



CALIFORNIA
ADULT EDUCATION
PROGRAM

California Adult Education Program (CAEP)
Three-Year Plan 2025-2028
Template Document

Release Date: December 2, 2024

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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.

This document is the companion to the CAEP Three-Year Plan 2025-2028 Guidance. This template provides a high-level overview of the information to be included in each section of the Three-Year Plan, as well as fillable text boxes and checklists that mirror the template in NOVA. CAEP consortia can use this document to outline the information that will be entered into NOVA. The Three-Year Plan workflow completed and approved by all consortium members in NOVA is considered the **official** Three-Year Plan.

Certain sections in NOVA allow for adding additional tables and content; however, since this template is for outlining purposes only, there is only one table type included for each section. Please note, in the Supporting Documents section of NOVA, a Word or PDF version of the final Three-Year plan may be uploaded and may include all special characters, graphics, tables, etc.

SECTION 1: CONSORTIUM DETAILS

The three-year plan is due by **June 20, 2025**. The three-year plan in NOVA will be available after the 2025-26 preliminary allocations are uploaded.

Certification of the CFAD is a prerequisite to certifying the three-year plan. The same members who certify the CFAD will also certify the three-year plan.

Review the CFAD assurances and complete each section of this workflow below in its entirety. Your progress throughout this workflow is saved as it is completed. As long as you have not Submitted the workflow, you may come back and make changes as needed.

Example in NOVA

Details

Guidance ▼

The three-year plan is due by **June 20, 2025**. The three-year plan in NOVA will be available after the 2025-26 preliminary allocations are uploaded. Certification of the CFAD is a prerequisite to certifying the three-year plan. The same members who certify the CFAD will also certify the three-year plan. Complete each section of this workflow below in its entirety and review the CFAD assurances. Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

Consortium Information

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

As this information is auto-populated from your consortium’s landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan. (See [NOVA section in this document for more information.](#))

Example in NOVA

Consortium Information

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

As this information is auto-populated from your consortium’s landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name	Consortium Short Name
01 Allan Hancock College Consortium	01 Allan Hancock
Address	Website
800 S. College Dr. Santa Maria, CA 93454	https://hancockcollege.edu/caep/
Funding Channel 2025-26	
Direct Funded	
CAEP Funds 2025-26	
\$1,693,446	
CAEP Funds 2024-25	
\$1,693,446	
CAEP Funds 2023-24	
\$1,639,982	

Consortium Contacts

Auto-populated.

Example in NOVA

Consortium Contacts				
Responsibility	Name	Email	Title	Phone
Primary Contact	John Hancock	john.hancock@allan.edu	Dean, Academic Affairs	951-712-4444 ext. 2000
Primary Contact	Steve Miller	smiller@lompoc.edu	Principal	951-712-4444
Fiscal Contact	Lompop Unified School District	lompoc@lompoc.edu	Director, Fiscal Services	951-712-4444 ext. 2000
Fiscal Contact	Michael Gonzalez	mgonzalez@lompoc.edu	Grant Accountant	951-712-4444 ext. 2000
Fiscal Contact	John Hancock	john.hancock@allan.edu	Director, Business Services	951-712-4444 ext. 2000
Fiscal Contact	Steve Miller	smiller@lompoc.edu	Admin. Asst. II	951-712-4444 ext. 2000

Members

Auto-populated.

Example in NOVA

Members			
Auto-populated			
Responsibility	Name	Email	Phone
Allan Hancock Joint CCD	District	john.hancock@allan.edu	951-712-4444 ext. 2000
Lompoc Unified	Unified School District	lompoc@lompoc.edu	951-712-4444

Executive Summary

(up to 5000 characters)

Provide an Executive Summary **briefly** describing consortium members and participants in the Three-Year planning process, needs identified in the Needs Assessment, selected Three-Year Plan Metrics, objectives, strategies, outcomes, and a summary of the funds evaluation.

Example in NOVA

Executive Summary

Executive Summary

Provide an Executive Summary **briefly** describing consortium members and participants in the Three-Year planning process, needs identified in the Needs Assessment, selected Three-Year Plan Metrics, objectives, strategies, outcomes, and a summary of the funds evaluation.

Characters: 0/5000

SECTION 2: ASSESSMENT

In the *Regional Service Providers* section, enter the number of Participants in each applicable program area based on the available student data from **DataVista**. Due to time lags, at this time, the 2022-23 student data is what is available in DataVista. Additionally, if there are no areas for a particular program area, a zero must be entered. The field cannot be left blank.

Use the *Add Service Provider* button to add additional 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.

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.

Example in NOVA

Assessment

Guidance

In the *Regional Service Providers* section, enter the number of Participants in each applicable program area based on the available student data from DataVista. Due to time lags, at this time, the 2022-23 DataVista student data is available. Additionally, if there are no areas for a particular program area, a zero must be entered. The field cannot be left blank.

Use the **Add Service Provider** button to add additional 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.

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.

Pre-Planning Assessment
Overview and Preparation
(up to 5000 characters)

Provide a brief narrative description of the assessment conducted by the consortium to assess educational needs, regional alignment, and current levels and types of education and workforce services. Also include the consortium's overall approach and process to conducting the assessment.

Example in NOVA

Pre-Planning Assessment

Overview and Preparation

Provide a narrative description of the Assessment conducted by the consortium to assess educational needs, regional alignment, and current levels and types of education and workforce services. Also include the consortium's overall approach and process to conducting the assessment.

Characters: 0/5000

To reduce the amount of narrative needed, there are a number of questions that follow as part of the assessment that are multiple selection questions.

What types of representatives make up your assessment planning board members?

Select all that apply.

- Community College representatives
- Community Partner Organization representatives
- County Office of Education representatives
- K12 School District representatives
- Other (please specify): _____

Example in NOVA

What types of representatives make up your assessment planning board members?

Select all that apply

- Community College representatives
- Community Partner Organization representatives
- County Office of Education representatives
- K12 School District representatives
- Other

Specify "Other"

Characters: 0/100

Which of the following data sources were referenced and contributed to the consortium’s understanding of needs, current levels and types of services, and gaps?

Select all that apply.

- Student data (TOPSPro, MIS)
- CAEP consortium Fact Sheet
- DataVista
- Population demographic data (U.S Census, etc.)
- Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- Partner meetings
- Regional plans
- Community stakeholder input
- Data gathering/student needs assessment
- Employer input
- External consultant/research firm
- Other (survey, interview, focus group data, etc.) *(up to 100 characters):*

Example in NOVA

Which of the following data sources were referenced and contributed to the consortium’s understanding of needs, current levels and types of services, and gaps?

Select all that apply

- Student data (TOPSPro, MIS)
- CAEP consortium Fact Sheet
- DataVista
- Population demographic data (U.S Census, etc.)
- Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- Partner meetings
- Regional plans
- Community stakeholder input
- Data gathering/student needs assessment
- Employer input
- External consultant/research firm
- Other (survey, interview, focus group data, etc.)

Specify "Other"

Characters: 0/100

Data Collection Process – Further Context

Optional (5000 characters)

Provide any further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Example in NOVA

Data Collection Process - Further Context

Provide any further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Characters: 0/5000

Regional Alignment and Priorities

What regional partners does your consortium work with to ensure programs offered align with regional needs?

Select all that apply.

- County departments
- Educational institutions
- Industry
- Local government
- Nonprofit organizations
- Small businesses
- Workforce development boards
- Other (please specify):

(up to 100 characters)

Example in NOVA

Regional Alignment and Priorities

What regional partners does your consortium work with to ensure programs offered align with regional needs?

Select all that apply

- County departments
- Educational institutions
- Industry
- Local government
- Nonprofit organizations
- Small businesses
- Workforce development boards
- Other

Specify "Other"

Characters: 0/100

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

Select all that apply.

California Education Code (§ 84906) requires that the CAEP Three-Year Plan include “a description of the alignment of adult education services supported by this program 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 the federal Workforce Innovation and Opportunity Act (Public Law 113-128).”

- WIOA Title II Continuous Improvement Plan (CIP)
- Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- California Strong Workforce Program (SWP) Local Plan (in NOVA)
- K12 Strong Workforce Program (SWP) Plans
- Accreditation Institutional Self-Studies (i.e., WASC, COE)
- Other (please specify): _____ (up to 100 characters)

Example in NOVA

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

California Education Code (§ 84906) requires that the CAEP Three-Year Plan include “a description of the alignment of adult education services supported by this program 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 the federal Workforce Innovation and Opportunity Act (Public Law 113-128).”

Select all that apply

- WIOA Title II Continuous Improvement Plan (CIP)
- Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- California Strong Workforce Program (SWP) Local Plan (in NOVA)
- K12 Strong Workforce Program (SWP) Plans
- Accreditation Institutional Self-Studies (i.e., WASC, COE)
- Other

Specify “Other”

Characters: 0/100

What are the top priorities in relation to regional alignment?

Select all that apply.

- Developing or enhancing program mapping and career pathways that support identified industry needs
- Identifying emerging industries for development of CTE programming aligned with regional needs
- Increasing access to and awareness of services
- Pooling resources to streamline service provision across providers
- Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions
- Other (please specify): _____ (up to 100 characters)

Example in NOVA

What are the top priorities in relation to regional alignment?

Select all that apply

- Developing or enhancing program mapping and career pathways that support identified industry needs
- Identifying emerging industries for development of CTE programming aligned with regional needs
- Increasing access to and awareness of services
- Pooling resources to streamline service provision across providers
- Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions
- Other

Specify "Other"

Characters: 0/100

Alignment with Other Education and Workforce Plans
(5000 characters)

Provide a brief 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.

Example in NOVA

Alignment with Other Education and Workforce Plans

Provide a brief 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.

Characters: 0/5000

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

Describe and evaluate the educational needs of adults in the region. 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.

Example in NOVA

Evaluate the Educational Needs of Adults in the Region

Describe and evaluate the educational needs of adults in the region. 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.

Characters: 0/5000

Please identify the categories of needs of your region.

Select all that apply.

- Access for underserved populations
- Access to technology
- Addressing broad needs of diverse population served
- Alignment of education and workforce needs
- Basic skills attainment
- English language needs
- Improving accessibility of programming
- Improving digital literacy
- Increasing awareness of services
- Labor shortages
- Lack of transportation
- Lack of childcare
- Living wage job attainment
- Low literacy
- Rebuilding programs to pre-pandemic levels
- Rural geographic needs
- Short-term CTE training
- Strengthening partnerships
- Other (please specify):

_____ (up to 100 characters)

Example in NOVA

Please identify the categories of needs of your region.

Select all that apply

<input type="checkbox"/> Access for underserved populations	<input type="checkbox"/> Lack of transportation
<input type="checkbox"/> Access to technology	<input checked="" type="checkbox"/> Lack of childcare
<input checked="" type="checkbox"/> Addressing broad needs of diverse population served	<input checked="" type="checkbox"/> Living wage job attainment
<input checked="" type="checkbox"/> Alignment of education and workforce needs	<input type="checkbox"/> Low literacy
<input checked="" type="checkbox"/> Basic skills attainment	<input checked="" type="checkbox"/> Rebuilding programs to pre-pandemic levels
<input type="checkbox"/> English language needs	<input type="checkbox"/> Rural geographic needs
<input type="checkbox"/> Improving accessibility of programming	<input type="checkbox"/> Short term CTE training
<input checked="" type="checkbox"/> Improving digital literacy	<input checked="" type="checkbox"/> Strengthening partnerships
<input type="checkbox"/> Increasing awareness of services	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Labor shortages	

Specify "Other"

Characters: 0/100

Needs – Further Context

Optional (5000 characters)

Provide further context on the needs of the adults served by your consortium and how they are unique to your region.

Example in NOVA

Needs - Further Context (optional)

Provide further context on the needs of the adults served by your consortium and how they are unique to your region.

Characters: 0/5000

What challenges does your region face that impact the programs you have previously or are currently offering?

Select all that apply.

- Lack of physical/facility access
- High cost of living/housing/healthcare
- Areas of economic inequity
- Labor market issues (e.g., teacher shortages, etc.)
- Internet access challenges
- Staff turnover and burnout
- Diverse regional needs
- Regional infrastructure needs
- Lack of CTE credentials to expand programming
- Waiting list for students / not enough program capacity for number of qualified applicants
- Other (please specify): _____ (up to 100 characters)

Example in NOVA

What challenges does your region face that impact the programs you have previously or are currently offering?

Select all that apply

- Lack of physical/facility access
- High cost of living/housing/healthcare
- Areas of economic inequity
- Labor market issues (e.g., teacher shortages, etc.)
- Internet access challenges
- Staff turnover and burnout
- Diverse regional needs
- Regional infrastructure needs
- Lack of CTE credentials to expand programming
- Waiting list for students / not enough program capacity for number of qualified applicants
- Other

Specify "Other"

Characters: 0/100

Challenges – Further Context

Optional (5000 characters)

Please provide further context on challenges faced and how they are unique to your region.

Example in NOVA

Challenges - Further Context (optional)

Please provide further context on challenges faced and how they are unique to your region.

Characters: 0/5000

Which populations are currently being served by your programs?

Select all that apply.

- Adults over 50
- Adults with disabilities
- Disconnected youth
- Foreign born or refugees
- Less than a high school education
- Limited English proficiency/English language learners
- Limited/low literacy
- Near or below the poverty line
- Residents of underserved rural areas
- Incarcerated individuals or those who have been previously incarcerated
- Under-represented minority populations
- Unemployed
- Veterans
- Workers in need of upskilling
- Other (please specify): _____

(up to 100 characters)

Example in NOVA

Which populations are currently being served by your programs?

Select all that apply

<input type="checkbox"/> Adults over 50	<input checked="" type="checkbox"/> Residents of underserved rural areas
<input type="checkbox"/> Adults with disabilities	<input checked="" type="checkbox"/> Incarcerated individuals or those who have been previously incarcerated
<input checked="" type="checkbox"/> Disconnected youth	<input checked="" type="checkbox"/> Under-represented minority populations
<input checked="" type="checkbox"/> Foreign born or refugees	<input checked="" type="checkbox"/> Unemployed
<input type="checkbox"/> Less than a high school education	<input type="checkbox"/> Veterans
<input checked="" type="checkbox"/> Limited English proficiency/English language learners	<input checked="" type="checkbox"/> Workers in need of upskilling
<input type="checkbox"/> Limited/low literacy	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Near or below the poverty line	

Specify "Other"

Characters: 0/100

Contributions by Entities
(5000 characters)

List consortium members and others* who participated in creating this three-year plan and their specific contributions to the three-year plan.

*Some examples are partners such as: Students (do not specify student name due to FERPA), teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, the local bargaining units of the school districts and community college districts, etc.

Briefly describe the ways in which each consortium member or partner contributed (e.g., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Name	Role	Three-Year Plan Contribution

Example in NOVA

Contributions by Entities

List consortium members and others* who participated in creating this Three-Year Plan and their specific contributions to the Three-Year Plan.

*Some examples are partners such as: Students (do not specify student name due to FERPA), teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, the local bargaining units of the school districts and community college districts, etc.

Briefly describe the ways in which each consortium member or partner contributed (e.g., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Name	Role	Three-Year Plan Contribution
Elaine Webber	Principal	Participated in planning meetings

[+ Add Contributor](#)

- Principal
- Student
- Teacher employed by local educational agencies
- Community college faculty
- Principal
- Administrator
- Classified staff
- Bargaining unit of the school districts and community college districts
- Other

- Participated in planning meetings
- Provided data
- Designed proposed strategies
- Proposed staff collaboration
- Other

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Enter the number of Participants served in each applicable program area in which a member offers instruction based on the most current available student data from DataVista or another identified data source such as TOPSPro Enterprise.

The Provider Name and Provider Type for CAEP-funded members will be auto-populated. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the “+Add Service Provider” button and entering the appropriate information. Provide a check mark for each of the services provided. The total participants will be automatically tallied.

Provider Name	Provider Type	#of Participants in Program Area								
		ABE	ASE	ESL	EI Civics	AWD	K12 Success	Short-Term CTE	WR	PA
**Allan Hancock Joint CCD	Member Representative	125	3,201	1,925	0	210	0	1,751	0	0
Total Participants										

*Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area for Which Services are Provided								
		ABE	ASE	ESL	EI Civics	AWD	K12 Success	Short-Term CTE	WR	PA
**Lompoc Public Library	Community Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Examples for demonstration purposes.

Example in NOVA

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.


Enter the number of Participants served in each applicable program area in which a member agency offers instruction based on the most current available student data from LaunchBoard or another identified data source such as TOPSPRO Enterprise.

The Provider Name and Provider Type for CAEP-funded agencies will be auto-populated. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the "+Add Service Provider" button and entering the appropriate information. Provide a check mark for each of the services provided. The total participants will be automatically tallied.

Provider Name	Provider Type	# of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term Success	Workforce Reentry	Pre-Apprenticeship
*Allan Hancock College	Member Representative	125	3,201	1,925	0	210	0	1,751	0	0
Total Participants		125	3,201	1,925	0	210	0	1,751	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services are Provided									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term Success	Workforce Reentry		
Lompoc Public Library	Community Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

+ Add Service Provider

What industries do you currently serve/plan to serve in the future?

Select all that apply.

- Agriculture
- Bioscience
- Business
- Construction
- Education
- Environmental technology
- Financial management
- Fire safety
- Healthcare
- Hospitality/Food services
- Logistics
- Manufacturing
- Retail
- Technology
- Transportation
- Other (please specify):

(100 characters)

Example in NOVA

What industries do you currently serve/plan to serve in the future?

Select all that apply

<input type="checkbox"/> Agriculture	<input checked="" type="checkbox"/> Healthcare
<input type="checkbox"/> Bioscience	<input checked="" type="checkbox"/> Hospitality/Food services
<input checked="" type="checkbox"/> Business	<input checked="" type="checkbox"/> Logistics
<input checked="" type="checkbox"/> Construction	<input checked="" type="checkbox"/> Manufacturing
<input checked="" type="checkbox"/> Education	<input checked="" type="checkbox"/> Retail
<input type="checkbox"/> Environmental technology	<input checked="" type="checkbox"/> Technology
<input checked="" type="checkbox"/> Financial management	<input checked="" type="checkbox"/> Transportation
<input checked="" type="checkbox"/> Fire safety	<input checked="" type="checkbox"/> Other

Specify "Other"

Characters: 0/100

Industries Served – Further Context

Optional (5000 characters)

Please provide further context on the industries served including any industry specific challenges or opportunities.

Example in NOVA

Industries Served - Further Context (optional)

Please provide further context on the industries served including any industry specific challenges or opportunities.

Characters: 0/5000

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

(5000 characters)

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include:

- The levels of education and workforce services currently offered by the consortium (hours of instruction).
- The types of education and workforce services currently offered by the consortium (seven program areas).
- 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.

Example in NOVA

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include:

- The levels of education and workforce services currently offered by the consortium (hours of instruction).
- The types of education and workforce services currently offered by the consortium (seven program areas).
- 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.

Characters: 0/5000

SECTION 3: METRICS

Guidance

At the consortium level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. The targets should be for the next three years 2025-26, 2026-27, and 2027-28. The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

PLEASE NOTE: There are instances where a consortium member name is different in DataVista and NOVA. When this occurs, the member’s “Adults who Become Students” data will be missing. Consortia and members will review their source data in TOPSPRO Enterprise (TE)(K-12), COMIS (noncredit) or DataVista (the source data feeder system).

At the member level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. And the targets, for all members, should be for the next three years 2025-26, 2026-27, and 2027-28.

Due to time lags in posting the 2022-23 and 2023-24 student data from DataVista, consortia and their members should feel free to use additional student data sources (such as TE, 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 does 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.

Example in NOVA

Metrics

Guidance ▼

At the consortium level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. The targets should be for the next three years 2025-26, 2026-27, and 2027-28. The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

PLEASE NOTE: There are instances where a consortium member name is different in DataVista and NOVA. When this occurs, the member’s “Adults Who Become Students” data will be missing. Consortia and members will review their source data in TOPSPRO Enterprise (TE)(K-12), COMIS (noncredit) or DataVista (the source data feeder system).

At the member level, the Launchboard data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. And the targets, for all members, should be for the next three years 2025-26, 2026-27, and 2027-28.

Due to time lags in posting the 2022-23 and 2023-24 student data from LaunchBoard, consortia and their members should feel free to use additional student data sources (such as TE, 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 does 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.

CAEP Barriers and Metrics

Each **Consortium** is required to track the metric types of: Number of Adults Served and Student Barriers. An additional two metrics are required to be tracked by all **Members**: Adults Served who Became Participants and Percent of Available Funds Spent.

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: Consortium members may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. 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.

Possible metrics are:

Consortium Level

- Number of Adults Served (Required)
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed

Member Level

- Adults Served Who Became Participants (Required)
- Percent of Available Funds Spent (Required)
- Participants Who Earn a High School Diploma or Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Example in NOVA

CAEP Barriers and Metrics

Each **Consortium** is required to track the metric types of: Number of Adults Served and Student Barriers. An additional two metrics are required to be tracked by all **Members**: Adults Served who Became Participants and Percent of Available Funds Spent.

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: Consortium members may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. 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.

Student Barriers

Student Barriers

Select Barriers ▼

- English Language Learner × Low Literacy × Low Income × Long Term Unemployed ×

AEP Score Card: Consortium, member, and regional performance on the Measuring Our Success metrics.

Students and Programs: Explore program enrollment, student demographics, and barriers to employment.

Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

Select Adult Ed Metrics ▼

- Participants Who Earn a High School Diploma or Equivalency ×

Transition: Learn about student transition into postsecondary education and college credit pathways.

Success: Information on completion of diplomas, certificates, and college credit awards.

Employment and Earnings: Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

Select Adult Ed Metrics ▼

- Earnings Metrics: Median Change in Earnings ×

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets, are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below.

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Targets					
		2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
*All	Number of Adults Served (AE 200 - Overall)						

Example in NOVA

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All*	Number of Adults Served (AE 200 - Overall)	8,666	8,750	8,899	9,000	9,300	9,700
Student Barriers	English Language Barrier	2,789	1,523	2,606	1,469	1,498	1,528

* Mandatory for all consortia

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below.

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Targets					
		2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
*All	Adults who Became Participants (AE 202 - Overall)						

Example in NOVA – note there are actuals and targets for each member in the consortium.

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Allan Hancock Joint CCD (Reported by Allan Hancock District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All*	Adults who Became Participants (AE 202 - Overall)	5,799	6,600	7,202	7,500	8,000	8,500
Progress	Participants Who Earn a High School Diploma or Equivalency	3,021	3,050	3,100	3,250	3,500	3,750

* Mandatory for all members

Lompoc Unified (Reported by Lompoc Unified Adult Education (LUSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All*	Adults who Became Participants (AE 202 - Overall)	5,799	6,600	7,202	7,500	8,000	8,500
Progress	Participants Who Earn a High School Diploma or Equivalency	3,021	3,050	3,100	3,250	3,500	3,750

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of these Percent of Available Funds Spent as percentages for each year.

Member Spending Targets						
Member	Percent of 2022-23 Available Funds Spent	Percent of 2023-24 Available Funds Spent	Percent of 2024-25 Available Funds Spent	2025-26 Targets	2026-27 Targets	2027-28 Targets
*Allan Hancock Joint CCD	54%	65%	75%	80%	85%	90%

*Example provided for demonstration purposes.

Example in NOVA

Member Spending Targets						
The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.						
Enter each of the Percent of Available Funds Spent as percentages for each year						
Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Allan Hancock Joint CCD	54%	65%	75%	80%	85%	90%

SECTION 4: OBJECTIVES

Guidance

There are three core Objectives defined in Ed. Code: (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

In this Objectives section, you will 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 achieve the objectives.

These strategies should be at a high level. In the next section of the workflow for Activities and Outcomes, you will define specific tactical activities you will take to achieve the strategies for these Outcomes.

Example in NOVA

Objectives

Guidance ▼

There are three core Objectives defined in Ed. Code: (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

In this Objectives section, you will 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 achieve the objectives.

These strategies should be at a high level. In the next section of the workflow for Activities and Outcomes, you will define specific tactical activities you will take to achieve the strategies for these Outcomes.

Objective #1: Address Educational Needs
(5000 characters)

Describe strategies that the members of the consortium will use to address educational needs.

Example in NOVA

Objective #1: Address Educational Needs

Strategies
Describe strategies that the members of the consortium will use to address the educational needs.

Characters: 0/5000

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce:

1. Utilizing Data
 - Quarterly reviews of student data
 - Data visualization tools and dashboards
2. Providing Professional Development
 - Attendance for education providers at workshops, webinars, and conferences
 - Training in technology and student tracking
3. Identifying Best Practices
 - Alignment of practices and procedures across the consortium
 - Creating SMART goals
4. Offering Flexible Courses and Services
 - Hybrid and hyflex delivery to meet students where they are
 - Virtual and in-person tutoring and support centers
5. Other: (please specify):

_____ (100 characters)

Example in NOVA

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data
 - Quarterly reviews of student data
 - Data visualization tools and dashboards
2. Providing Professional Development
 - Attendance for education providers at workshops, webinars, and conferences
 - Training in technology and student tracking
3. Identifying Best Practices
 - Alignment of practices and procedures across the consortium
 - Creating SMART goals
4. Offering Flexible Courses and Services
 - Hybrid and hyflex delivery to meet students where they are
 - Virtual and in-person tutoring and support centers
- Other

Specify "Other"

Additional Context

(Optional - 5000 characters)

Describe the approaches that the members will use to implement the strategies selected to improve 1) integration of services and 2) transitions to post-secondary education and the workforce.

Example in NOVA

Additional Context (optional)

Describe the approaches that the members will use to implement the strategies selected to improve 1) integration of services and 2) transitions to post-secondary education and the workforce.

Characters: 0/5000

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- Develop or Improve Professional Development Activities
- Develop or Improve Pathways/Maps for Students
- Develop or Improve Community Partnerships
- Develop or Improve Transition and Counseling Services/Resources
- Develop or Improve Distance Learning Capabilities (flexible schedule)
- Develop or Improve ESL Instruction
- Close Gaps in Services
- Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- Develop or Improve Wraparound Services for Students and Families
- Develop or Improve Dual Enrollment or Onramp to Community college
- Utilize Guest Speakers
- Develop or Improve GED Programs
- Develop or Improve Basic Skills Education Programs
- Work with Students in the Justice System
- Other (please specify):

_____ (100 characters)

Example in NOVA

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- Develop or Improve Professional Development Activities
- Develop or Improve Pathways/Maps for Students
- Develop or Improve Community Partnerships
- Develop or Improve Transition and Counseling Services/Resources
- Develop or Improve Distance Learning Capabilities (flexible schedule)
- Develop or Improve ESL Instruction
- Close Gaps in Services
- Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- Develop or Improve Wraparound Services for Students and Families
- Develop or Improve Dual Enrollment or Onramp to Community college
- Utilize Guest Speakers
- Develop or Improve GED Programs
- Develop or Improve Basic Skills Education Programs
- Work with Students in the Justice System
- Other

Specify "Other"

Select the operational strategies that your consortium is using to improve effectiveness of services:

- Develop or Identify Industry and Workforce Needs Courses
- Better Use of Data and Analytics to Evaluate Services
- Increase Staff Training and Development
- Enhance Marketing and Messaging Efforts
- Enhance Student Completion
- Enhance Student Recruiting
- Enhance Student Retention
- Rebuild Staff/Programs post-Pandemic
- Better Use of Data Analytics to Prioritize Services
- Conduct Exit Surveys
- Other (please specify):

_____ (100 characters)

Example in NOVA

Select the operational strategies that your consortium is using to improve effectiveness of services:

- Develop or Identify Industry and Workforce Needs Courses
- Better Use of Data and Analytics to Evaluate Services
- Increase Staff Training and Development
- Enhance Marketing and Messaging Efforts
- Enhance Student Completion
- Enhance Student Recruiting
- Enhance Student Retention
- Rebuild Staff/Programs post-Pandemic
- Better Use of Data Analytics to Prioritize Services
- Conduct Exit Surveys
- Other

Specify "Other"

Additional Context

(Optional - 5000 characters)

Describe any additional strategies, or provide additional context around previously selected strategies, that the members of the consortium will use to improve effectiveness of services.

Example in NOVA

Additional Context (optional)

Describe any additional strategies, or provide additional context around previously selected strategies, that the members of the consortium will use to improve effectiveness of services.

Characters: 0/5000

SECTION 5: ACTIVITIES AND OUTCOMES

Guidance

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

Use the “+ Add 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, type in the activity name, then select the Objective that applies to the activity from the dropdown menu.

Example in NOVA

Activities & Outcomes

Guidance

Create a plan to implement the strategies named in the Objectives section of this workflow by defining the activities to execute them and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual member 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.

Use the + Add Activity button at the bottom of the page to add each activity proposed by the consortium to address the three Objectives in the Objectives section of this workflow. For each activity, type in the activity name, then select the Objective that applies to the activity from the dropdown menu.

Objective 1: Address Educational Needs

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Objective #1: Address Educational Needs

Increase Number of Students Achieving Gain

Activity Name

Increase Number of Students Achieving Gain

Brief Description of Activity and Significance of Activity to Outcome

For each activity listed, provide a description that includes:

- 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 one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Characters: 0/5000

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to 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).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes		
Use the space provided to 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).		
Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
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Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in [Section 3: Metrics](#).

Dropdown options may be:

- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma or Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date
Provide the name(s) of the position(s) holding primary responsibility for the strategy’s implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
<i>Principal*</i>	<i>Allan Hancock Joint CCD</i>	<i>9/29/2024</i>

**Example*

Example in NOVA

Adult Education Metrics and Student Barriers
Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Select Adult Education Metrics/Student Barriers ▼

Progress: Participants Who Earn a High School Diploma or Equivalency ×

Student Barriers: English Language Learner (AE 305 - Overall) ×

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date
Provide the name(s) of the position(s) holding primary responsibility for the strategy’s implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date	Action
Principal	Allan Hancock Joint CCD	09/29/2024	

+ Add Responsible Position

Delete Activity

+ Add Activity (Address Educational Needs)

Objective 2: Improve Integration of Services & Transitions

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Objective #2: Improve Integration of Services & Transitions

Activity #1

Activity Name

Brief Description of Activity and Significance of Activity to Outcome

For each activity listed, provide a description that includes:

- 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 one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Characters: 0/5000

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to 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).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes		
Use the space provided to 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).		
Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
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Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in [Section 3: Metrics](#).

Dropdown options may be:

- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma o Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date
Provide the name(s) of the position(s) holding primary responsibility for the strategy’s implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
<i>Principal*</i>	<i>Allan Hancock Joint CCD</i>	<i>9/29/2024</i>

**Example*

Example in NOVA

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Select Adult Education Metrics/Student Barriers ▼

Progress: Participants Who Earn a High School Diploma or Equivalency ×

Student Barriers: English Language Learner (AE 305 - Overall) ×

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

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

Responsible Position	Responsible Member	Proposed Completion Date	Action
Principal	Allan Hancock Joint CCD	09/29/2024	🗑️

+ Add Responsible Position

🗑️ Delete Activity

+ Add Activity (Address Educational Needs)

Objective 3: Improve Effectiveness of Services

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Objective #3: Improve Effectiveness of Services

Activity #1

Activity Name

Increase Number of Students Achieving Gain

Brief Description of Activity and Significance of Activity to Outcome

For each activity listed, provide a description that includes:

- 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 one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Characters: 0/5000

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to 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).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes		
Use the space provided to 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).		
Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
<div style="border: 1px solid gray; height: 60px; width: 100%;"></div>	<div style="border: 1px solid gray; height: 60px; width: 100%;"></div>	<div style="border: 1px solid gray; height: 60px; width: 100%;"></div>
Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in [Section 3: Metrics](#).

Dropdown options may be:

- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma o Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date
Provide the name(s) of the position(s) holding primary responsibility for the strategy’s implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
<i>Principal*</i>	<i>Allan Hancock Joint CCD</i>	<i>9/29/2024</i>

**Example*

Example in NOVA

Adult Education Metrics and Student Barriers
Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Select Adult Education Metrics/Student Barriers ▼

Progress: Participants Who Earn a High School Diploma or Equivalency ×

Student Barriers: English Language Learner (AE 305 - Overall) ×

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date
Provide the name(s) of the position(s) holding primary responsibility for the strategy’s implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date	Action
Principal	Allan Hancock Joint CCD	09/29/2024	

+ Add Responsible Position

🗑 Delete Activity

+ Add Activity (Address Educational Needs)

Section 6: Funds Evaluation

Guidance

For each consortium member, the prior year’s total leveraged funds and program reporting status (2023-24) will be auto-populated. Clicking on a listed member name will open up that member’s Program Area Report in another browser tab.

Member Allocations and Expenditures

The example below shows the auto-populated table that will be provided in NOVA. The data provided comes from the certified Program Area Report.

Example in NOVA

Funds Evaluation														
<p>Guidance ▼</p> <p>For each consortium member, the prior year’s total leveraged funds and program reporting status (2023-24) will be auto-populated. Clicking on a listed member name will open up that member’s Program Area Report in another browser tab.</p>														
<p>Member Allocations and Expenditures</p> <table border="1"> <thead> <tr> <th>Member Agency</th> <th>Prior Year Total Leveraged Funds</th> <th>Program Reporting Status</th> </tr> </thead> <tbody> <tr> <td>Allan Hancock Joint CCD</td> <td>\$2,818,866</td> <td>Certified</td> </tr> <tr> <td>Lompoc Unified</td> <td>\$1,064,697</td> <td>Certified</td> </tr> <tr> <td>Totals</td> <td>\$3,883,563</td> <td>2/2 Certified</td> </tr> </tbody> </table>			Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status	Allan Hancock Joint CCD	\$2,818,866	Certified	Lompoc Unified	\$1,064,697	Certified	Totals	\$3,883,563	2/2 Certified
Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status												
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Lompoc Unified	\$1,064,697	Certified												
Totals	\$3,883,563	2/2 Certified												

Funds Evaluation
(5000 characters)

Evaluate the funds reported for the prior fiscal year (July 2023 - June 2024) by each consortium member as part of the Program Area Reporting exercise in NOVA.

The evaluation should include:

6. 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).
7. Other resources not reported into NOVA that will be available to consortium members and partners to carry out the collaborative strategies described in this Three-Year Plan.
8. How CAEP and other funds will be leveraged to implement the strategies and achieve the outcomes described in this Three-Year Plan.

Example in NOVA

Funds Evaluation

Evaluate the funds reported for the prior fiscal year (July 2023 - June 2024) by each consortium member as part of the Program Area Reporting exercise in NOVA.

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 strategies described in this Three-Year Plan.
- How CAEP and other funds will be leveraged to implement the strategies and achieve the outcomes described in this Three-Year Plan.

Characters: 0/5000

NOVA

The Three-Year Plan workflow in NOVA contains sections corresponding to the sections in this template.

To access and complete the three-year plan in NOVA:

1. Log-in to NOVA.
2. Click on the CAEP Program in the navigation menu on the left-side of the screen.
3. In the left-hand menu, Click on Consortia and Members.
4. Find your consortium. Click on it. This takes you to your consortium’s landing page.
5. Scroll down to the “Three Year Plan” section and click on “CAEP Three Year Plan” for 2025 - 2028.
6. Note that the 2025-26 CFAD must be completed before the next Three-Year Plan will be available.
7. Complete the Three-Year Plan Workflow in NOVA
8. If you need make any changes to auto-populated consortium and member information in the Details section, you may do so by editing it in the Consortium landing page (accessed in Steps 4 above, “Find your Consortium. Click on it.”)
9. TIP: You can have more than one page or browser window in NOVA open at a time.
10. Preview and Submit.

Workflow	
<input checked="" type="radio"/>	Details Complete
<input type="radio"/>	Assessment Incomplete
<input type="radio"/>	Metrics Incomplete
<input type="radio"/>	Objectives Incomplete
<input type="radio"/>	Activities & Outcomes Incomplete
<input type="radio"/>	Funds Evaluation Incomplete
<input type="radio"/>	Preview & Submit