
 - How Needs Gaps were Identified 12
 - Figure 1.3: How Needs Gaps were Identified 12
 - Measurements Of Success 13
- Sections 2, 3, 4: Strategies 14**
 - Annual Plan Objectives 14
- Section 2: Addressing Educational Needs 14**
 - Gaps in Service Areas 14
 - Figure 2.1: Categories of Gaps in Service Related to Addressing Educational Needs 15
 - Related Activities 15
 - Metrics 16
 - Figure 2.2: Metrics to Measure Success of Objectives Related to Addressing Educational Needs.... 16
 - Addressing Educational Needs by Region 17
- Section 3: Improving Integration of Services and Transitions 19**
 - Related Activities 19
 - Metrics 19
 - Figure 3.1: Metrics to Measure Success of Objectives Related to Improving Integration of Services and Transitions..... 19

Improving Integration of Services and Transitions by Region 20

Section 4: Improving the Effectiveness of Services 22

 Related Activities 22

 Metrics 22

 Figure 4.1: Metrics to Measure Success of Objectives Related to Improving the Effectiveness of
 Services 22

 Improving the Effectiveness of Services by Region 23

Section 5: Funding Uses..... 24

Appendix 27

 Methodology..... 27

INTRODUCTION

In this report, Hanover Research analyzes the 2022-2023 Annual Plans from California Adult Education Program (CAEP) consortia members. This document is structured around central themes such as plans and goals, educational needs, integration of services and transitions, the effectiveness of services, and financial management based on the consortium planning guidance document provided to consortia by the Chancellor's Office.

The CAEP annual planning process is designed to provide consortia and members with an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the upcoming program year. The Annual Plan is a condition of receipt of CAEP apportionment funding that demonstrates how planned allocations are consistent with the adult education plan.

KEY FINDINGS

- Consortia members have broad visions of offering educational and workforce-specific courses, programs, and services to meet the needs of their individual communities.
- The main goals identified by consortia members across the state include increasing programs as well as support services to make education an attainable goal for members of their communities.
- Almost all allocations of funding for the annual plan were identified as directly following the allocation laid out in the three-year plans previously developed by each consortium, with a few outliers that noted possible decreases or increases in funding as compared to those indicated in their three-year plan.
- Consortia members most often identified methods of implementing program goals rather than identifying progress indicators to date, indicating a future focus on success measurement rather than a current measurement of progress. However, a few members did identify regular meetings, self-evaluations, and monitoring charts as progress indicators.
- Consortia members most often indicate that they use program data and quality assessment tools to identify program gaps. Additionally, many members also indicate the use of national, state, and local data sources as well as internal surveys and interviews to inform possible program gaps. While not typically included in the current annual plans, these sources could be cited in future plans to measure progress towards addressing the program gaps.
- Accessibility/support services, industry-related courses/programs, and English as a Second Language (ESL) programming were the most identified gaps in service areas among consortia members.
- Consortia members identified student enrollment and graduation, course/program completion, and student transitions to secondary, post-secondary, or employment as key measures of success through which they would determine the success of initiatives put in place to address their needs gaps.
- Consortia members identified marketing and outreach needs, lack of digital literacy, increased need for community engagement, resources for adults with disabilities, and expanded service hours as the top challenges in addressing educational needs.
- Key strategic activities in improving the integration of services and transitions among most consortia members include increasing or modifying transition pathways, programs, or services.

- Consortia members identified a broad need for increased professional development to improve the effectiveness of the services provided by its members to that members constituents.
- Overall, consortia members noted that the allocation of funding is adhering to the three-year goal, and funding is usually carried over to the member if funds are not completely utilized in the fiscal year, although some members indicate specific allocations or carryover priorities based on individual needs.

SECTION 1: EXECUTIVE SUMMARIES

Each annual plan begins with an executive summary which provides background on the process of developing the plan as well as an overview of visions, goals, and allocations.

VISION

Across the regions, members have identified visions focused on providing educational and career-centered programs to meet the workforce needs of their specific areas. Many of the plans begin with an acknowledgment that, particularly due to the fallout 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 desire to return to pre-pandemic conditions (particularly enrollment levels). Region-specific priorities are identified in the goals below.

GOALS

When dividing the consortia into the 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 goals were apparent more so in some regions than others. The main goals identified by consortia members across the state include increasing programs as well as support services to make education an attainable goal for members of their communities. Differences could be attributed to the types and varieties of populations served; specific events or challenges faced by a particular region; and the tenure and previous success of existing programs.

- Bay Area: Increase course offerings, diversify program delivery modalities, improve the integration of services and transitions, add student and staff support
- Central Valley Mother Lode: Hire teachers, teaching assistants, and tutors for ESL courses; expand current program offerings such as ESL, Adult Basic Education, and Adult Secondary Education
- Inland Empire: Track transition program efficacy, increase workforce-specific offerings, improve instruction and support services
- Los Angeles: Increase awareness of services through marketing and outreach, increase transition programs
- North Far North: Further rebuild and restore education plans; address gaps in services
- Orange County: Further identify community needs; continue to develop industry-based programs
- San Diego/Imperial: Collect and review data to develop and maintain relevant courses and programs based on the educational needs of the region
- South Central: Increase professional development and credentialing opportunities; reopen and improve programs affected by the COVID-19 pandemic

FUNDING ALLOCATIONS

Almost all allocations of funding were identified as following the outlined three-year plans developed by the consortia in each region, but did vary somewhat from one another.

- The Bay Area region noted the need to possibly change or more closely monitor programs because of possible budgets proposed by the Governor, but mainly identified their funding in some areas is vulnerable to legislative actions.
- The West Hills College Consortium in the Central Valley Mother Lode region noted an increase in allocations for specific members to make program funding more equitable.
- Desert Regional Consortium in the Inland Empire Region noted the need for additional adjustments and funding to deal with unplanned changes following the Consortia Fiscal Administration Declaration (CFAD)process.

Overall, the allocations of funds were identified as remaining in compliance with approved three-year plans and members outlined regular quarterly or monthly meetings to make sure funding continues to be appropriately allocated.

SECTION 1: REGIONAL PLANNING OVERVIEW

In the Regional Planning section of the 2022-2023 annual plan, each consortium was tasked with identifying further details on how plans are meeting the initiatives of the three-year plan and the progress indicators put in place to assure the initiatives are being met.

REGIONAL THEMES

Across regional summaries, 2022-2023 annual plan themes often identified program development and transition support/services priority areas including the transition from K-12 to adult education as well as alignment of course offerings and transitions/pathways from adult schools to community colleges.

Additional common themes across plans include:

- Developing more Career and Technical Education (CTE) and pathway programs
- Developing and maintaining educational and support services
- Increasing enrollment

REGIONAL PROGRESS INDICATORS

When discussing progress indicators, most plans detailed the methods they would utilize to meet the annual and three-year goals, but did not include summaries of previous progress. Common methods for reaching these goals included utilizing data sources, collaborating with local partners and service providers, and increasing marketing efforts. Most often, members decided to create committees and teams, conducting regular meetings to assure progress was being made toward the annual goals, which were informed by the three-year plan. Some other identified progress indicators used data-driven measures to inform program success or to modify program offerings, progress monitoring charts or self-studies, and program assessments. While most members indicated broad level progress indicators, the Antelope Valley and Napa Valley members provided more detailed information.

- Antelope Valley – Used a self-study to ensure they were identifying areas of strengths and need and maintaining consistency with the three-year plan
- Napa Valley – Used a Progress Monitoring chart to identify goals, activities, responsibilities, contacts, and a timeline for current and future years (updated quarterly)

SECTION 1: MEETING REGIONAL NEEDS

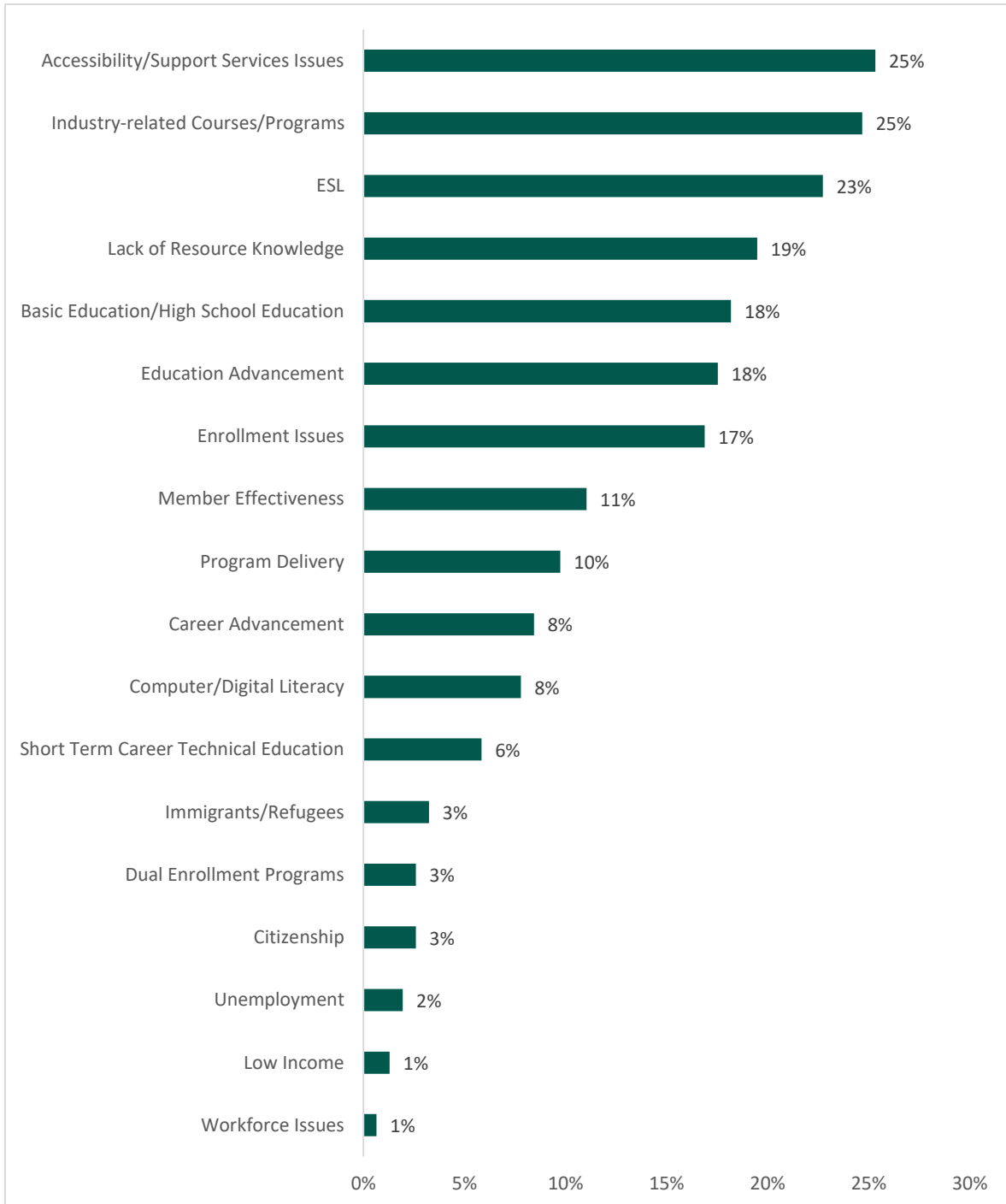
Across the 71 unique submitted annual plans, within the first section of the plans – Meeting Regional Needs - consortia members provided narrative related to 154 needs gaps which were spread across the plans (i.e. some plans had one needs gap while others had multiple). Of the 154 provided needs gaps included in the narrative responses, the gaps were classified into 18 broad categories.

IDENTIFIED NEEDS GAPS

Accessibility/support services, industry-related courses/programs, and ESL programming emerged as the top identified issues among these 18 categories. Accessibility/support services relate to members providing access to relevant courses or programs and/or students having access to support services (transportation, childcare, housing, etc.) to complete available courses or programs. Industry-related courses/programs mean courses or programs provided need to be relevant to current local industry needs. ESL programming relates to those courses and programs that support non-native English speakers and English language learners.

Along with access to courses and support services, members identified that target audiences were often not aware of courses, programs, or support services in the area. Multiple consortia members identified a need for increased marketing to bridge the gap in getting services to the populations that need them. Generally, service gap trends are similar across all consortia members, however, the Los Angeles region does highlight issues with education advancement (making sure programs lead to further education obtained) and enrollment (mainly due to the COVID-19 pandemic). Figure 1.1 displays the percentage of the 154 needs gaps identified across all consortia that reference a particular categorized issue identified such as accessibility or support services needs and industry-related courses/programs – the most frequently referenced needs gaps each representing one-quarter of the overall identified gaps.

Figure 1.1: Categories of Needs Gaps
(n=154 identified needs gaps)



Note: Needs gaps may be classified in more than one category

Of the needs gaps identified within each region, the prevalence of gaps to fall within a particular category are fairly constant across the regions. Figure 1.2 displays the distribution of categories of service area gaps across the eight regions.

Figure 1.2: Categories of Needs Gaps by Region
(n=154 identified needs gaps)

	Accessibility/ Support Services Issues	Industry-related Courses/ Programs	ESL	Lack of Resource Knowledge	Basic Education/ High School Education
Bay Area	7%	8%	6%	5%	4%
Central Valley Mother Lode	4%	3%	2%	2%	2%
Inland Empire	2%	3%	3%	3%	3%
Los Angeles	3%	3%	3%	3%	3%
North Far North	1%	5%	1%	2%	2%
Orange County	2%	2%	2%	2%	2%
San Diego/Imperial	4%	1%	3%	2%	3%
South Central	3%	1%	2%	1%	1%

	Education Advancement	Enrollment Issues	Member Effectiveness	Program Delivery	Career Advancement
Bay Area	2%	6%	3%	4%	1%
Central Valley Mother Lode	2%	1%	1%	1%	1%
Inland Empire	2%	1%	1%	0%	1%
Los Angeles	5%	5%	2%	1%	2%
North Far North	1%	1%	1%	1%	0%
Orange County	3%	1%	1%	1%	3%
San Diego/Imperial	1%	3%	1%	1%	1%
South Central	1%	0%	1%	1%	1%

	Computer/ Digital Literacy	Short Term Career Technical Education	Immigrants/ Refugees	Citizenship
Bay Area	3%	1%	1%	1%
Central Valley Mother Lode	2%	2%	0%	1%
Inland Empire	1%	2%	1%	1%
Los Angeles	0%	0%	1%	0%
North Far North	0%	0%	0%	0%
Orange County	1%	0%	1%	1%
San Diego/Imperial	1%	0%	0%	0%
South Central	1%	1%	0%	0%

	Dual Enrollment Programs	Unemployment	Low Income	Workforce Issues
Bay Area	1%	1%	1%	0%
Central Valley Mother Lode	0%	1%	1%	0%
Inland Empire	1%	1%	0%	0%
Los Angeles	0%	0%	0%	0%
North Far North	1%	0%	0%	1%
Orange County	0%	0%	0%	0%
San Diego/Imperial	0%	0%	0%	0%
South Central	0%	0%	0%	0%

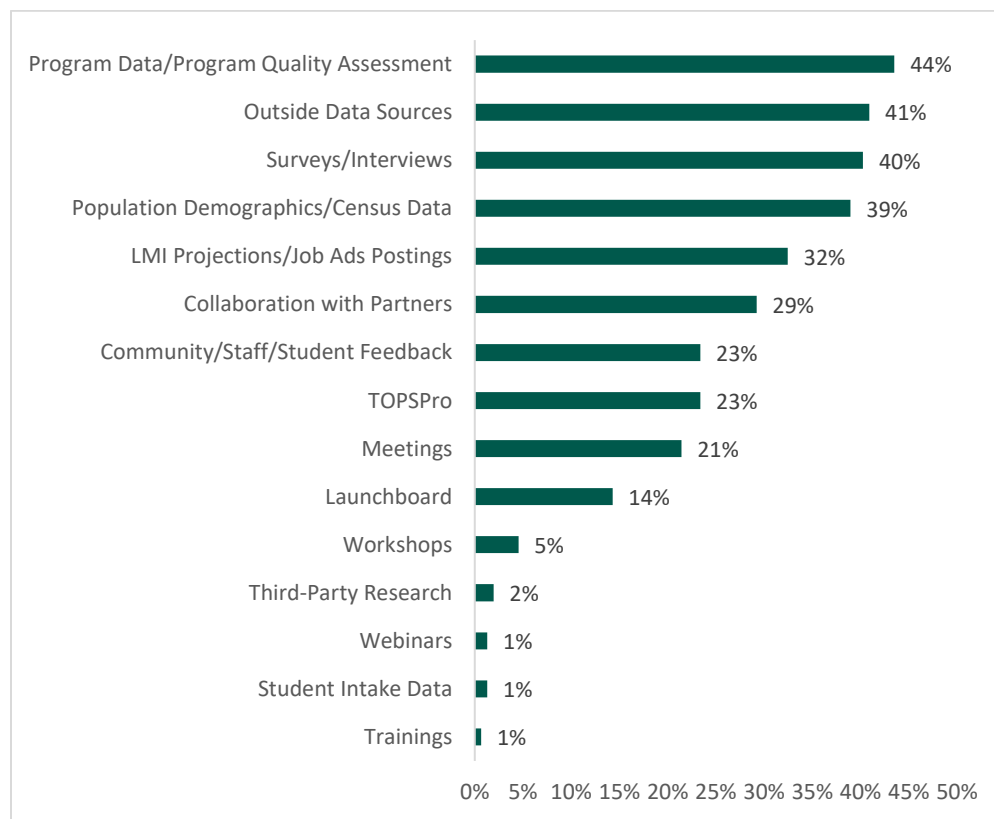
Note: Needs gaps may be classified in more than one category

HOW NEEDS GAPS WERE IDENTIFIED

For each identified needs gap included in the plan narrative, members were given the opportunity to express how they identified these gaps, and specifically what data sources they used. Consortia members most often used program data and quality assessment tools to identify needs gaps. Additionally, many members utilize national, state, and regional data sources such as the US Bureau of Labor Statistics, State California Employment Development Department data, and other publicly available tools/maps/factsheets.

While all consortia used a variety of these tools, the regions demonstrated a tendency toward various tool usage as opposed to focusing on one particular tool for all data measurement needs. For example, The Bay Area and Los Angeles region members utilized population demographics and Census data, while Central Valley, Inland Empire, and San Diego/Imperial were more often cited using qualitative method tools such as surveys and interviews. Figure 1.3 indicates the percentage of the 154 needs gaps that were informed by each type of data. For example, 44% of the needs gaps were identified through the process of analyzing program data or conducting a program quality assessment while 41% of the needs gaps were identified using outside data sources. The most commonly mentioned data source in identifying a particular gap was program data or program quality assessments as well as outside data sources, while the explicit use of workshops, webinars, and third-party research was much less likely to be highlighted.

Figure 1.3: How Needs Gaps were Identified
(n=154 identified needs gaps)



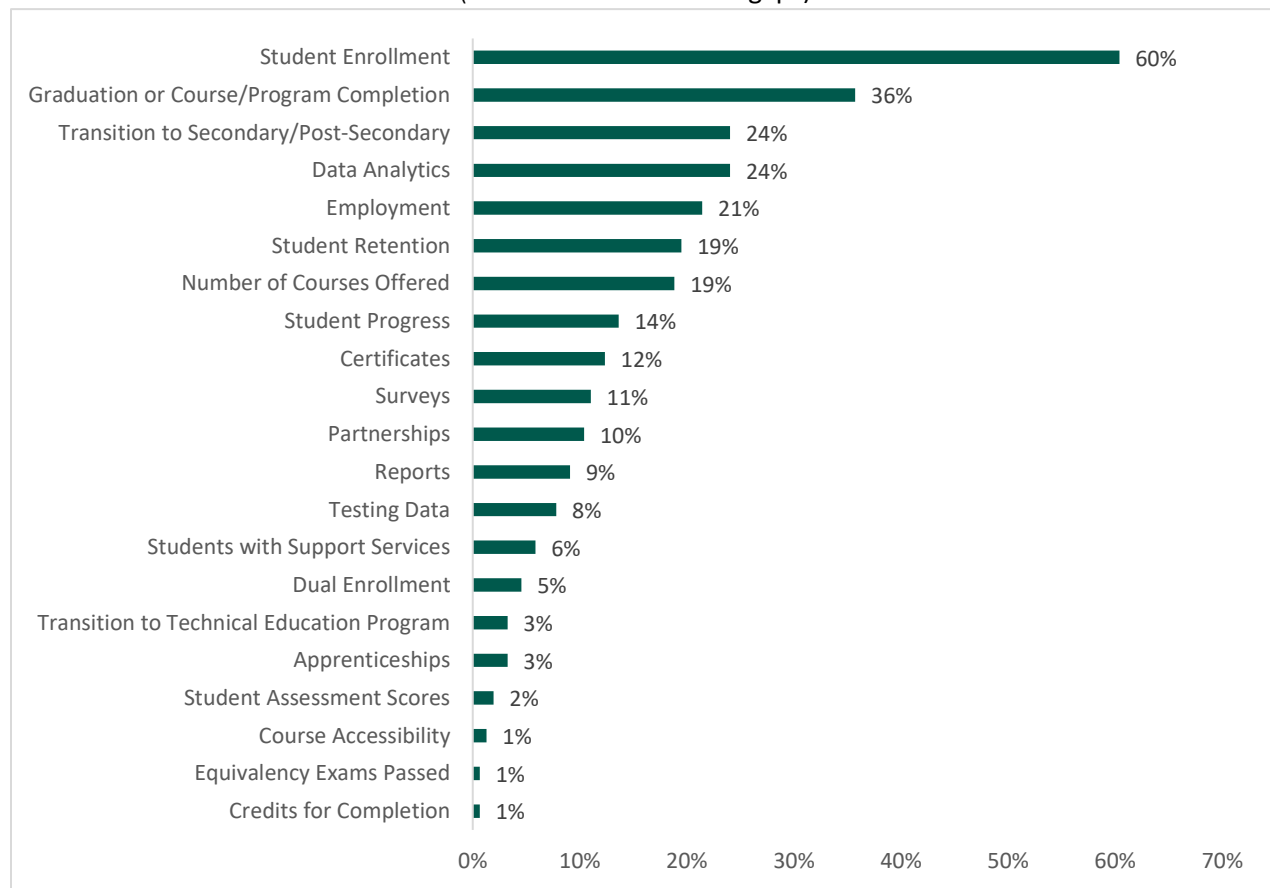
Note: Needs gaps may have been identified by more than one source of data

MEASUREMENTS OF SUCCESS

Each of the 154 identified needs gaps included the opportunity to provide information on how the reporting consortium would measure success in addressing the gap. There is a considerable amount of overlap in how consortia members measured their success. Common measurements of success across all consortia members are student enrollment and graduation or course/program completion, as seen, in Figure 1.4 which indicates the percentage of the 154 needs gaps whose success in addressing them could be measured by a particular statistic such as student enrollment or graduation. For example, of the the 154 needs gaps identified across all plans, 60% indicated that the success of addressing that need could be measured through increased student enrollment.

Additional measurements of success focus on student outcomes related to transitioning to secondary or post-secondary institutions and obtaining employment. Numerous members also highlighted measuring data analytics from multiple sources to gauge program success. Finally, some measurements of success included increasing the number of course offerings in various areas, improving student retention, and monitoring student progress. No regional outliers favored a different measurement of success over the general trends of all members.

Figure 1.4: Measurements of Success for Addressing Needs Gaps
(n=154 identified needs gaps)



Note: Needs gaps may be measured by more than one measurement of success

SECTIONS 2, 3, 4: STRATEGIES

ANNUAL PLAN OBJECTIVES

Within the strategies portions of the annual plans, the consortium identified objectives including:

- **Addressing Educational Needs** (996 individual objectives)
- **Improving Integration of Services and Transitions** (754 individual objectives)
- **Improving Effectiveness of Services** (569 individual objectives)

Each of these objectives includes a strategy title (one of which is **gaps in service** – not directly tied to the needs gaps identified in section one), a **related activity**, and **related metrics**.

SECTION 2: ADDRESSING EDUCATIONAL NEEDS

GAPS IN SERVICE AREAS

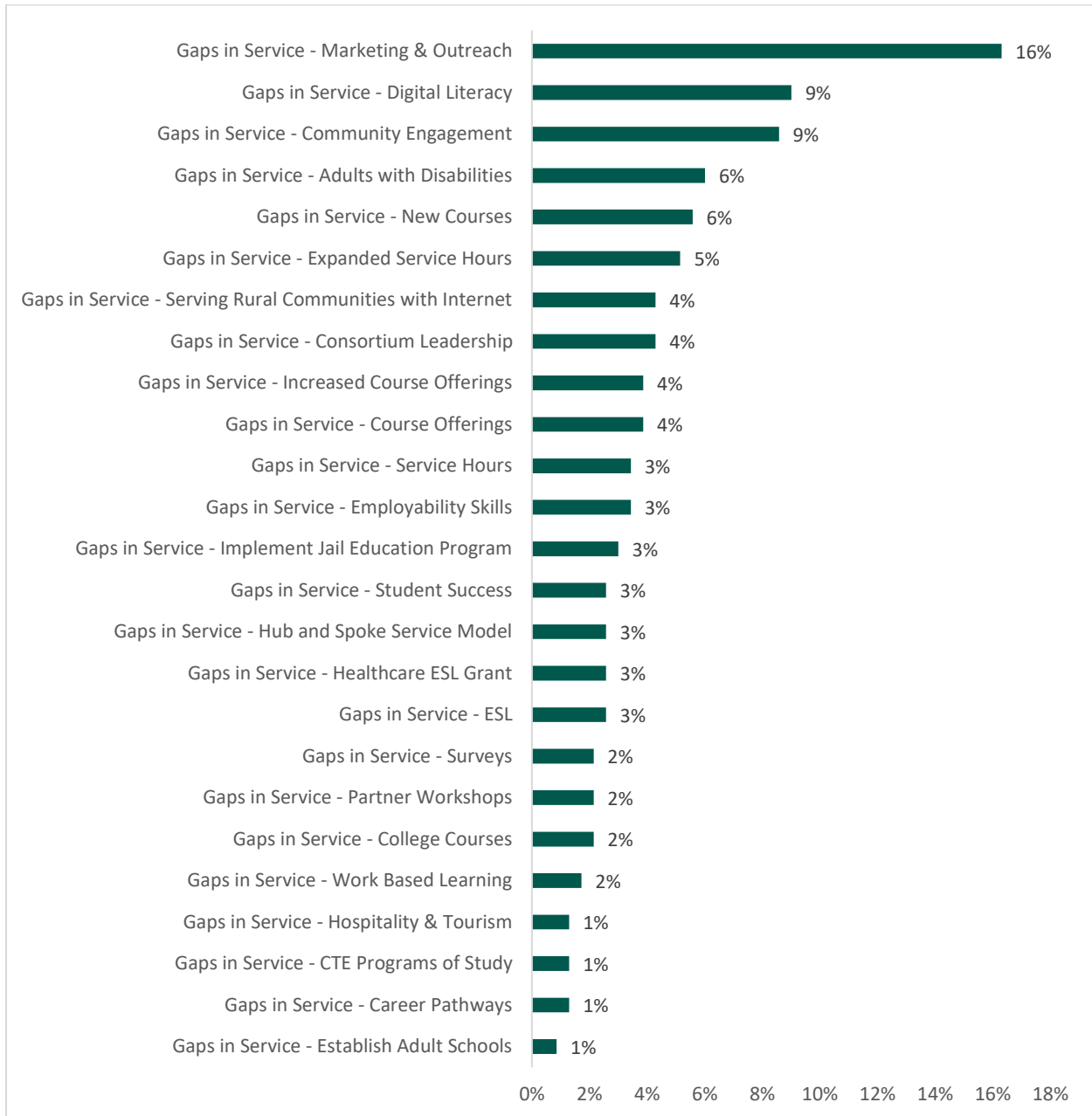
Consortia members identified 233 gaps in service areas related to objectives classified as addressing education needs. The most commonly mentioned gaps are related to marketing and outreach, digital literacy, community engagement, adults with disabilities, new courses, and expanded service hours.

"These 233 "gaps in service" areas were further categorized into 25 strategy titles as follows:

- Gaps in Service - Adults with Disabilities
- Gaps in Service - Career Pathways
- Gaps in Service - College Courses
- Gaps in Service - Community Engagement
- Gaps in Service - Consortium Leadership
- Gaps in Service - Course Offerings
- Gaps in Service - CTE Programs of Study
- Gaps in Service - Digital Literacy
- Gaps in Service - Employability Skills
- Gaps in Service - ESL
- Gaps in Service - Establish Adult Schools
- Gaps in Service - Expanded Service Hours
- Gaps in Service - Healthcare ESL Grant
- Gaps in Service - Hospitality & Tourism
- Gaps in Service - Hub and Spoke Service Model
- Gaps in Service - Implement Jail Education Program
- Gaps in Service - Increased Course Offerings
- Gaps in Service - Marketing & Outreach
- Gaps in Service - New Courses
- Gaps in Service - Partner Workshops
- Gaps in Service - Service Hours
- Gaps in Service - Serving Rural Communities with Internet
- Gaps in Service - Student Success
- Gaps in Service - Surveys
- Gaps in Service - Work Based Learning

Figure 2.1 includes the percentage of each type of gap in service areas represented in the overall gaps in service areas related to objectives that address education needs. For example, the most common gap in service – marketing and outreach – accounted for 16% of the overall 233 identified gaps in service.

Figure 2.1: Categories of Gaps in Service Related to Addressing Educational Needs
(n=233 identified gaps in service)



RELATED ACTIVITIES

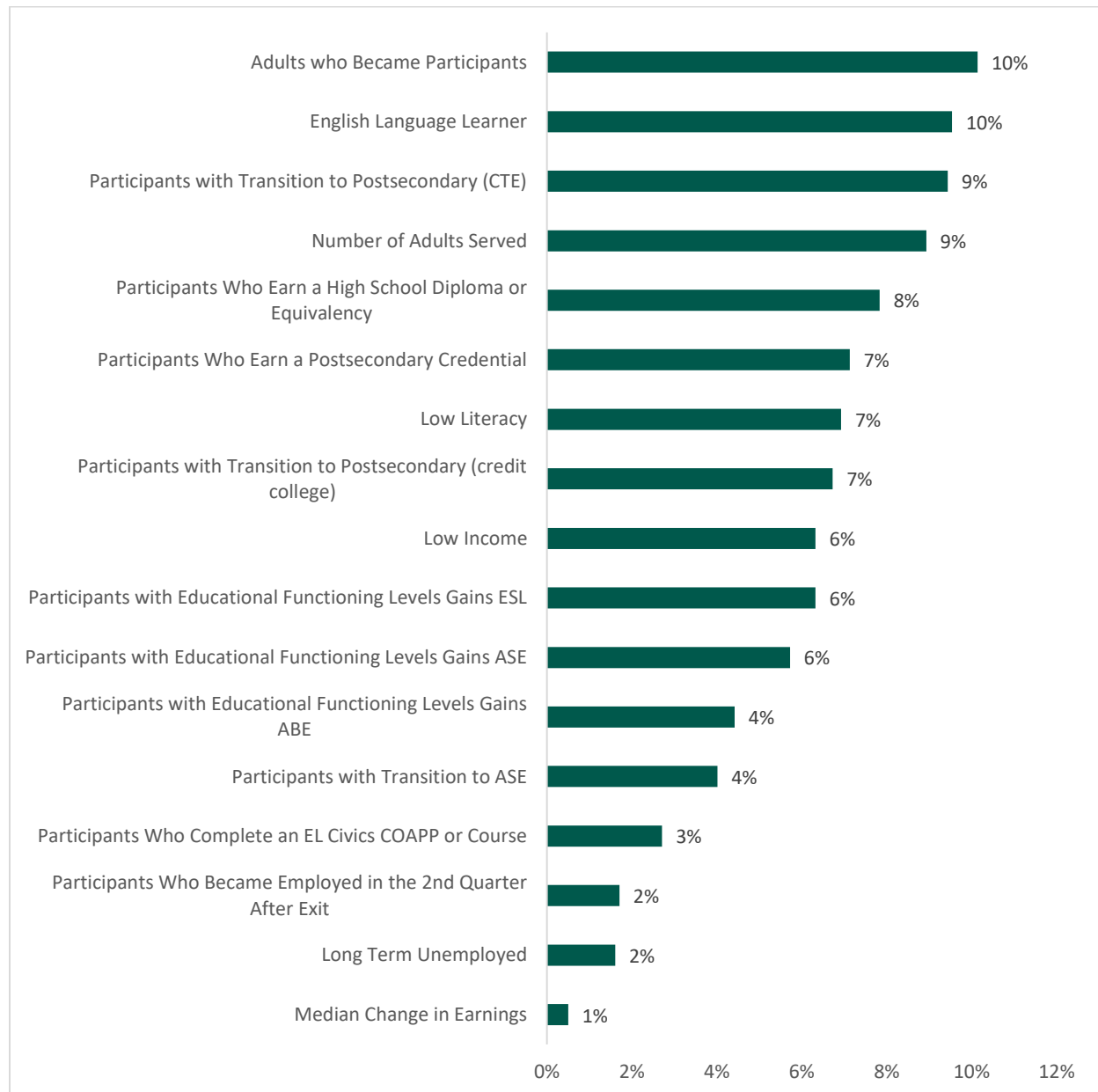
Key strategy-related activities addressing educational needs included increasing course offerings, marketing and outreach, and community engagement/outreach. Other highlighted activities to address educational needs included increasing completions, transition services, and enrollments.

METRICS

Metrics commonly associated with the 996 individual objectives related to addressing educational needs included adults who became participants, English language learners, and participants with a transition to postsecondary education (Career and Technical Education, CTE).

Figure 2.2 includes the percentage of the objectives related to addressing educational needs that identified a particular metric to measure success. For example, of the 966 objectives related to addressing educational needs, 10% indicated that adults who become participants would be a measure of the success of that objective.

Figure 2.2: Metrics to Measure Success of Objectives Related to Addressing Educational Needs (n=996 objectives related to addressing educational needs)



ADDRESSING EDUCATIONAL NEEDS BY REGION

While only consortia members of three of the regions (Inland Empire, Los Angeles, and North Far North) identified specific gaps in service related to the objective of addressing educational needs, all of the consortia included activities and metrics related to addressing educational needs. The regional trends for gaps in service (where applicable), activities, and metrics (in order of frequency) for addressing educational needs include:

- **Bay Area:**
 - Gaps in Services: Not identified
 - Activities: Developing effectiveness measures, partnerships, integrated education and training, colocation of offerings, program delivery, computer literacy, and retention and completion strategies
 - Metrics: English language learners, adults who became participants, participants with a transition to postsecondary
- **Central Valley Mother Lode:**
 - Gaps in Services: Not identified
 - Activities: Providing professional development, increasing completion rates, improving community outreach and marketing, increasing enrollment/completions/transitions, increasing course offerings, providing employer-based education offerings
 - Metrics: Participants with a transition to postsecondary (credit college), participants who earn a postsecondary credential, participants with a transition to postsecondary (CTE)
- **Inland Empire:**
 - Gaps in Services: Adults with disabilities, marketing, and outreach, employability skills
 - Activities: Increasing course/program offerings, establishing cohesive adult education programs, infusing employability skills in courses/programs, improving marketing, and outreach
 - Metrics: Adults who became participants, number of adults served, English language learner
- **Los Angeles:**
 - Gaps in Services: Marketing and outreach, expanded service hours, digital literacy
 - Activities: Providing professional development, increasing completion rates, increasing course offerings, career pathways, improving community outreach and marketing, developing site-based classes, improving digital literacy
 - Metrics: Low income, participants with a transition to postsecondary (credit college), English language learner
- **North Far North:**
 - Gaps in Services: consortium leadership, serving rural communities with internet, marketing, and outreach
 - Activities: Providing professional development, increasing course offering, increasing completion rates, increasing community outreach and marketing, supporting transitions, increasing CTE programs, increasing collaboration

- Metrics: Participants with a transition to postsecondary (CTE), participants who earn a postsecondary credential, participants with a transition to postsecondary (credit college)
- **Orange County:**
 - Gaps in Services: Not identified
 - Activities: Expanding distance education support services, supporting adult education/noncredit transition to credit, increasing completions/retention, developing roadmaps
 - Metrics: Number of adults served, adults who became participants, participants with educational functioning levels gain ASE
- **San Diego/Imperial:**
 - Gaps in Services: Not identified
 - Activities: Supporting transition and student persistence, expanding professional learning, increasing professional development, implementing goal reviews, encouraging collaboration and coordination
 - Metrics: Adults who became participants, English language learners, low income
- **South Central:**
 - Gaps in Services: Not identified
 - Activities: Increasing enrollment, increasing course offerings, improving academic and career-planning supports, expanding program delivery, improving completion
 - Metrics: Low literacy, participants who earn a high school diploma or equivalency, number of adults served

SECTION 3: IMPROVING INTEGRATION OF SERVICES AND TRANSITIONS

RELATED ACTIVITIES

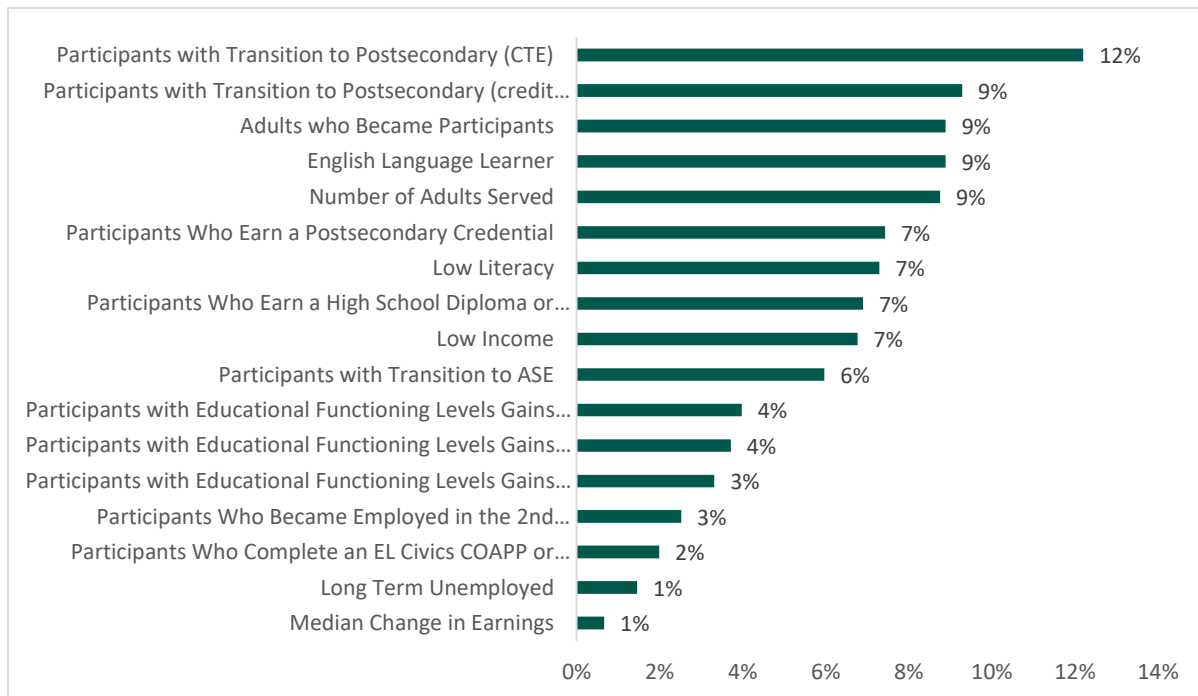
While no consortia members explicitly identified gaps in services for improving the integration of services and transitions in their overall gap identification, key strategy-related activities in improving the integration of services and transitions most often include increasing or modifying transition pathways, programs, or services. Additional activities include increasing program completions and course offerings, increasing and diversifying career pathways, and developing or expanding marketing and outreach.

METRICS

Metrics commonly associated with the 754 individual objectives related to improving integration of services and transitions included participants with transition to postsecondary (CTE), participants with transition to postsecondary (credit college), English language learners, adults who became participants, and number of adults served.

Figure 3.1 displays the percentage of the objectives related to improving the integration of services and transitions that identified a particular metric to measure success. For example, of the 754 objectives related to improving integration of services and transitions, 12% indicated that participants with transition to postsecondary education would be a measure of the success of that objective.

Figure 3.1: Metrics to Measure Success of Objectives Related to Improving Integration of Services and Transitions
(n=754 objectives related to improving integration of services and transitions)



IMPROVING INTEGRATION OF SERVICES AND TRANSITIONS BY REGION

All of the consortia included activities and metrics related to integration of services and transitions. The activities and metrics (in order of frequency) for integration of services and transitions include:

- **Bay Area:**
 - Activities: Developing partnerships, modifying student retention and completion strategies, integrating education and training, strengthening career and educational transition, and support services.
 - Metrics: English language learner, low literacy, participants with a transition to postsecondary (CTE)
- **Central Valley Mother Lode:**
 - Activities: Increasing enrollments/completions/transitions, increasing course offerings, and creating or modifying articulation agreements for specific programs
 - Metrics: Participants who earn a postsecondary credential, participants with a transition to postsecondary (CTE), low literacy
- **Inland Empire:**
 - Activities: Improving transitions and support services, implementing best practices for distance learning, providing ongoing data training, supporting educational needs and plans for the region
 - Metrics: Number of adults served, adults who became participants, participants who earn a high school diploma or equivalency
- **Los Angeles:**
 - Activities: Increasing career pathways, increasing course offerings and completions, providing internships and opportunities, improving transitional programs and supports
 - Metrics: Participants with a transition to postsecondary (credit college), participants with a transition to postsecondary (CTE), participants who earn a postsecondary credential
- **North Far North:**
 - Activities: Increasing program completion and offerings, increasing transitions to postsecondary and workforce, improving marketing and outreach, implementing best practices for distance learning
 - Metrics: Participants with a transition to postsecondary (CTE), participants who earn a postsecondary credential, participants with a transition to postsecondary (credit college)
- **Orange County:**
 - Activities: Developing and increasing transitions, increasing completions, supporting collaboration, increasing industry pathways
 - Metrics: Number of adults served, participants with a transition to postsecondary (CTE), adults who became participants

- **San Diego/Imperial:**
 - Activities: Providing professional development, supporting collaboration and partnerships, increasing course offerings, detailing student education paths
 - Metrics: Adults who became participants, English language learners, low income
- **South Central:**
 - Activities: Improving academic and career supports, expanding learning opportunities, increasing completions, increasing transition supports and programs
 - Metrics: Adults who became participants, low literacy, participants with a transition to postsecondary (CTE)

SECTION 4: IMPROVING THE EFFECTIVENESS OF SERVICES

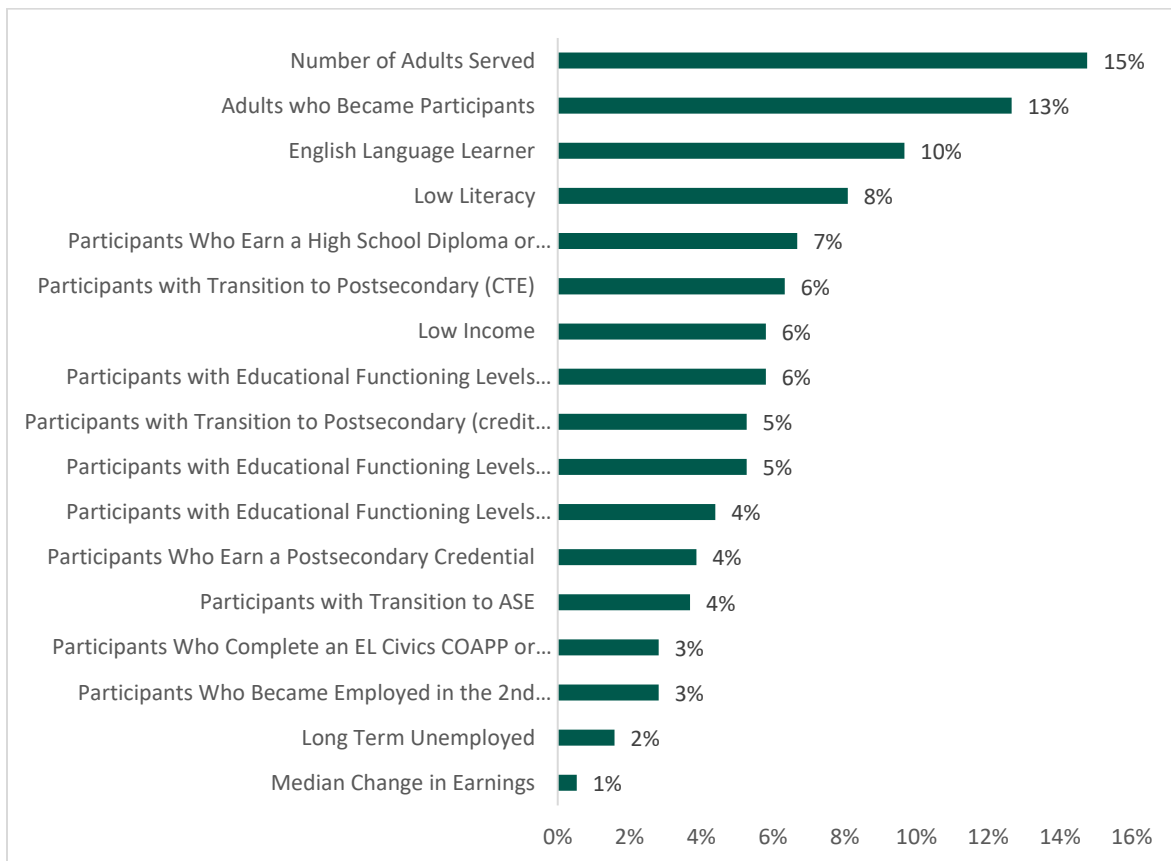
RELATED ACTIVITIES

While no consortia members explicitly identified gaps in services for improving the effectiveness of services in their overall gap identification, key strategy-related activities to improve the effectiveness of services included within the plan objectives mainly included professional development. Additional activities included developing effective measures for data collection and analysis, increasing support services, providing transition pathways, and collaborating with the community and partners.

METRICS

Metrics commonly associated with 569 objectives related to improving the effectiveness of services included the number of adults served, adults who became participants, English language learners, low literacy, and participants who earned a high school diploma or equivalency as seen in Figure 4.1 which visualizes the percentage of the objectives related to improving the effectiveness of services that identified a particular metric to measure success. For example, of the 569 objectives related to improving the effectiveness of services, 15% indicated that the number of adults served would be a measure of the success of that objective.

Figure 4.1: Metrics to Measure Success of Objectives Related to Improving the Effectiveness of Services
(n=569 objectives related to improving the effectiveness of services)



IMPROVING THE EFFECTIVENESS OF SERVICES BY REGION

All of the consortia included activities and metrics related to improving the effectiveness of services. The activities and metrics (in order of frequency) for integration of services and transitions include:

- **Bay Area:**
 - Activities: Developing effectiveness measures, supporting consortium management and learning, tracking member effectiveness, providing professional development, improving student progress and persistence
 - Metrics: Number of adults served, adults who became participants, low literacy
- **Central Valley Mother Lode:**
 - Activities: Providing professional development, supporting strategic planning, Implementing learning management systems, improving data collection
 - Metrics: Low literacy, English language learner, participants with educational functioning levels gains ASE
- **Inland Empire:**
 - Activities: Establishing and implementing effective adult education consortium models, improving data collection
 - Metrics: Number of adults served, adults who became participants, low literacy
- **Los Angeles:**
 - Activities: Providing professional development, supporting transitions, encouraging data review, supporting program improvement, and coordinating program/data meetings
 - Metrics: number of adults served, adults who became participants, English language learner
- **North Far North:**
 - Activities: Providing professional development, increasing collaboration, increasing course offerings, providing data training, increasing student support services and approaches, improving data collection and reporting
 - Metrics: Participants who earned a high school diploma or equivalency, low literacy, and participants with educational functioning levels gain ASE
- **Orange County:**
 - Activities: Expanding distance education support services, increasing transitions, increasing retention and completion
 - Metrics: number of adults served, adults who became participants, participants with educational functioning levels gain ASE
- **San Diego/Imperial:**
 - Activities: Supporting transition and student persistence, providing professional development, implementing data dialogue protocol
 - Metrics: English language learners, adults who became participants, number of adults served
- **South Central:**
 - Activities: Improving data collection and analysis, increasing program completions, developing career and education planning and pathway mapping, increasing transitions
 - Metrics: adults who became participants, English language learners, low literacy

SECTION 5: FUNDING USES

Consortia across regions highlight funding utilization that follows the CAEP Three-Year Plan and 2022-2023 Annual Plan. Carryover funds are also utilized following these plans with some regions indicating individual funding allocations or carryover priorities. Multiple plans reference the guidance to create a sustainable annual budget that does not require the ongoing use of carryover funds or the ongoing accumulation of carryover greater than 15% of their annual allocation. Additionally, some plans reference expenditure reports (at varying frequency from “regularly” to monthly to annually), while only Palo Verde explicitly references the usage of the Program Hours of Instruction report.

- **Bay Area:** Members highlight that funding aligns with CAEP Three-Year Plans and Annual Plans. Funding is used to support existing adult education programs by strengthening existing activities and implementing approved activities. Funding is used to improve student learning, teaching salaries and staff development, and resources. Carryover funds identified through a “First in-First out” (FIFO) process are utilized before the new year's funding allocations.
 - Foothill stated career pathways. Marin specifically highlights ESL programs, short-term CTE, Alternative Education programs, training, and adults with disabilities. Northern Alameda notes marketing and increased professional development and relationship strengthening with colleges. Sonoma also highlights equipment and marketing. Southern Alameda highlights the Move Ahead adult ed campaign, ESL preparatory course for smart manufacturing, and a paraprofessional training course.
 - **Carryover funds not used are rolled over to the next year's budget for staffing and services to adult education students.** Carryover funds may be utilized by other members in need of a one-time reallocation. Gavilan uses carryover for outreach campaigns and needs assessment tools. Salinas Valley has a well-defined step-by-step system of how carryover funds are used.
- **Central Valley Mother Lode:** Members highlight that funding aligns with CAEP's Three-Year Plan and Annual Plans.
 - Kern states that CAEP funding is used for staff and programming in English as a Second Language (ESL), Citizenship, Adult Basic Education (ABE), Adult Secondary Education (ASE), K-12 success, and (Adults with Disabilities) AWD. State Center uses it to close gaps in services and meet regional needs and provides specifics on increasing staff at ESL and ABE programs, marketing plans, data collection and analysis, and strong communication and outreach. West Hills highlights ABE, High School Equivalency (HSE), ESL, computer literacy, and short-term Career and Technical Education (CTE) courses will continue to be funded with high priority and that funding may also be used to invest in technology, staff development, and pathways navigator's programs.
 - **Should members not be able to use all their carryover funds it will be available for other members after presenting carryover funding ideas.** State Center has a detailed

step-by-step system for carryover funds that highlights where funding will go first and then last. West Kern also highlights specific carryover funding priorities.

- **Inland Empire:** Members are following the CAEP Three-Year Plan and Annual Plans. Funding is going to ongoing/new programs, administering existing/new school sites, purchasing administrative software/hardware, staffing, maintaining faculty, professional development, and upgrading/replacing equipment.
 - Barstow focuses on the new three-year plan focus areas. Morongo Basin highlights continuing to plan and develop short term certificate programs and curriculum. Riverside About Students highlights instruction and support services to students enrolled in basic skills, secondary education, English as a Second Language, and short-term Career Technical Education programs.
 - **Plans highlight the use of the recommended FIFO process and that the use of carryover funds comply with three-year and annual plans.** Carryover is used for marketing, engagement, retention, additional classes, obtaining technology, additional staff, updating curriculum, strengthening partnerships, professional development, and enhancing current offerings. The Desert Regional Consortium indicates that unspent funds will be voted on and allocated to other members.
- **Los Angeles:** Funding is consistent with the annual plan and three-year plan. Funding is used for staff salaries and program development, partner coordination, and delivery of services, job placement assistance, job development, and material supplied for programs.
 - Long Beach highlights marketing and media campaigns as well as establishing the new education center. Mt. San Antonio highlights CTE, vocational ESL, citizenship, Integrated Education and Training (IET), and adult with disabilities programs.
 - **Citrus and Mt. San Antonio note carryover funds will be used for CTE programs.** Long Beach notes carryover funds will be used in support of direct student services, outreach and enrollment, and the new North Long Beach Higher Education Center. Los Angeles has different members using funds for distinct programs based on who the member is.
- **North Far North:** Funding follows the one-year and three-year plans, which support existing programs, the growth of programs where needed, and initiatives.
 - Mendocino-Lake highlights the online support services they funded due to the pandemic. Sierra Joint and Siskiyou highlight multiple areas where funding was used.
 - **Carryover funding is used to support programs in alignment with the one-year and three-year plans.** Capital (Los Rios) has a two-tiered system for allocating member funds. Lake Tahoe specified carryover being used for one-time expenses that have long-term impacts. Lassen highlights multiple members and how they address carryover. Sierra Joint shows specific carryover topics for each member.

- **Orange County:** Funding adheres to the three-year plan.
 - Rancho Santiago and South Orange highlight specific areas of funding as noted in the three-year plan.
 - **Carryover funding is available for other consortium projects if the identified member cannot use them.** Rancho Santiago highlights different areas where carryover funding will be used based on the identified member. South Orange switched its fiscal administration operations.
- **San Diego/Imperial:** Alignment of offerings to workforce demands; Expanded opportunities for adults with disabilities; Integration and knowledge and resource sharing.
 - **Carryover is utilized to pursue three-year plan goals and/or one-year plan goals.** Imperial highlights carryover being used for marketing their programs, engagement, and retention of students, offering additional classes, acquiring technology equipment for students and staff, hiring additional staff, updating curriculum, strengthening partnerships, professional development, and enhancing current offerings. San Diego East (Grossmont) highlights using carryover funds for the office professional program and expanding support systems for all student and outreach efforts. San Diego North identified carryover used to either carry incomplete activities into the next year, accelerate portions of the plan with later start dates, or support new budget requests.
- **South Central:** Financial management within the Annual Plans indicates the objective of following the overarching goals of the Three-Year Plans, however most members do highlight varying individual efforts.
 - Allan Hancock identified surveys, tools, improvement teams, and employer connections. Antelope Valley efforts will be focused on awareness, enrollment, expansion of programs, and retention of students. Santa Barbara has a lot of detailed goals and reasons why funding is used.
 - Antelope Valley highlights building new facilities, improving current facilities, upgrading technology, and increasing staffing. College of the Canyons identifies different investment areas for different members but highlights increasing/updating accessibility/technology and increasing staffing and updating buildings. San Luis Obispo will hire more staff, increase student support activities, and increase wraparound services.

APPENDIX

METHODOLOGY

- **Section 1 Coding:** Each narrative section of the Plans & Goals section of the Annual Plan was analyzed for themes and “needs gaps” were assigned to categories that best approximated the response because of variability in how consortia members adhered to the planning guidance.