

CONSORTIUM THREE-YEAR PLANNING GUIDANCE 2019-2022

OVERVIEW

This document provides guidance and establishes the procedures regarding three-year adult education consortium regional plan required by the Adult Education Program (AEP). The three-year planning process is designed to provide consortia and consortium members a chance to collectively assess the impact of services provided over the previous period and to identify new approaches to meeting the educational and workforce needs of adult learners in a diverse and ever-changing economic landscape. In this way, it also provides an opportunity to reexamine commonly held assumptions about the beneficiaries and providers, which taken together, can promote stronger collaboration among agencies and deeper connections to the students and the communities they serve.

The components of the plan are aligned around four phases essential to good planning. The following pages provide a framework for the required elements of consortium three-year plans, as well as guiding prompts, resources, and aligned training opportunities to aid in the planning process. Plans are required to respond to the directions provided under each element of the Plan Guidelines.

Figure 1. AEP Three-Year Planning Framework



TOOLS & RESOURCES

- HCD Training
- Self-Assessment Technical Assistance

- AE Data Unlocked PD
- LaunchBoard, LMI Tools, CASAS Tables

- Effective Pathway Professional Development
- Student Progress Framework
- Planning Support

Formatting and Submission

Plans must be formatted using no smaller than 10-point font, with margins not less than 1" all around. Excluding front matter (cover page, table of contents, etc.) and back matter (appendices, references, etc.), the plan should not exceed 35 pages single-spaced, or 21,000 words. A template has been provided for consortia to use in organizing their plans. Final narratives must be uploaded to NOVA in both PDF and MS Word formats by no later than **June 7, 2019**. Details on the submission process will be released in early 2019.

Following approval, consortium may modify their three-year plans by uploading an amendment through NOVA. Consortia must make information about the development of plan modifications available to the public on a regular basis through electronic means and open meetings, and all amendments must be certified by members prior to submission.

Objectives and Program Areas

California Assembly Bill 104 (AB 104) allocates funds to regional consortia comprised of community college districts, their K-12 counterparts, and other regional providers of adult education programs and services. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide adult learners more robust education and training opportunities, and to expand and improve the quality and reach of adult education as evinced, ultimately, by (A) Improved literacy skills, (B) Completion of high school diplomas or their recognized equivalents, (C) Transition into postsecondary study, (D) Completion of postsecondary certificates, degrees, or training programs, (E) Placement into jobs, and (F) Improved wages. Plans should consider the full range of services required to achieve these outcomes and leverage shared resources and promising practices to hasten student progress toward their academic and professional goals and promote seamless transitions across educational segments and into the workforce.

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

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Additional information on the history of AB 104 and requirements may be found here:
<http://aebg.cccco.edu/Administrators>

PLAN GUIDELINES

Section 1: Consortium Information

Directions: Provide a cover sheet containing, at a minimum, your consortium name, consortium primary contact name and email address.

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Directions: Summarize your regional consortium's adult education impact for the previous planning period, and your vision, goals, and key indicators of progress for the next three-year planning cycle relative to the seven program areas allowable under AB 104.

2.2 Pre-Planning Assessment

Directions: In the Pre-Planning Assessment, you will identify:

- **Consortium and member(s) capacity** including evaluation of current levels and types of education and workforce programs and services for adults in the region and funding available to members for Adult Education services.
- **Key Partners** including their current levels and types of education and workforce programs and services for adults, as well as sources of funding available to them for Adult Education services.
- **Alignment of Adult Education services provided by the consortia with other regional plans and planning processes** including those required under the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.

In addition to a narrative for this section, you will include **two tables** with your three-year plan:

- **Table 1.** Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region
- **Table 2.** Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical

or other funding types which may support services or instruction for adult education students

Helpful Planning Conversations, Questions, and Training:

Potential planning conversations include:

- Convenings with stakeholders and partners to better understand each other's programs and services, performance outcomes, gaps in services, and needs.
- Review of and participation in other regional planning being conducted under WIOA, the regional Strong Workforce Program, AB109, or other processes.

Helpful Questions to Ask:

- Who provides education and workforce services to adults in your region? Examples include but are not limited to:
 - Education Providers: K12 Adult Schools, Community Colleges, Charter Schools, Regional Occupational Centers and programs.
 - Workforce Development Boards and American Job Centers of California
 - Library Literacy Programs
 - Community Based Organizations
 - Jail and Re-Entry Programs: Adult jail education programs and AB109 CCP programs
 - Other State/Federally Funded Programs & Services: Vocational Rehab, CalWORKs, State Hospitals, State Development Centers
- What kinds of adult education services do they provide?
- How are those services funded?

Resources & Tools:

- In November 2018, NOVA will require each member to list all funds expended by program area available for Adult Education services for the 17-18 program year (this includes fees and all other fund sources).
- CASAS AEBG Consortia Summary Data for current levels and types of programs and services.
- WIOA I am planning guidance (<https://caladulthood.org/DownloadFile/498>) and planning partner directory.
- Consortium / Member Self-Assessment

Available Training:

- **Human Centered Design Training** – Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.
- **Self-Assessment Training** – Adult Education consortia can complete this self-assessment to evaluate how they are meeting the need in the community and living up to AB104 standards.
- **Planning Consultation** - Adult Education consortia have access to ongoing planning support via webinars, which may include one-on-one consultations with retired Adult Education administrators and / or other experts.

2.3 Community Need and Customers

Directions: In this section you will:

1. **Describe the regional need for Adult Education and workforce services** as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.
2. **Define shared and unique customers**, as well as service priorities and communities of need.
3. **Evaluate the alignment** between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

Helpful Questions to Ask:

- Who are our current customers? Where do they live? What characteristics define the populations engaged in the programs we currently offer?
- What characteristics define the regional community? How do those align with profiles of students currently served by Adult Education programs?
- What industries is the region home to? What kind of skills are they looking for in their employees? What kinds of credentials do they value?
- How well do available programs and services align to the needs and goals of students and area employers?

Resources & Tools:

- Regional demographic data provided by AEP
- [Census Reporter](https://censusreporter.org/) (<https://censusreporter.org/>)
- AEP Webinar on Community Asset Mapping (<https://caladulted.org/DownloadFile/355>)
- LMI Reports, Supply and Demand Tools from the Centers of Excellence
- Data reports from district / agency student information systems (SIS)
- LaunchBoard data tables for consortia outcomes
- CASAS Quarterly and Annual Reports

Available Training:

- **Adult Education Data Unlocked Training** – Adult Education practitioners will understand how to use community, economic, and student data to inform their consortium planning processes. This training will be a mix of tool demonstrations and hands on exploration where practitioners can generate and explore questions about their consortium and regional data and do preliminary exploration of key issues they may want to address in their consortium. Each session will leverage regional assets including the Centers of Excellence directors and other regional training experts.
- **Planning Consultation** - Adult Education consortia have access to ongoing planning support via webinars, which may include one-on-one consultations with retired Adult Education administrators and / or other experts.

2.4 Identifying Goals and Strategies

Directions: In the Goals and Strategies section, you will:

- **Identify activities and measurable goals** to address community needs & improve student outcomes.
- **Describe strategies to improve integration of services** including, but not limited to, alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards.
- **Describe strategies to improve transitions** into postsecondary education and the workforce.

In addition to a narrative for this section, you will provide a **logic model** that identifies the major goals, activities, and outputs for your three-year plan. A logic model template is provided for you to use or adapt as part of the planning toolkit. Please review the guidance for the logic model carefully. You will also identify **3-5 Progress Indicators** you will use to measure progress toward your overarching goals. It is recommended that you review the **Student Progress Framework** to think about how your chosen goals and activities are aligned to student journeys, momentum points, and the AEBG metrics as you make decisions about your activities and outputs for your logic model.

AEBG Student Progress Framework

Connection	Entry	Progress		Completion	
Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
Reportable Individual: 1+ hour or svsl	Participant: 12+ contact hours	Interim Progress Meas's 1. EFL Level Attainment 2. CE21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	ABE/ESL to ASE Transition to Postsecondary	HS Diploma or Equivalent Postsecondary Credential	Employment Wage Increase College Credit Award
<ol style="list-style-type: none"> Expand/improve outreach & marketing to target populations Improve/redesign student intake processes Deeper engagement w students regarding goals and longer term educational opportunity Improve initial student data collection 		<ol style="list-style-type: none"> Increase number of ABE/ASE/ESL courses based on community need/demand Reallocate offerings geographically based on regional demographic shifts Increase course articulation agreements or dual/co-enrollment between K12 & CC Increase offerings & enrollment in IET & pathway programs Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures 		<ol style="list-style-type: none"> Increase offering of postsecondary CTE credential programs Improve alignment of CTE credential programs with labor mkt demand Increase offerings & enrollment in IET & pathway programs Improve information about pathways and career opportunities at intake Increase articulation & dual/co-enrollment between K12 AE/CC Improve collection of emp/wage data Increase student participation in WBL activities connect to pathways 	

Helpful Questions to Ask:

- How will the members ensure access to all adults needing services in the region?
- How will members coordinate programs to eliminate duplication and maximize program potential?
- How will members ensure that adults can transition from program or service to other programs and services?
- How will we concretely identify or quantify our outputs – e.g. which specific occupations or industries we will focus on, how many new training programs do we intend to build, where and how we will increase engagement and outreach to new customers, etc.
- How will data be used to evaluate effectiveness?
- How will members be held accountable for effective services?

Tools & Resources:

- Best Practices Reports from Full Capacity Marketing & Hanover Research
- Co-enrollment Guidance from CDE & the Chancellor's Office
- Student Progress Framework
- Webinars highlighting the current pilots that are showing results around the state
- W.K. Kellogg Logic Model Development Guide (<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>)

Available Training:

- **Career Pathway Training** - training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** - webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) - student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** - webinars highlighting the best practices that are showing results around the state - covering all topics - in small/large and rural/urban consortia.
- **Logic Modeling** - webinars on developing and using logic models for program planning and improvement.

2.5 Piloting and Implementation

Directions: In the Pilots and Implementation section, you will:

1. **Explain how you will prototype new strategies** and
2. **Evaluate the effectiveness of these pilots** using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.

Helpful Questions to Ask:

- What problems most need solving and lend themselves most effectively to a rapid prototyping approach?
- What criteria will you use to assess success or failure of your pilot processes?
- Are your pilot strategies robust enough for objective measurement / evaluation? Are there sufficient resources to do so?

Tools & Resources

- Best Practices Reports from Full Capacity Marketing & Hanover Research
- CLASP Adult Education Evaluation
- Webinars highlighting the current pilots that are showing results around the state

Available Training:

- **Career Pathway Training** - training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** - webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) - student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** - webinars highlighting the best practices that are showing results around the state - covering all topics - in small/large and rural/urban consortia.
- **Human Centered Design Training** - Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.