



**AEBCG**

PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE



**Three-Year Plan  
Final Guidance  
November 9, 2018**

# Agenda

- Overview / Purpose
- Review of Guidance
- Review of the planning template
- Self-Assessment Tool
- Community Needs Data
- Planning Resource Webpage
- Upcoming webinars & workshops

## Purpose

- Based on AB104 legislation and education code 84906.
- Still using requirements that were part of the last 3 year planning effort – so no surprises.
- The State is providing better data tools and more technical assistance.

## Changes

- 18-19 trailer bill language provided an extra year of planning for adult education regional consortia.
- Three Year Plans will be approved and submitted by June 7, 2019.
- Plans will be uploaded and certified by members in NOVA.





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# Review of Guidance



# Three-Year Plan Guidelines

- Guidelines & Templates are available on [caladulted.org](http://caladulted.org)
- **Four** main sections plus an **Executive Summary**
- **Three** required tables:
  - Regional Service Providers
  - Progress Indicators
  - Sources of Funding
- Plus a **Logic Model**
- Narrative is limited to 35pp (single-spaced) or 21k words
- Final plans must be submitted in MS Word and PDF formats by no later than **June 7, 2019**



## Three-Year Plan Approach

### Pre-Planning Assessment

- Evaluation of your consortium capacity, identify your key partners and alignment with other regional planning processes

### Community Needs and Customers

- Understanding the needs of your community, your current customers, and regional labor market opportunities

### Identifying Goals and Strategies

- How and where the consortium will improve programs and services, and the strategies, activities, and expected outputs to get there

### Piloting and Implementation

- How you will pilot new strategies, evaluate them, and scale them for full implementation

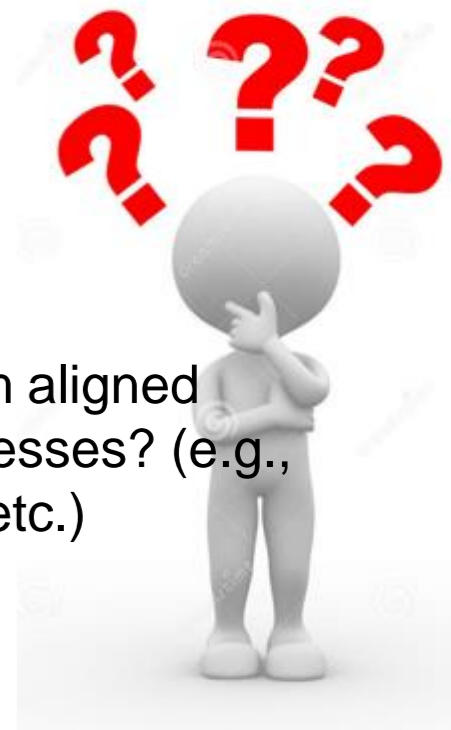
# Pre-Planning Assessment

## Goals

- **Identify / evaluate consortium / member capacity**, including current levels and types of education and workforce programs and services for adults in the region, as well as funding available to members for adult education services\*
- **Identify key partners**, including their current levels and types of services and funding\*
- **Identify alignment of adult education services** provided by the consortia with other regional plans and planning processes (e.g., WIOA Titles I and II, Carl Perkins, Strong Workforce, etc.)

## Guiding Questions

- What is the capacity of the region to provide these services?
- Who provides education and workforce services to adults in our region? What kinds of programs (i.e., levels and types) do they provide?
- What kinds of resources are currently being utilized to provide services? What funding is available and is it being leveraged effectively?
- To what extent is your consortium aligned with other regional planning processes? (e.g., WIOA I & II, Carl Perkins, SWP, etc.)





# Community Needs and Customers

## Goals

- **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
- **Define shared and unique customers**, as well as service priorities and communities of need
- **Evaluate the alignment** between needs and levels and types of services available within the region to meet adult education and workforce needs.

## Guiding Questions

- Who are your current customers? What are their needs, goals, and priorities?
- What characteristics define your region's communities? What characteristics define the populations engaged in the programs you offer?
- What industries is your region home to? What kind of skills are they looking for in their employees? What kinds of credentials do they value?



# Identifying Goals and Strategies

## Goals

- **Identify activities and measurable goals** to address community needs & improve student outcomes
- **Describe strategies to improve integration of services** among 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
- **Describe approaches to prototype new strategies and evaluate their effectiveness**

## Guiding Questions

- How will you coordinate programs to eliminate duplication, maximize program potential, and ensure access to all adults needing services in the region?
- How will you ensure that adults transition seamlessly across programs, service providers, and into the workforce?
- How we you concretely identify or quantify your outputs - e.g. which specific occupations or industries will you focus on, how many new training programs do you intend to build, where and how will you increase engagement and outreach to new customers, etc.?
- How will data be used to evaluate progress and measure effectiveness?

# Piloting and Implementation

## Goals

- **Explain how you will prototype and pilot new strategies** to address the region's most urgent problems
- **Describe how you intend to 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

## Guiding Questions

- What problems most need solving?
- What does it mean for a strategy to work? What criteria will you use to assess success or failure? What measures?
- Are your strategies robust enough for objective measurement?
- Are there time and sufficient resources to measure impact and evaluate success?

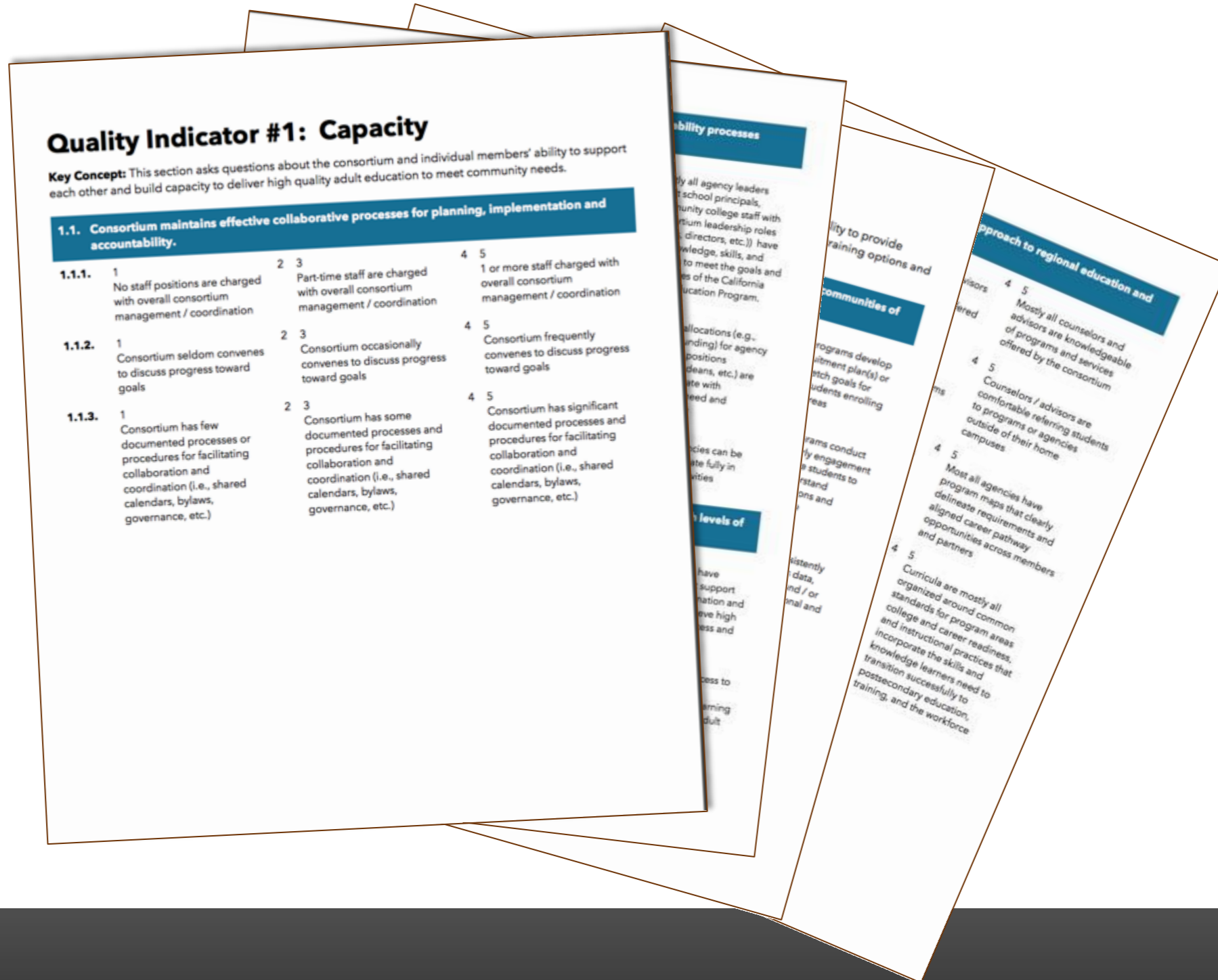








# Self-Assessment Tool





# Community Needs Data

## Selected Social Characteristics of the California Adult Population

DI Allan Hancock Community College Consortium

*Universe: Population 25 and over, except where otherwise indicated*

Area: ~2,442 mi<sup>2</sup>  
Population Density: ~59 per mi<sup>2</sup>

	Total	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
<b>Population 25 and older</b>	<b>142,882</b>	<b>38,612</b>	<b>27</b>	<b>29,744</b>	<b>21</b>	<b>34,559</b>	<b>24</b>	<b>5,454</b>	<b>4</b>	<b>12,798</b>	<b>9</b>	<b>38,238</b>	<b>27</b>
<b>Age</b>													
18-24	24,312	5,266	22	6,415	26	10,505	43	2,043	8	2,665	11	3,802	16
25-29	16,703	4,435	27	4,398	26	4,566	27	1,067	6	1,871	11	4,339	26
30-34	15,848	5,484	35	2,995	19	3,415	22	950	6	1,429	9	5,507	35
35-39	14,075	5,108	36	2,318	16	3,242	23	814	6	1,661	12	5,064	36
40-44	14,249	5,406	38	2,588	18	2,724	19	847	6	1,773	12	5,318	37
45-49	13,735	4,167	30	2,809	20	3,216	23	436	3	938	7	4,746	35
50-59	28,052	6,265	22	6,101	22	7,244	26	1,074	4	2,139	8	6,555	23
60+	40,220	7,747	19	8,535	21	10,151	25	266	1	2,986	7	6,768	17
18-49	98,922	29,866	30	21,523	22	27,668	28	6,158	6	10,338	10	28,776	29
<b>Sex</b>													
Male	70,801	20,195	29	14,569	21	16,545	23	3,031	4	5,396	8	19,586	28
Female	72,081	18,417	26	15,175	21	18,013	25	2,423	3	7,402	10	18,711	26
<b>Race and Hispanic origin</b>													
White alone	109,202	26,468	24	22,725	21	27,393	25	4,180	4	8,653	8	24,879	23
Non-Hispanic White alone	64,348	3,555	6	13,245	21	19,380	30	2,324	4	3,489	5	648	1
Black alone	3,287	586	18	555	17	1,139	35	208	6	198	6	69	2
Asian alone	8,889	1,357	15	2,102	24	2,117	24	99	1	497	6	3,084	35
Two or more / other race	21,505	10,201	47	4,362	20	3,910	18	967	4	3,449	16	10,266	48
Hispanic (of any race)	64,793	33,383	52	13,867	21	11,237	17	2,820	4	8,565	13	34,616	53
<b>Nativity Status &amp; Citizenship</b>													
Native born	93,661	8,059	9	22,238	24	29,203	31	3,531	4	6,163	7	2,121	2
Foreign born	49,222	30,553	62	7,506	15	5,356	11	1,923	4	6,615	13	36,177	73
Not a U.S. citizen	32,339	23,856	74	4,428	14	1,802	6	1,452	4	5,207	16	27,475	85
<b>Speak English less than "very well"</b>													
Speak Spanish	34,255	27,120	79	4,061	12	1,807	5	1,532	4	5,456	16	34,255	100
Speak other languages	4,043	1,362	34	1,059	26	782	20	46	1	378	9	4,043	100
<b>Veteran Status</b>													
Veterans	14,678	706	5	2,258	15	4,823	33	337	2	772	5	432	3
<b>Income</b>													
At or below poverty level	12,798	6,484	51	2,502	20	2,202	17	1,037	8	12,798	100	5,836	46
Public assistance income	2,609	881	34	74	28	682	26	524	20	977	37	576	22
<b>Employment Status</b>													
Unemployed	5,454	1,941	36	925	17	1,506	28	5,454	100	1,037	19	1,578	29
<b>Disability</b>													
With a disability	22,233	5,131	23	5,905	27	5,528	25	615	3	2,750	12	3,793	17
Cognitive Difficulty	7,424	1,856	25	2,367	32	1,549	21	278	4	1,025	14	1,091	15

Source: U.S. Census Bureau, American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016

# Upcoming Webinars & Workshops

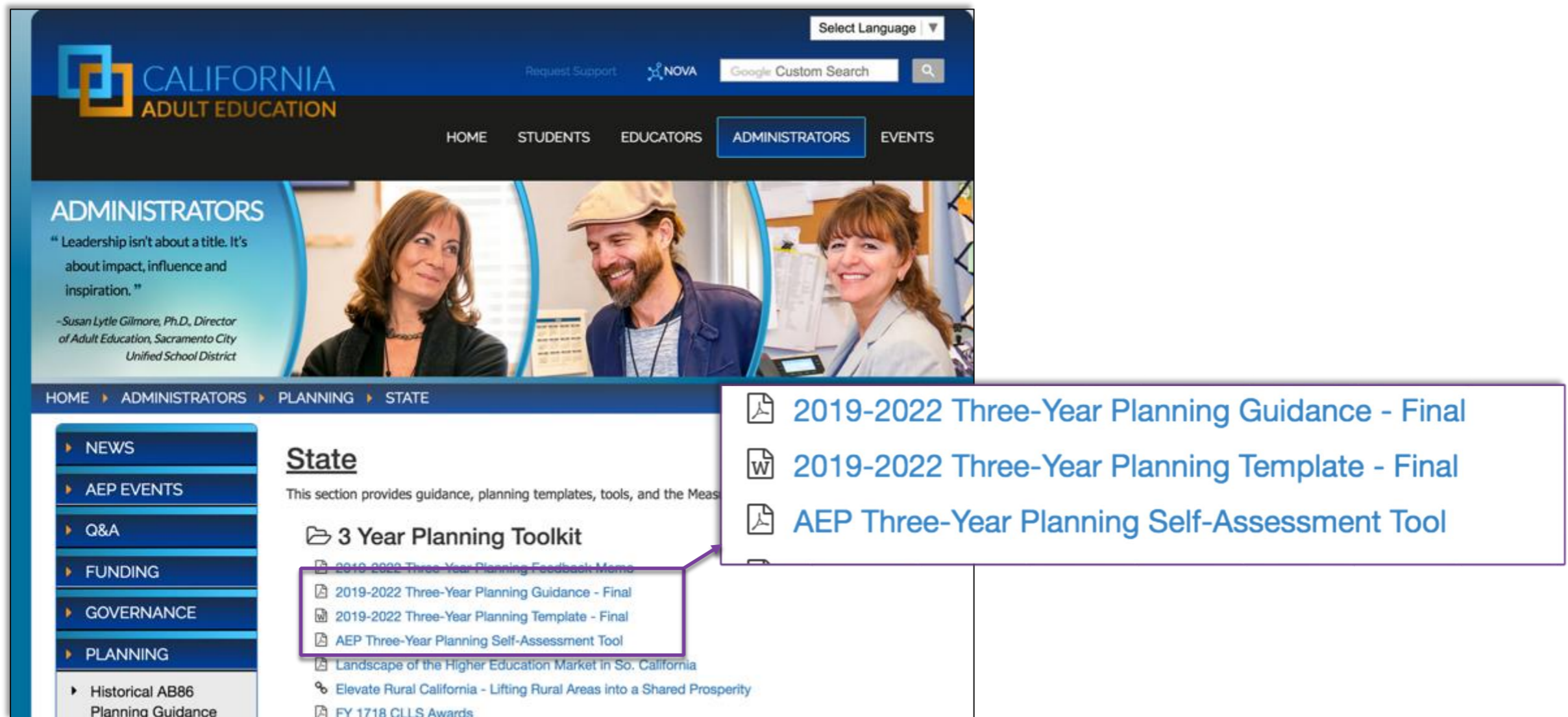
## This Month

- **Regional Data Unlocked Workshops** – San Diego, 11/15; Anaheim, 11/29
- **Planning Tools & Self-Assessment Webinar** – 11/28
- **Logic Modeling Webinar** – 11/30

## Coming Soon

- Mid-January 2019 – mini webinar series to review 3 year planning tools & best practices. TBA.
- Planning consultation – contact TAP.

# AEP Website



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**ADMINISTRATORS**  
 “Leadership isn’t about a title. It’s about impact, influence and inspiration.”  
 –Susan Lytle Gilmore, Ph.D., Director of Adult Education, Sacramento City Unified School District

[HOME](#) > [ADMINISTRATORS](#) > [PLANNING](#) > [STATE](#)

**State**  
 This section provides guidance, planning templates, tools, and the Meas

**3 Year Planning Toolkit**

- 2019-2022 Three-Year Planning Feedback Memo
- 2019-2022 Three-Year Planning Guidance - Final
- 2019-2022 Three-Year Planning Template - Final
- AEP Three-Year Planning Self-Assessment Tool
- Landscape of the Higher Education Market in So. California
- Elevate Rural California - Lifting Rural Areas into a Shared Prosperity
- FY 1718 CLLS Awards

**Left Sidebar:**

- NEWS
- AEP EVENTS
- Q&A
- FUNDING
- GOVERNANCE
- PLANNING
  - Historical AB86 Planning Guidance

**Callout Box:**

- 2019-2022 Three-Year Planning Guidance - Final
- 2019-2022 Three-Year Planning Template - Final
- AEP Three-Year Planning Self-Assessment Tool

<https://caladulthood.org/Administrators/43>



# AEBG TAP

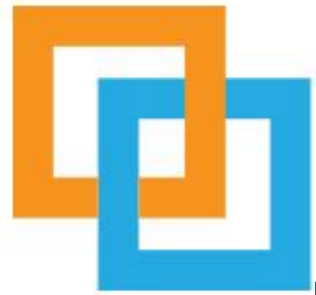
The AEBG Technical Assistance Program (TAP) provides professional development resources for all AEBG agencies statewide.

## AEBG Webinars

The AEBG Office and the AEBG Technical Assistance Project (TAP) are hosting a series of webinars and events to provide professional development, technical assistance, and important AEBG updates and information. **Wednesday's are designated for professional development** and **Friday's are designated for policy/State updates**. Click on the event description below to register for an upcoming webinar or event.

### 2017 Calendar

	<a href="#">OTAN Resources for Adult Education</a>
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# Planning Resource

## Toolkit







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# You Can Do It!



So many resources, so little time...



**The Planning Resources Tool is here to save  
the day (and your time)!**

# Planning Resources Tool

- We've done the leg work of compiling the resources you'll need.
- The tool make it easy for you to find the resources you'll need to successfully complete planning.
- Compiles all of the resources suggested in the planning guidance as well as some extras.





View all resources or filter by resource type and/or planning section.

California Adult Education

# Planning Tool

The planning tooling consists of all the resources needed to successfully complete the Adult Education 3-year planning process. Select the planning process or resources type, or view all.

Planning Section ▾ Resource Type ▾ Refine Search

30 Items View all Planning Section ▾

## Enrollment Infographic

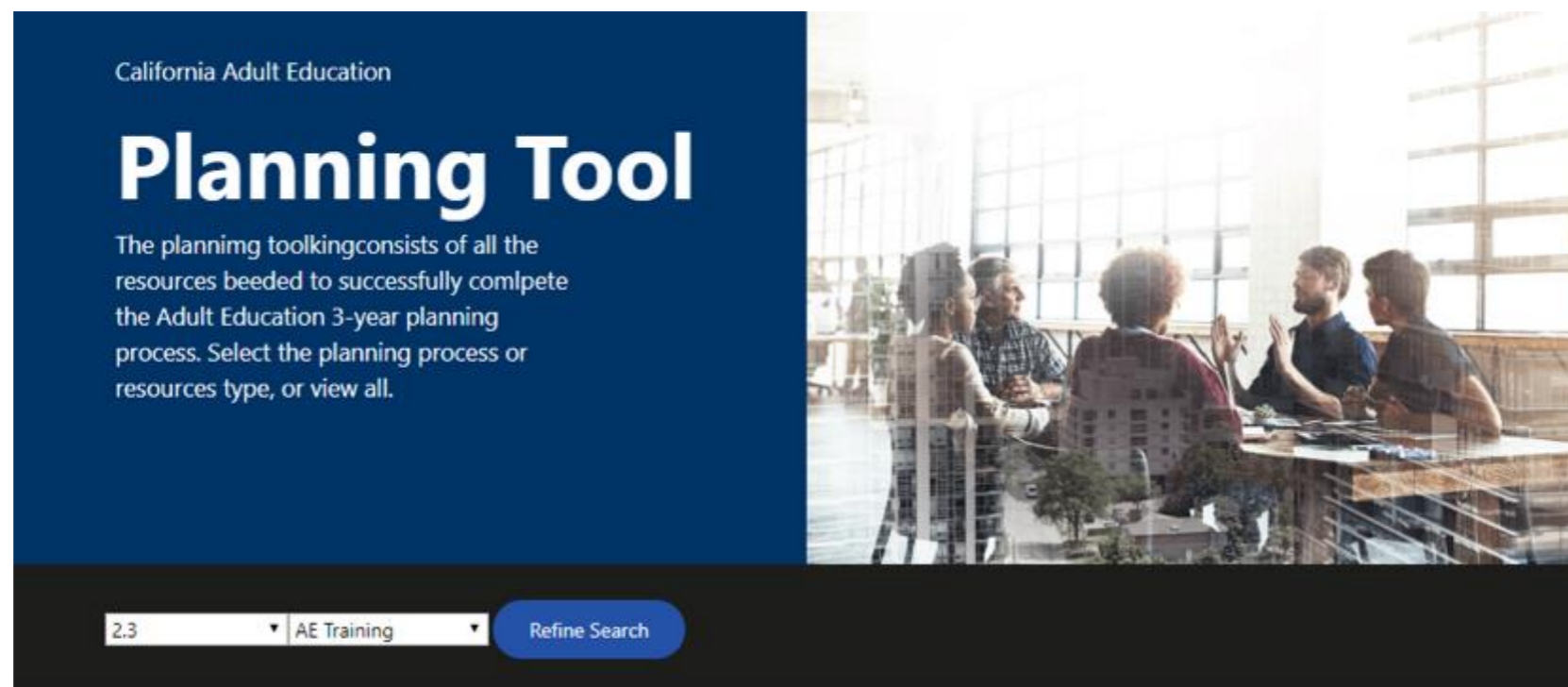
**Planning Section:**  
2.3  
Other

**Description:**  
An infographic created by Hanover Research describing tactics that can be used by colleges to boost enrollment.

**How to Use it:**  
Use this tool to inform your consortium's outreach strategy.

Download Enrollment Infographic

The tool provides a description, suggestion for how to use and links to all resources.



3 Items [View all](#) 2.3

## AEP Planning Consultation

**Planning Section:**  
2.2,2.3  
AE Training

**Description:**  
TAP has retired administrators available for webinars and consultation. To sign up, contact TAP.

**How to Use it:**  
TAP will arrange planning sessions with qualified experts to help you with your 3 year planning efforts. Select "Planning-Help with 3 Year Planning" as your help topic.

[Request AEP Planning Consultation](#)

# Coming Soon

- Onboarding Tool Kit
  - A guide and web-based tool for new consortium staff and members.
  - All you need to get started with the CA Adult Education Program
  - Web tutorials, to-do lists, essential resource lists and much more
- Data Resource Tool Kit
  - A one-stop shop for all you need for student data, fiscal and economic data.