Feather River Adult Education Consortium – Board Meeting MINUTES
Monday August 5, 2024 (4:00 p.m. – 5:00 p.m.)
THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE
https://us02web.zoom.us/j/89416234081
¤ Included in Board Packet
PLEASE NOTE: Agenda related documents distributed to the Feather River Adult Education Consortium (FRAEC) Board for the Board Meeting may be viewed in the Superintendent's Office at the Plumas County Office of Education. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Acting Consortium Lead at Mitch.Rosin2@gmail.com at least three days before the meeting date.

Attendance (v = voting member)

Feather River College	☒ Derek Lerch (v)	☐ Kevin Trutna (v)	☐	☐
PUSD/PCOE	☒ Andrea Ceresola (v)	☒ Steve Dutton (v)	☐	☐
SJUSD/SCOE	☐ Wendy Jackson (v)	☐ James Berardi (v)	☐	☐

Community Stakeholders

☐	☐	☐

Call to Order: 4:04 pm

1. ¤Approval of Agenda

Agenda Item Number: 1 **Motion**: Approval of Agenda **Motion by**: D. Lerch **Second by**: A. Cerasola			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson			

2. ¤Approval of Minutes: April 18, 2022

Agenda Item Number: 2 **Motion**: Approval of Minutes – April 18, 2023 **Motion by**: D. Lerch **Second by**: A. Cerasola			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson			

3. Public Comment – Public comment is allowed on any topic relevant to the FRAEC Board. Pursuant to Consortium Policy, comments are limited to 3 minutes per person. Please begin by stating your name.
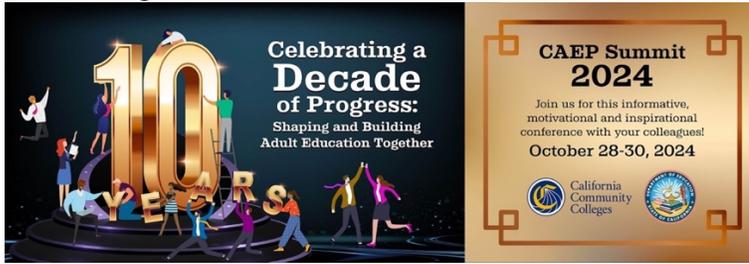
4. Closed Session – None Requested

5. Discussion Items

    5.1   ¤CAEP FY24-25 Final Allocation MEMO

    5.2   2025-2028 Three-Year Planning Process

5.3   ¤Model Program Notification

6. Action Items

6.1   Accept revised Direct-Funding CFAD Allocations – MUST BE APPROVED IN NOVA

Feather River CCD	2024-25	Direct Funding	CCD	$262,451	$808	$263,259
Plumas Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	$15,000	$46	$15,046
Plumas Unified	2024-25	Direct Funding	K-12	$428,814	$1,320	$430,134
Sierra Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	$300,407	$925	$301,332
				$1,006,672	$3,098	$1,009,770

Agenda Item Number: 6.1 Motion: Accept revised direct-funded CFAD allocations. Motion by: D. Lerch Second by: S. Dutton			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson			

6.3   ¤Approve 2024-2025 Annual Plan – MUST BE APPROVED IN NOVA

CAEP
Annual Plan

16 Feather River Adult Education Consortium
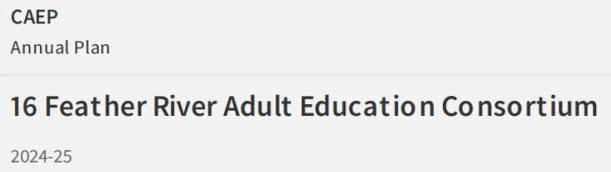
2024-25

Agenda Item Number: 6.2 Motion: Approve 2024-2025 Annual Plan. Motion by: D. Lerch Second by: S. Dutton			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson			

7. Consortium Director's Report

7.1   CAEP Deadlines

April 2024
- Apr 30: Student Data due in TOPSPro (Q3) - COMPLETED
- Apr 30: Employment and Earnings Follow-up Survey - COMPLETED

May 2024
- May 2: CFAD for 2024-25 due in NOVA - COMPLETED

June 2024
- Jun 1: 21/23 and 23/24 Member Expense Report due in NOVA (Q3) - COMPLETED

- Jun 30: 22/23 and 23/24 Member Expense Report certified by Consortia in NOVA (Q3) - COMPLETED
- Jun 30: End of Q4

July 2024
- Jul 15: Student Data due in TOPSPro (Q4) FINAL - COMPLETED

August 2024
- Aug 15: Annual Plan for 2024-25 due in NOVA *

September 2024
- Sep 1: 22/23 and 23/24 Member Expense Report due in NOVA (Q4)
- Sep 1: 24/25 Certification of Allocation Amendment due in NOVA
- Sep 30: 22/23 and 23/24 Member Expense Report certified by Consortia in NOVA (Q4) *
- Sep 30: 24/25 Member Program Year Budget and Work Plan due in NOVA
- Sep 30: End of Q1

October 2024
- Oct 30: 24/25 Member Program Year Budget and Work Plan certified by Consortia in NOVA *
- Oct 31: Student data due in TOPSPro (Q1)
- Oct 31: Employment and Earnings Follow-up Survey

December 2024
- Dec 1: July 1, 2023 to June 30, 2024 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium *
- Dec 1: 22/23, 23/24 & 24/25 Member Expense Report Due in NOVA (Q1)
- Dec 31: 22/23, 23/24 & 24/25 Member Expense Report certified by Consortia in NOVA (Q1)
- Dec 31: End of Q2

....

June 2025
- Jun 20: 2025-2028 Three Year Plan Due

7.2 Conference Report-Outs
- CCAE – Anaheim, CA – May 9-11, 2024
- CASAS Summer Institute – Anaheim, CA – June 17-20, 2024

7.3 Plumas USD Program Update (S. Dutton)
- Graduated 5 students; Steve is the only teacher so far for this school year; Looking for a .4 ESL instructor; End of Sept will start academic instruction at the jail

7.4 Sierra County Program Update (W. Jackson)

7.5 Feather River College Program Update (D. Lerch)
- Programs in the new jail location (culinary and academics via PUSD)

7.6 ¤Marketing & Social Media Update: Phoenix Design

8. Announcements

8.1 2024-2025 FRAEC Board Meetings (All meetings at 1:00 pm unless noted)

2024-2025 FRAEC Board Meeting Dates	
July 2024 – NO MEETING	Monday, January 13, 2025 – VIRTUAL – Three-Year Plan Planning
Monday, August 5, 2024 @ 4pm – VIRTUAL – Annual Plan Vote	Monday, February 3, 2025 – VIRTUAL – CFAD Discussion & Three-Year Plan Planning

Monday, September 9, 2024 – VIRTUAL	Monday, March 3, 2025 – CFAD Discussion & Three-Year Plan Planning
Monday, October 7, 2024 – VIRTUAL	Monday, April 7, 2025 – CFAD Vote & Three-Year Plan Vote
November 2024 – NO MEETING	Monday, May 5, 2025 – VIRTUAL
Monday, December 3, 2024 – VIRTUAL – Three-Year Plan Planning	Tuesday, June 11, 2025 – Annual Plan Retreat – TBD

8.2   Upcoming Conferences and Professional Development Opportunities
- CWA Meeting of the Minds – Monterey, CA – Sept 3-5, 2024
- ACTE Post Secondary – Chicago, IL – September 18-21, 2024
- CAEP Directors – Sacramento, CA – September 26-27, 2024
- NEDP National – Niagara Falls, NY – Sept 30-Oct 1, 2024
- CA Noncredit Summit – Anaheim, CA – Oct 3-4, 2024
- CAEP Summit – Oakland, CA – 28-30, 2024
- CA CTE – Rancho Mirage, CA – November 20-22, 2024
- CCAE South/South Coast – Palm Springs, CA – November 22-24, 2024
- ACTE International – San Antonio, TX – Dec 4-7, 2024

8.3   CAEP: Closing the Equity Gap for Adult Learners in California – Report issued: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/caep-promising-practices-report-a11y.pdf?la=en&hash=B17B30B5814D93CCC59AECB555B930B3B3686470

8.4   North/Far North CCAE Event @ Yolo County Office of Education – August 29-30, 2024

Adjournment – 4:16pm

CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)

THREE-YEAR PLAN 2025-2028

GUIDANCE DOCUMENT

Release Date: August 12, 2024

Table of Contents

OVERVIEW

The California Adult Education Program (CAEP) three-year planning process provides CAEP 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 to meet these needs over the coming three years. The planning process presents an opportunity to evaluate the current status of adult education and workforce services, which can promote stronger collaboration among agencies and deeper connections to students and communities. The Three-Year Plan itself becomes a tool to facilitate member engagement, accountability, and on-going planning and improvement throughout the three-year cycle.

This CAEP Three-Year Plan 2025-2028 Guidance Document provides guidance and establishes procedures to complete and submit a CAEP consortium's required Three-Year Plan using the California Community College Chancellor's Office (CCCCO) NOVA online platform. Sections of this document correspond to sections of the Three-Year Plan as it appears in NOVA and describe the content that must be included in the consortium's response per California Education Code. This document provides relevant definitions, resources, and optional guiding questions to inform completion of each section. Resource links are included throughout the document and can also be found in this summary table of Three-Year Plan resources.

The Three-Year Plan 2025-2028 Template will be provided to assist in organizing content for seamless integration into NOVA.

Consortia and consortium members are encouraged to consider ways in which use of CAEP, OTAN, CalPRO, CASAS, WestEd, and other professional development and technical assistance resources (e.g., training, institutes, peer mentoring, conferences, self-paced modules, instructional materials, statewide and regional network meetings, online resources) may be used to develop a robust Three-Year Plan and to carry out proposed strategies and achieve outcomes. For information about upcoming webinars on preparing and submitting the Three-Year Plan, please visit the CAEP TAP events page and look out for announcements in the CAEP Newsletter and in direct emails to consortium directors and co-leads.

If you have any questions regarding Three-Year Plan development, please contact the CAEP Technical Assistance Project (TAP) at tap@caladulted.org.

THREE-YEAR PLANNING PROCESS

The CAEP three-year planning process is meant to be inclusive and collaborative among entities that provide education and workforce services for adults in a region. Definitions are provided in California Education Code of an adult education region (§84903) and an adult education consortium, its members, and other entities that provide education and workforce services for adults (§84905). To develop the Three-Year Plan (§84906), adult education consortium members

will contribute data, consider input from other entities, determine the implications of this data and input for future adult education programs and services, and chart a path forward. The Plan will then serve as a guide and a tool for internal accountability for the consortium and its members over the three-year period. *In fact, although the Plan is a requirement of all recipients of CAEP funding, the primary intended audience of the Plan is the consortium members themselves.*

The CAEP Three-Year Plan does not stand alone. CAEP consortia are required to submit an Annual Plan, which describes the activities that will be carried out that year to implement each Three-Year Plan strategy. Member Work Plans and budgets also align with Three-Year Plan strategies. Guidance related to Annual Plan and Work Plan development and alignment with the Three-Year Plan will be provided by CAEP TAP.

Also, the CAEP Three-Year Plan should reference other regional and member agency plans, such as the WIOA Title II Continuous Improvement Plan (CIP), WIOA Title I Local and Regional Plans, Perkins Local Applications, Strong Workforce Program (SWP) Regional Plans, accreditation self-studies, and others. Rather than duplicate planning efforts, consortia are encouraged to explicitly reference existing plans. For a table showing the possible alignment across these plans, please see Appendix B.

PLANNING TIMELINE

The process of developing and approving your consortium's Three-Year Plan should take place between Summer 2024 and June 30, 2025. A suggested sequence and timeline of steps to develop the Three-Year Plan is as follows:

Three-Year Planning Tasks	Suggested Timeline
Secure commitments from the consortium's planning team members to participate in a series of meetings and activities (Summer/Fall 2024 to June 30, 2025) to develop the Three-Year Plan, and set up systems for on-going communications and information sharing	Summer/Fall 2024
Convene the consortium's planning team to: ● Define steps and milestones in your consortium's planning process ● Define a list of key stakeholders and how/when each will be involved in the planning process ● Define what data will be used in the Needs Assessment and who will participate in gathering and analyzing it ● Set regular (biweekly or monthly) planning meetings	Summer/Fall 2024

Gather data to inform Needs Assessment
● Evaluate the Educational Needs of Adults in the Region using:
   ● Student enrollment and outcome data
   ● Regional population data
   ● Regional labor market data
   ● Student engagement (surveys, focus groups, etc.)
   ● Staff engagement
	Summer/Fall 2024

• Industry engagement • Community partner engagement • Review alignment of your consortium's services with the goals and strategies described in other education and workforce plans in your region (see Appendix B) • Use the most current available student data to identify the number of participants served by consortium members in each CAEP program area	
Conduct needs assessment to identify gaps in current services (Section 2) • Convene consortium members and other stakeholders to review needs assessment data and identify gaps and needs (see Appendix E: Optional Guiding Questions) • Describe and evaluate the current levels and types of services for adults in the region • Write narrative descriptions for Section 2	Fall 2024
Assess available Funds and how they will be leveraged (Section 6) • Review prior year leveraged funds in NOVA (closed September 2024) • Review data in Program Area Report on prior year leveraged funds (certified December 2024) • Decide how funds will be allocated over the coming three years • Identify other resources that will be available to carry out strategies in the Three-Year Plan • Write narrative descriptions for Section 6	Fall 2024
Confirm barriers and Metrics to be addressed, and specific targets (Section 3) • Select Student Barriers • Select Optional Metrics • Define Consortium-Level Targets • Define Member-Level Targets • Enter information for Section 3	November 2024 - December 2024

Define Objectives (Section 4)
• Convene planning team to define strategies that will be used to achieve each Objective:
    • Address Educational Needs
    • Improve Integration of Services and Transitions
    • Improve Effectiveness of Services
• Write narrative descriptions for Section 4
	January 2025 - February 2025

Define activities and their intended Outcomes (Section 5) • Convene planning team to decide on activities, and on short-term, intermediate, and long-term Outcomes • Write narrative descriptions and enter information for Section 5	February 2025 - March 2025

Revisit funds assessment (Section 6) in light of Governor's Budget, CFAD, and other possible funding changes and adjust/update as needed	Winter 2024/Spring 2025
Summarize ways each consortium partner contributed to this planning process (Section 2)	Spring 2025
Draft Three-Year Plan and share with consortium members for review and discussion[1]	Early Spring 2025
Hold public meeting for member vote to approve Three-Year Plan	Spring 2025
Submit Three-Year Plan in NOVA	May - June 2025
Each member approves Three-Year Plan in NOVA	No later than June 30, 2025
Implementation Tasks	**Suggested Timeline**
Create FY 25-26 Annual Plan	*July 1 - August 1, 2025*
Members approve FY 25-26 Annual Plan	*No later than August 15, 2025*
Create member FY 25-26 Work Plans and Budgets	*No later than September 1, 2025*
Consortium Lead certifies FY 25-26 Work Plans and Budgets, and implementation begins	*No later than September 30, 2025*
Report on progress toward Three-Year Plan targets using CASAS TOPSPro Enterprise (TE) and Chancellor's Office Management Information System (COMIS): Datamart	*Monthly and at annual planning retreat*
Evaluate 2024-2025 activities and outcomes and adjust the Annual Plan and Work Plan, as appropriate	*July - August 2025 (and annually)*

THREE-YEAR PLAN SUBMISSION

The Three-Year Plan will be submitted using the NOVA online system. To request an account or login credentials for the system, please visit the NOVA login page.

A template will be provided for consortia to use in organizing their Three-Year Plan content prior to submission in NOVA.

Final Plans must be submitted and approved by member representatives in NOVA no later than

---

[1] You may wish to consider developing and seeking members' approval of the consortium's Annual Plan on the same timeline as the Three-Year Plan.

June 25, 2025. Following approval, consortia will update their Three-Year Plans through the Annual Plan process in NOVA.

OBJECTIVES AND PROGRAM AREAS

CAEP allocates funds to regional consortia composed of K-12 adult schools, community college districts, county offices of education, 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) immigrant integration, (C) completion of high school diplomas or their recognized equivalents, (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. Proposed strategies should leverage shared resources and promising practices to hasten student progress toward their academic and professional goals, and to promote seamless transitions across educational segments and into the workforce.

The three CAEP actionable Objectives, based on California Education Code §84906(b), to be addressed by each consortium in their Three-Year Plans are:

1. Address Educational Needs

2. Improve Integration of Services and Transitions

3. Improve Effectiveness of Services

Each of these Objectives is described in greater detail in Section 4 below.

Based on an assessment of regional need, each consortium 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 adults 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.

DEVELOPING YOUR THREE-YEAR PLAN CONTENT

This section provides a step-by-step guide to developing content for the Three-Year Plan. Use this guide to complete the Three-Year Plan template, which will then be used to enter the final Plan content into NOVA.

Section 1: Consortium Details

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

Provide an Executive Summary of the Three-Year Plan (up to 5000 characters)

In the Executive Summary, please include:

- Summary of consortium members and participants in three-year planning.
- Brief description of needs identified in the Assessment (Section 2).
- Brief description of Metrics selected and included in the three-year plan (Section 3).
- Brief description of Objectives, Strategies, and Outcomes included in the plan (Sections 4 and 5).
- Brief summary of the Funds Evaluation included in the plan (Section 6).

Certification of the Consortium Fiscal Administration Declaration (CFAD) is a prerequisite to certifying the Three-Year plan. At the end of this section, you will be prompted to review the CFAD assurances.

Section 2: Assessment

The consortium's Assessment of the educational needs of adults in the region, and of the levels and types of existing education and workforce services for adults, is intended to help consortium members ensure that these services are responsive to the needs of learners and of the local labor market. To complete this section, evaluate the *needs for* and the *current levels and types of* education and workforce services in the region, and identify *gaps* in current services. The Assessment will guide the consortium's definition of ways to meet the three CAEP objectives, and of specific strategies and outcomes proposed in this Three-Year Plan.

Needs Assessment Guidance and Examples
Guiding questions to consider in your Needs Assessment: Appendix E.   Sample surveys: sample student survey, sample staff survey, sample "consortium effectiveness" survey   Sample of compiled Needs Assessment data and discussion guides: sample Data Binder.
Optional Data Sources
Adult Education Pipeline - LaunchBoard (see Appendix F for resources)   CAEP Fact Sheets (see Appendix F)

U.S. Census/U.S. Census Small Area Income and Poverty Estimates

PIAAC Skills Map

LaunchBoard AE Build 6.0 Metric Definition Dictionary

CCCCO Centers of Excellence LMI reports and supply/demand tools

CA Workforce Development Board (CWDB) 2024-2027 State Plan

Local Workforce Development Boards (LWDBs) local and regional plans

Strong Workforce Program (SWP) regional plans

Understanding Labor Market Information Resources

CASAS Data Portal and TE accountability reports (see Appendix G for resources)

CASAS Employment Follow-up Outcome Measure

WIOA Title II CIP

WIOA Program Implementation Survey

Perkins Comprehensive Local Needs Assessment

CASAS Employment Follow-up Outcome Measure

Student Technology Intake Survey

School Community Needs Assessment Requirement for WIOA Title II, AEFLA EL Civics Funded Agencies: Overview slides and description of requirements

WestEd Opportunity Maps (see Appendix F)

CA Adult Ed Career Education Dashboard

Overview and Preparation (up to 5000 characters)

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. In addition, include the consortium's overall approach and process taken in conducting the assessment.

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? Check any that apply.

- Student data (TOPSPro, MIS)
- CAEP consortium Fact Sheet
- LaunchBoard
- 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: Surveys, interviews, and focus groups
- Other (up to 500 characters):

Provide 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.

Regional Alignment and Priorities (up to 5000 characters)

Provide a 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. See Appendix B for a table showing alignment across relevant plans that may be referenced in this section (e.g., WIOA Title II CIP, WIOA Title I Local and Regional Plans, Perkins Local Applications, SWP Regional Plan, accreditation self-studies, and others). Note that regions referenced in the relevant plans may be defined by boundaries different from but overlapping with the consortium's adult education region. 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.

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

Describe and evaluate the educational needs of adults in the region. To *describe* the educational needs, conduct a review of data on the region's adult population. To *evaluate* the educational needs, critically review this data to determine its significance for the consortium's adult education services. 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.

Contributions by Entities (up to 5000 characters)

Describe the ways in which each consortium member or partner contributed to the development of the Three-Year Plan. Per California Education Code §84905(d)(1)(E), the consortium should have considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining

units of the school districts and community college districts. The description should include:

- List of all consortium members and partners who contributed.
- Brief description of the ways each member or partner contributed (eg., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Regional Service Providers: Participants by Program Area

Enter the number of Participants served in each program area in which a member agency offers instruction based on the most current available student data (2023-2024 program year).

Click on "+Add Service Provider" to add the names of any 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.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region (up to 5000 characters)

Describe and evaluate existing education and workforce services for adults among consortium members. To *describe* the levels and types of services, conduct a review of data on the consortium's education and workforce services. To *evaluate* the levels and types of service, critically review this data on education and workforce services to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services. Your evaluation should take into consideration recent events that may have affected the consortium's ability to address educational needs or otherwise widened these gaps (eg., recent business closures, immigration trends, etc.). The description and evaluation should include:

- The levels of education and workforce services currently offered by the consortium.
- The types of education and workforce services currently offered by the consortium.
- 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.

Optional Data Sources and Other Resources
Adult Education Pipeline - LaunchBoard (see Appendix F for resources)
Opportunity Maps (see Appendix F)
CA Adult Ed Career Education Dashboard
CASAS Data Portal and TE accountability reports (see Appendix G for resources)
Eligible Training Provider List (ETPL)
Community Asset Mapping webinar and slides
WIOA Title II CIP
WIOA Program Implementation Survey

IELCE Report

CASAS Employment Follow-up Outcome Measure

Student Technology Intake Survey

School Community Student Needs Assessment Requirement for WIOA, Title II
AEFLA/EL Civics Funded Agencies: Overview slides and description of requirements

Section 3: Metrics

For definitions and resources related to Section 3: Metrics, click here

CAEP Barriers and Metrics

Of the metrics that are listed, two are required to be tracked at the consortium level: Number of
Adults Served, and Student Barriers. An additional two metrics are required to be tracked by all
members: Adults who Became Participants, and Percent of Available Funds Spent.

For each of the metrics selected in this section, define targets in the section below, which will in
turn inform the definition of strategies and intended outcomes in the sections that follow. Over the
coming three years, the consortium and its members will track these outcomes using available
data resources, such as LaunchBoard, TOPSPro or COMIS.

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: In addition to the mandatory metrics, there are ten optional metrics that
members can choose from. If an optional member metric is chosen, that metric will appear for all
members. If a member does not have students to report for a particular metric, they may enter 0
(if not planning to address) or set a target (if planning to address). If a member has students to
report for a particular target but does not plan to grow their program, they may enter the same
number as the actual. Unfunded members will follow the same processes as funded members.

Data Sources and Other Resources	Description of Resource	Relevant Data Points
Adult Education Pipeline - LaunchBoard (see Appendix F for resources)	This infographic provides a concise overview on how to read and navigate the Adult Education Pipeline dashboard. Adult Education Pipeline Dashboard Overview Note: Due to time lags in posting the 2023-24 and 2024-25 student data from LaunchBoard, consortia and their members may use	

	additional student data sources (such as TOPSPro, COMIS, etc.) to project their targets.	
CAEP Three-Year Plan 2022-25 Mandatory Metrics (webinar Recording)	This webinar with CASAS, CAEP TAP, and West Ed walks through the various data sources (TOPSPro, Datamart, LaunchBoard, CAEP fact sheets, WIOA II surveys, and more) to set your CAEP three-year plan mandatory metric targets.	Adult Education Pipeline Statewide Numbers and Averages (April 2021) CAEP Three-Year Plan Mandatory Metrics (minimum requirement): At the consortium level: number of adults served, and student barriers; At the member level: percent of available funds spent, and number of adults served that become participants.
Adult Education Pipeline Statewide Numbers and Averages	Integrates data from various sources to provide comprehensive insights.	Data sources are updated as follows: Noncredit community college data, Adult education/K-12 data, Employment/earnings information, and Postsecondary transfer information.
CASAS Data Portal and TOPSpro Enterprise (TE) accountability reports (see Appendix G for resources)	TE is a data management software application that tracks student progress, including learner assessment scores and learner performance on target competencies.	

CASAS Data Dive webinar series:
    I.CAEP outcomes
    II.Barriers and equity
    III.Performance goals
	CAEP TAP hosted three workshops from CASAS that address common data management concerns from CAEP agencies, and that will help CAEP consortia prepare for performance-based goal setting activities in the new CAEP three-year plan. The first workshop will provide a review of CAEP outcomes and	

	services, updates to the CAEP reports in TE, identify different ways to review learner performance and persistence, and detail some student driven examples of activities that generate outcomes.	
CASAS Immigrant Integration Indicators (webinar recording and slides)	AB 2098 provides resources for immigrant integration and stipulates that the state provide tools and metrics for reporting immigrant integration outcomes. In response CAEP put together a committee and has been working with several partners to develop the metrics, outcomes, and capacity.	CASAS has developed Immigrant Integration Indicators (I3) reports in TOPSpro Enterprise (TE) and added I3 outcomes to the CAEP Summary report. Use TE CAEP data to target students "geographically" to improve regional marketing and collaboration with partner agencies.
California Community Colleges Chancellor's Office MIS Data Mart	Information about California Community Colleges students, courses, student services, outcomes, and faculty and staff.	College enrollment data reports

Consortium Level Metric Targets

The Number of Adults Served by the consortium in 2022-23, 2023-24, and 2024-25 is imported from the LaunchBoard Adult Education Pipeline and appears in the first row of the table. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for the Number of Adults Served. The 2023-24 data in LaunchBoard will not be made available until Spring 2025 and the 2024-25 data will not be made available until Spring 2026.

In the subsequent rows of the table in this section, the consortium's 2022-23, 2023-24, and 2024-25 Actuals are populated for each of the Barriers and Metrics that were selected above. Add 2025-26, 2026-27, and 2027-28 Targets for each of these Barriers and Metrics. Enter each of these Number of Adults Served Targets as a whole number for each year.

There are no standard expectations regarding consortium targets. Define targets that are specific to the consortium, with reference to consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. Targets should reflect the strategies proposed in the plan that are intended to impact the selected metric or barrier. Targets will be used to review the consortium's annual progress and to inform adjustments to programs and services.

Member District Level Metric Targets

The table in this section includes information about each of the member districts in your

consortium, by member district.

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.

The number of Adults Served Who Became Participants in 2022-23, 2023-24, and 2024-25, imported from the LaunchBoard Adult Education Pipeline, is in the second row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's number of Adults Served Who Become Participants.

Actuals for 2022-23, 2023-24, and 2024-25, populated for each of the optional Metrics selected above and imported from the LaunchBoard Adult Education Pipeline, are found in subsequent rows. Add 2025-26, 2026-27, and 2027-28 Targets for each of these Metrics, for each member district. Enter each of these as a total number of Adults Served Who Become Participants for each year.

There are no standard expectations regarding member district level targets. The same member level metrics will appear for all members. Each member should define targets that are specific to the agency or district, with reference to agency, district, and consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. If a member does not have students to report 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 to report for a particular target but does not plan to grow their program, they will enter the same number as the actual. Targets will be used to review members' annual progress and to inform adjustments to programs and services.

Due to time lags in posting the 2023-24 and 2024-25 student data from LaunchBoard, consortia and their members may use additional student data sources (such as TOPSPro, COMIS, etc.) to project their targets.

NOTE: Members that receive CAEP funds that offer counseling and other student services but not instruction should identify targets related to their activities' impact on student persistence, progress, and success. Members that do not receive CAEP funds will follow the same processes as funded members.

Section 4. Objectives

Describe the strategies that the members of the consortium and others impacted by or involved in the provision of education and workforce services to adults in the region will take to:

1. Address Educational Needs

2. Improve Integration of Services and Transitions

3. Improve Effectiveness of Services

For each of the three Objectives, the description should include:

- The strategies that will be used to achieve this Objective.

- Educational needs, barriers, and gaps in current education and workforce services that will be addressed by the strategies under this Objective.

For definitions and resources related to Section 4: Objectives, click here

Objective 1: Address Educational Needs (up to 5000 characters)

Describe the strategies that the members of the consortium will use to addressing the educational needs identified in Section 2: Assessment.

For example, educational needs addressed under Objective 1 could include but are not limited to: under-enrollment of priority adult populations, inadequate CTE offerings to address employer hiring demand, adult education offerings not aligned with levels of need, insufficient counseling support for student goal setting, etc.

Strategies to addressing educational needs could include, for example, but are not limited to an outreach and enrollment campaign, expansion of intermediate/high level ESL classes, new CTE programs to address needs of regional healthcare employers, expansion of counseling for new students, etc...

Optional Resources
Strategies to address student persistence named in the WIOA II Program Implementation Survey
Hanover Research Equity Toolkit
Hanover Research Best Practices in Addressing Digital Divides
Upskilling Adult Workers with Disabilities
Advancing CA Adult Education: Model Programs
Advancing CA Adult Education: Research & Practice
Connect with a subject matter expert or a community of practice.

Objective 2: Improve Integration of Services and Transitions (up to 5000 characters)

Describe the strategies that the members of the consortium will implement to improve (1) integration of services and (2) transitions into postsecondary education and the workforce.

Consortia may choose to use — but are not limited to —strategies to improving integration of services that are named in California Education Code 84906, which include:

- Recruitment and placement of individuals into adult education programs

- Alignment of academic standards and curriculum across entities

- Qualifications of instructors, including common standards across entities

- Collection and availability of data across entities.

The WIOA II Program Implementation Survey names several approaches that may be used by

agencies and consortia to address needs related to integration of services, such as co-located classes and bridge programs; and to address needs related to transition, such as transition specialist/navigator guidance, industry partnerships, field trips and guest speakers, and apprenticeships.

Optional Resources
CAEP Promising Practices Report 'Closing the Equity Gap for Adult Learners in California: 7 Promising Practices to Advance Student Outcomes' - Report Effective Practices - Transitions brief, slides and recording Effective Practices - Immigrant Integration brief, slides and recording Hanover Research Best Practices in Guided Pathways (June 2020) Designing and Delivering Career Pathways at Community College Framework for a High-Quality Pre-Apprenticeship Program Grow Apprenticeship California ELL Pilots Portal IET and IELCE resources: CalPRO IET Video Library, LINCS IET and IELCE resources, Penn State IET Initiative Library, Planning and Implementing a New IELCE IET Program EL Civics Basics: Civic Participation and IELCE Requirements Student Transition Webinars and Resources The Education to Workforce Dashboard, and slides and recording on using the Dashboard to clarify education to workforce pathways

Objective 3: Improve Effectiveness of Services (up to 5000 characters)

Describe the strategies that the members of the consortium will implement to improve the effectiveness of the consortium and its services.

For example, strategies to improving consortium and member effectiveness may include but are not limited to: improving data collection and use to inform change, providing or accessing professional development, using and responding to the CAEP Consortium Program Quality Self-Assessment tool, conducting planning, refining consortium operations, facilitating continuous improvement, etc.

Also, the WIOA II Program Implementation Survey names several approaches that may be used by agencies and consortia to address needs related to consortium and member effectiveness, such as shifting staffing, growing online classes, redistributing resources, refining data collection practices, and providing targeted professional development for administrators and instructors.

Section 5: Activities & Outcomes

Create a plan to achieve 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 district or agency 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.

Appendix D provides a planning worksheet for use in developing these activities and outcomes, as well as an example.

For definitions and resources related to Section 5: Activities & Outcomes, click here.

Activity Name, and Objective that Applies to this Activity

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, provide:

- Activity Name

- Objective that Applies to this Activity (dropdown selection)

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity listed, provide a brief description that includes:

- The activity that will be carried out
- The agencies or individual members that 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.

Short-Term, Intermediate, and Long-term Outcomes (each up to 1000 characters)

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). 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.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed strategy. The drop-down menu will include all Adult Education Metrics and Student Barriers that you selected in Section 3: Metrics.

Responsible Position(s), Responsible Agencies, 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.

From the dropdown menu, select responsible member agencies.

Indicate the proposed completion date for the strategy. This may include any date within the Three-Year Plan term.

Section 6: Funds Evaluation (up to 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.

Auto-populated information about each member agency's Prior Year Total Leveraged Funds and Program Reporting Status is provided. Program Area Reports are available in NOVA.

To *evaluate* the funds available, critically review this data on prior year leveraged funds to anticipate and assess how well the available funds will address the educational needs of adults in the region over the coming three years. 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.

For definitions and resources related to Section 6: Funds Evaluation, click here.

Optional Resources
Documentation of regional allocations of WIOA Title II, Perkins, Local Control Funding Formula (LCFF), CalWORKs, community college noncredit apportionment, Jail Education (K-12), and other funding.

Section 7: Preview & Submit

After entering the content of each prior section in NOVA, review all content. To edit any of the content in the Three-Year Plan, click on the section name in the navigation bar to be taken to an editable version of that section. When satisfied with all the content in the Three-Year Plan, click Submit to submit the plan for review by consortium members and for completeness by CAEP TAP. Once the plan is submitted, member representatives will be notified via email to review and approve the plan.

NOTE: The Three-Year Plan cannot be submitted or certified until the consortium's FY25-26 CFAD is certified. The CFAD certification date is May 2, 2025.

A PDF template of the Three-Year Plan can be downloaded at any time for reference once the plan has been made available in NOVA.

APPENDIX A: Graphic of Three-Year Plan and Annual Plan Process

Professional Development

Offerings Fall 2024
register.caladulted.org

CALIFORNIA ADULT EDUCATION PROGRAM

2025-26 Year One

2026-27 Year Two

2025-28 Three-Year Plan Process

2024-25 Planning Year

2027-28 Year Three

Year One
- Implement Three-Year Plan.
- Create Annual Plan strategies.
- Agencies select Annual Plan strategies for Work Plan.
- Budget available funds to address Work Plan strategies.

Year Two
- Evaluate outcomes and previous year's strategies.
- Re-assess current Three-Year Plan; adjust as needed.
- Generate Annual Plan strategies.
- Identify plans of action to increase student outcomes.
- Budget available funds to address Work Plan strategies.

Year Three
- Evaluate last two years' strategies.
- Generate Annual Plan strategies.
- Identify plans of action to increase student outcomes.
- Budget available funds to address work plan strategies.
- Start considering the next Three-Year Plan.

Planning Year
- Review Three-Year Plan guidance.
- Establish consortium meeting calendar.
- Attend PD offerings.
- Develop Three-Year Plan.

APPENDIX B: Alignment Across CAEP and Other Plans

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)."

The table below is intended to help consortia pull information from other plans to inform and align their Three-Year Plan. Other plans may be already complete or in process. By reviewing other plans for alignment, you can access data, respond to questions about alignment with regional plans, and prevent duplication of effort.

Related Initiatives and Plans	Overview of the Plan and Where to Access	Alignment to the CAEP Three-Year Plan
WIOA Title II Continuous Improvement Plan (CIP)	The CIP assists agencies in developing a forward-thinking document to enhance the delivery of adult education programs by establishing clear objectives for the upcoming year. Access the CIP on the California Adult Education Online Application and Reporting	**Due Date:** The CIP is due annually on April 30th, two months before the CAEP Three-Year Plan. **Needs Assessment:** The CIP and the CAEP Three-Year Plan both use the following data sources: ● TE Data Integrity Report ● Priority industry sectors from LWDB Plan ● LMI Data (Centers of Excellence or EDD) ● LaunchBoard **Goals:** CIP SMART goals and strategies could be mirrored in CAEP plans, or vice versa. **Progress:** CIP's recommended self-monitoring three times/year could inform CAEP Annual Plan development.
Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment	The purpose of the plan is to focus on a Student-Centered Delivery of Services for all K–14+ college and career pathways, promote equity and access, achieve system alignment in the economic regions of the State, support Continuous Improvement and Capacity Building at all levels and components, and ensure that State Priorities and Direction lead the State Plan with opportunities in Perkins V leveraged. Access the Perkins	**Due Date:** The Perkins plan is due annually in May, which is a month before the Three-Year Plan. The Perkins needs assessment is due every two years. **Needs Assessment:** The Perkins and CAEP plans use the following data sources: ● MIS data to examine core indicator information ● LaunchBoard **Metrics:** The optional metrics in the Three-Year Plan align to the metrics included in the Perkins plan.

	Application and Needs Assessment in [NOVA]().	
Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans	The purpose of the activities in these plans is to promote an increase in the employment, job retention, earnings, and occupational skills of participants. This, in turn, improves the quality of the workforce, reduces welfare dependency, and improves the productivity and competitiveness of the nation. Access the [WIOA Title I Local and Regional Plans on the CA Workforce Development Board website]().	**Due Date:** Due every three years. **Needs Assessment:** The WIOA Title I plans and CAEP Three-Year Plan use the following data sources: ● Regional demographic and employment data to identify the number of individuals in need of education and workforce services. **Goals:** Aligned strategies that provide access to employment opportunities, including career pathways within critical industry sectors identified with a special emphasis on targeting vulnerable populations to ensure equitable access to programs and services.
California Strong Workforce Program (SWP) Local Plan (in NOVA)	The purpose of the SWP local plan is to assist colleges with creating "more" and "better" CTE in the region. The plan addresses seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding. Access the SWP Local Plans by College District in [NOVA]().	**Due Date:** Annually in November. **Needs Assessment:** The SWP Local Plan and CAEP Three-Year Plan use the following data sources to describe the regional labor market and training supply and demand in key sectors: ● Priority industry sectors from LWDB Plan ● LMI Data (COE or EDD) ● LaunchBoard ● MIS student data **Metrics:** Aligned to CAEP's optional metrics. Both plans import actuals from prior years and set targets for the upcoming year. **Objectives and Strategies:** SWP Local Plan goals and strategies could be mirrored in CAEP plans, or vice versa.
K12 Strong Workforce Program (SWP) Plans	The K-12 SWP plan is designed to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning	**Due Date:** Due annually in January. **Needs Assessment:** Leverage the data sources used to identify a problem and need for CTE pathways, articulation agreements and dual enrollment with LEAs. **Goals:** Strategies aim to improve access to and completion of high skill/high wage CTE opportunities for disproportionately impacted students. K12 career pathway programs could

	from secondary education to postsecondary education to living-wage employment. Access the K12 SWP plans in NOVA.	feed into or align with adult education programs and strategies. **Funds Evaluation:** Both plans require applicants to examine the leveraged funds used.
Accreditation Institutional Self-Studies (i.e., WASC, COE)	The Self-Study process examines what students know and are able to do and the strengths and areas of growth within the institution. This process helps a school identify and implement school improvement needs and supports accountability and earns an accreditation status. Your accreditation self-studies should be available locally. For an example of a WASC self-study, click here.	**Due Date:** Due every six years. **Needs Assessment:** Leverage the demographic, student performance and perception data provided in the "Student/Community Profile - Data and Findings" to inform CAEP needs assessment and planning. **Goals:** Areas of growth with specific tasks can inform CAEP strategies.

APPENDIX C: Glossary of Key Terms and Related Resources

Term	Definition	Resources
Section 2: Assessment		
Workforce Innovation and Opportunity Act (WIOA)	Federal legislation enacted in 2014 that calls for cross-system alignment; education and training that is focused on the needs of high-demand industry sectors and occupations; regional collaboration focused on the skill needs of regional economies; and the establishment of career pathways systems that make it easier to attain the skills and credentials needed for family supporting jobs and careers	USDOL WIOA website California Workforce Development Board
Career pathway	A clear sequence of coursework and/or training credentials aligned with employer validated work readiness standards and competencies	U.S. DOE Career Pathways Checklist Perkins Collaborative Resource Network Career Pathways Systems resources U.S. DOL Career Pathways Toolkit
Workforce sector strategies	A systems approach to workforce development that targets a specific industry or occupational cluster to both meet the needs of employees and support workers in improving their employment related skills	U.S. DOL Issue Brief Sector Strategies
Educational Need	AB104 Section 84911: To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy.	CAEP Regional Funding Formula variables used to determine educational need
Consortium members	Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination	

	of these, located within the boundaries of the adult education region, that receives funds from any of the following programs or allocations: (a) The Adults in Correctional Facilities program. (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act). (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109- 270). (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older. (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913. (f) State funds for remedial education and job training services for participants in the CalWORKs program.	
Possible consortium partners	● Local Workforce Investment Board (LWDB) ● America's Job Centers of California (AJCCs) ● Employment Development Department (EDD) ● County Social Services Agencies ● Public Library literacy programs ● Community-based organizations	
Participant	A person 18 years of age or older who has received 12 or more hours of instruction	Education Code Section 84901(a) Measuring Our Success: Data and Accountability Systems and Common Assessment in the California Adult Education Block Grant Program (page 17)
Service Provider	A consortium member or partner that provides adult education and/or workforce services in the region	

CAEP Program Areas (Types of Education and Workforce Services for Adults)	(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate. (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, 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 adults with disabilities. (6) Programs in career technical education that are short term in nature and have high employment potential. (7) Programs offering pre apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.	CAEP Program Guidance (updated March 2023)
Levels of Education and Workforce Services	Levels of participation by reportable individuals (received 1-11 hours of instruction or services) and participants (enrolled in one of the six CAEP program areas and received 12+ instructional contact hours)	Adult Education Pipeline Dashboard (Students and Programs, and Enrollment data)
Types	The seven CAEP Program Areas (see definition above)	CAEP Program Guidance (updated March 2023)
Section 3: Metrics		
Number of Adults Served	Number of adults who have completed 1+ hrs. of instruction or received services.	California Adult Education Program (CAEP) Data Dictionary _TE Data_

Student Barriers	English Language Learner, Low Literacy, Low Income: displayed on the Adult Education Pipeline dashboard as "If Ever Flagged," as they are considered barriers that have long term impact and, in general, reflect a longitudinal change. Long Term Unemployed: displayed on the Adult Education Pipeline dashboard as "Flagged in the Selected Year" as it is considered a barrier that can change quickly.	
CAEP Metrics	Goal setting and target metrics in NOVA and on the AEP dashboard	
Students and Programs Metrics	● Participants by CAEP Program Area Demographics (Gender, Ethnicity/Race, Age) ● Barriers to Employment ● Participants Co-Enrolled in Credit College Courses ● Participants Taking Courses in More than One Program Area ● Participants Who Took Courses at More than One Institution ● Total Participants	Pages 65-140
Progress Metrics	● Completed One or More Educational Functional Levels ● Carnegie Units/High School CreditsCompleted a Workforce Preparation Milestone ● Completed an Occupational Skill Gain ● Completed an Immigrant Integration Milestone ● Subsequently Took a Transfer-Level English Course/Math Course	Pages 141-154

	● Persistence Year to Year ● Time to Completing a Transfer Level English Course/Math Course for the First Time	
Transition Metrics	● Transitioned to ASE ● ESL, ABE and ASE Participants who Transition to Postsecondary ● ESL, ABE and ASE Participants who Transition to CTE ● Transition to Non-Developmental Credit College Course ● Completed 6+ College Credit Units ● Community College GPA 2.0+ ● Enrolled in Adult Ed after Taking College Credit Course	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 156-167
Transition Metric: Participants who Transition to Postsecondary	Limited to Participants in ESL, ABE, and/or ASE programs. Transitions limited to transitions "for the first time" on the Adult Education Pipeline dashboard. Counts transition to any non-developmental, for-credit college coursework (includes but not limited to transfer-level courses).	
Transition Metric: Participants who Transition to CTE	Limited to Participants in ESL, ABE, and/or ASE programs. Transitions limited to transitions "for the first time" on the Adult Education Pipeline dashboard. Counts transition to a CTE program (either in a K12 adult school or community college) and entry into apprenticeship, pre-apprenticeship, job training, and/or a training program.	
Success/ Completion Metrics	● Participants Who Earned an Award ● Earned a Diploma, GED, or HiSET ● Completed a Postsecondary Credential ● Earned a Postsecondary CTE Certificate ● Earned a Low-Unit Credit Certificate ● Earned a High-Unit Credit Certificate ● Earned an Associate Degree ● Community College Completers (CCCCO Vision for Success definition)	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 169-179

Success/Completion Metric: Completed a Postsecondary Credential	CASAS TE also captures outcomes beyond community college, such as earning a BA/BS or entering graduate studies, whereas COMIS is limited to community college awards listed in [SP02 Student-Program-Award](). In the Adult Education Pipeline, noncredit awards requiring fewer than 48 hours are excluded.	
Employment and Earnings Metrics	● Employment Two Quarters After Exit ● Employment Four Quarters After Exit ● Employment Outcomes in TE ● Increase Wages Outcomes in TE ● Median Annual Earnings ● Median Change in Earnings ● Annual Earnings Compared to Living Wage	[LaunchBoard AE Build 6.0 Metric Definition Dictionary]() Pages 181-191
Employment Metric: Employment Two Quarters After Exit	The Adult Education Pipeline dashboard only uses the EDD UI Wage file match to populate employment and earnings metrics. Limitations: Data only shows for participants with SSN; excludes self-employment and enlistment in the military. Time lag: calculations are made in following academic year to verify that participant is not enrolled in any term/quarter first before flagging them as an "exiter" in the current academic year. Additional employment outcomes data can be found on TOPSPro via the Employment & Outcomes Survey.	
Earnings Metric: Median Change in Earnings	Earnings metric has the same data limitations as listed above. Metric currently being displayed on the Adult Education Pipeline dashboard. Metric captures the median change earnings across all exiting participants, as opposed to the number of exiting participants who experienced a wage gain. Median Change in Earnings is an effective way to show how learners have increased the dollar amount coming into homes.	
Immigrant Integration Milestone: Participants Who Complete an	Immigrant Integration Indicators data from CASAS TE, which captures the EL Civics COAPP, is only available starting in the 2019-2020 academic year.	

EL Civics COAAP or Course		
Section 4: Objectives		
Strategies	High-level efforts that will be taken to address needs and achieve the three CAEP objectives. Each strategy will be carried out through specific activities and to achieve measurable outcomes named in Section 5: Activities & Outcomes, using resources named in Section 6: Funds Evaluation.	CA Adult Education State Priorities Advancing CA Adult Education: Model Programs Advancing CA Adult Education: Research & Practice Connect with a subject matter expert or a community of practice
Address Educational Needs	CAEP Objective 1 asks that the members of the consortium take actions to address the educational needs identified pursuant to paragraph (1) [An evaluation of the educational needs of adults in the region.]	Cal. Ed. Code § 84906
Improve Integration of Services and Transitions	CAEP Objective 2 asks that the members of the consortium; the entities listed pursuant to paragraph (2) [(A) Entities that provide education and workforce services to adults in the region. (B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services]; and other interested parties take actions to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following: (A) Placement of adults seeking education and workforce services into adult education programs. (B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to	

	adults.(D) Collection and availability of data.	
Improve Effectiveness of Services	CAEP Objective 3 asks that the members of the consortium take actions to improve effectiveness of services. Effectiveness is defined as the degree to which something is successful in producing a desired result.	
Section 5: Activities and Outcomes		
SMART goals	Goals for a project or program that are specific, measurable, achievable, relevant, and time-bound (SMART).	How to Create SMART Goals (OTAN)
Section 6: Funds Evaluation		
Total Leveraged Funds	Total funds received by the agency from funding sources mandated in Program Area Reporting: WIOA Title II, Perkins, Local Control Funding Formula (LCFF), CalWORKS, community college noncredit apportionment, and Jail Education (K-12). In kind resources and fees are also included.	Budget Bill Requirement Possible leveraged funding sources: In-kind, CAEP apportionment, WIOA Title I discretionary funding from CWDB/EDD, WIOA Title II AEFLA, Student Equity and Achievement Program (SEAP), Local Control Funding Formula (LCFF) state apportionment, California Work Opportunity and Responsibility to Kids (CalWORKs), WIOA Title I, Pell Grant, Carl Perkins, community college apportionment, fees, other funding sources

APPENDIX D: CAEP Three-Year Planning Worksheet EXAMPLE and Link to Editable Document

Below is an example of how the CAEP Three-Year Planning Worksheet can be used to define a consortium's Strategies, Outcomes, Metrics, Proposed Completion Dates, and Persons Responsible.

An editable version of this CAEP Three-Year Planning Worksheet can be downloaded here.

Objective #1:	Address Educational Needs		
Strategy #1	Description	Outcomes	
Improve equitable access to instructional supports	All consortium members will increase the availability of Adult Education student supports, including educational planning, tutoring, mentoring, career advising, access to technology, and transition support, available in students' preferred languages. This will be done by increasing the number and capacity of student advisors and transition specialists, acquiring chromebooks for student access, and taking steps to develop a consortium-wide approach to universal tutoring/mentoring in students' preferred languages.	Short-Term (12 mos)	Intermediate (1-3 yrs)	Long-Term (3-5 yrs)
		Increase the number of individual planning/advising/support sessions held with students by 25%.	Increase the number of student chromebooks available from 25 to 75.	Make available to every student tutoring/ mentoring in their preferred language by engaging a team of trained staff and volunteers.
Proposed Completion Date	Metrics	Person Responsible	
June 30, 2028	● Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE) ● Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL) ● Student Barriers: English Language Learner (AE 305 - Overall) ● Student Barriers: Low Literacy (AE 311 - Overall)	Maria S., Project Coordinator	

APPENDIX E: Optional Guiding Questions

Section 2: Assessment

- *Who are our current customers?*
    - *Where do they live?*
    - *What characteristics define the populations engaged in current programs?*
- *What characteristics define the regional community?*
    - *How do those align with profiles of students currently served by adult education programs?*
    - *Who is not being served by adult education and should be served?*
    - *What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation, times and days of classes, etc.)*
    - *What characteristics might be barriers to employment in certain areas of the region or for certain populations?*
- *What industries is the region home to?*
    - *What kind of skills are these industries looking for in their employees?*
    - *What kinds of credentials do they value?*
    - *Are there new industries expected to be moving into the region?*
- *What outcomes do our current students achieve?*
    - *How do student outcomes compare across different student populations and programs?*
    - *Are certain demographic groups achieving outcomes at higher rates?*
    - *How do our outcomes compare to state averages? Are graduates earning a living wage for the region?*
- *What needs and goals of students and area employers are currently unmet and should be addressed by adult education?*
- *What levels and types of adult education services do consortium members and partners provide?*
- *To what extent do the existing levels and types of services address the educational needs identified in Section 2: Assessment?*
    - *What are gaps or unmet needs in the existing levels and types of services?*

Section 3: Metrics

- *Which barriers and metrics should we track to best measure the impact of our consortium's adult education services?*

Section 4: Objectives

Address Educational Needs

- *What educational needs identified in the assessment will the consortium address?*

- *What strategies proposed by the consortium will address these educational needs?*

- *How will the members ensure access to all adults needing services in the region?*

- *What levels and types of instruction will be offered to address educational needs?*

- *What support services will be offered to support entry, progress, and retention?*

- *How will programs respond to changes in the labor market and employers' needs?*

Improve Integration of Services and Transitions

- *What needs have been identified related to improving the integration of services?*

- *What needs have been identified related to improving student transitions?*

- *How will members and partners coordinate programs to eliminate duplication and maximize program potential?*

- *How will members ensure that adults can transition from a program or service to other appropriate programs and services?*

- *What strategies proposed by the consortium will address the identified needs related to integration of services and transitions?*

- *What levels and types of instruction will be offered to support student transitions?*

- *What support services will be offered to support student transitions?*

Improve Effectiveness of Services

- *What needs have been identified related to improving the effectiveness of services?*

- *What strategies proposed by the consortium will address these needs related to improving the effectiveness of services?*

Section 6: Funds Evaluation

- *What funds will be available to consortium members and other entities for the strategies described in Sections 4 and 5?*

- *How will funds be braided and leveraged to address the needs and implement the strategies identified in this Three-Year Plan?*

APPENDIX F: Adult Education Pipeline Resources

The Adult Education Pipeline Dashboard

The Adult Education Pipeline Dashboard displays California adult education data by bringing together K12 adult education data recorded in CASAS TOPSpro Enterprise with noncredit community college data. The data on this dashboard will populate the three-year plan on the NOVA platform.

- Access the Adult Education Pipeline Dashboard here (no login needed)

Using the Adult Education Pipeline for 3 Year Planning

- ***Guide to Using the Adult Education Pipeline Data for Insights* Use this resource** to get a quick overview of the dashboard and ways to access and understand data needed for 3-Year planning.

- ***Understanding the Score Card of the Adult Education Pipeline (AEP) Dashboard* Use this resource** to quickly identify the Goal Setting and Target metrics on Nova and where this can be found on the dashboard.

- ***CAEP Fact Sheets*** is an interactive dashboard that provides consortium-level information on local demographics, labor market information, and related Adult Education Pipeline dashboard data in a unified platform. **Use this resource** to access and compare key data to inform assessment, identify opportunities based on populations in need, and understand economic and pathways opportunities that work for the local context.

- ***CAEP Fact Sheets Guide*** offers an orientation to and tips for using the CAEP Fact Sheets for three-year planning. **Use this resource** to dig into the CAEP Fact Sheets to access up-to-date consortium-level data and learn how to ask good questions that will help consortium members identify goals and targets, such as how to identify underserved populations or those most in need of adult education services, which services might be most needed, and are there target industries that offer potential for career pathways or CTE programming that offer learners access to living wage jobs.

- ***Using Community Asset Mapping to Inform 3-Year Planning* Recording** introduces the Opportunity Maps, accompanying resources, and available training, as well as an overview of how to use the Opportunity Maps for three-year planning. **Use this resource** to gain a basic understanding of the Opportunity Maps, accompanying resources, training, and how to use them for three-year planning and assessment.

- ***California CA Adult Ed Career Education Dashboard*** is an interactive tool that identifies how regional educational offerings align with local labor market information. It provides information on adult education and credit programs and regional occupational openings, filtered by self-sufficiency wage standards and Centers of Excellence skill levels. **Use this resource** to identify opportunities to support local pathway development, viable occupations for adult learners, how to better track pathway data for CAEP students

- ***California CA Adult Ed Career Education Dashboard User Guide*** introduces the dashboard, providing background information and tips on navigating the dashboard and using this information to explore programming opportunities aligned to a region's needs. **Use this resource** to inform the three-year planning needs assessment by exploring

alignment between local educational institutions, alignment between educational offerings and viable local occupations, skills needed by adult learners to access and achieve an occupational certificate that leads to local jobs, and opportunities to support local pathway development and collaboration.

- ***Education to Workforce Pathways: Smoothing the Route and Finding a Relevant Destination Webinar*** (Slides *scroll to 3/10/21 webinar* and Recording) provides a general overview and walkthrough of the dashboard and addresses key elements and principles for career pathways planning. **Use this resource** to get a quick overview of the dashboard so that you can access and understand data needed for three-year planning and to prompt conversations about pathway planning that will support learners to access and be successful in integrated education and training opportunities.

- ***One-on-One Training and Professional Development Opportunities***: Request a training that can be tailored to local regional, consortium, or institutional context and needs.

- ***Adult Education Pipeline FAQ*** provides answers to commonly asked questions about the dashboard.

Email launchboard@cccco.edu with any questions about the Adult Education Pipeline dashboard or the data that populates the dashboard.

Additional Adult Education Pipeline Dashboard Resources

- **The *Adult Education Pipeline Metric Definition Dictionary FAQ*** outlines how data is collected, and which data elements are used to populate the AEP dashboard.

- ***What's Noncredit Coding Got to Do with It: Getting the Most Out of Your Data*** (Link to Slides and Link to Recording) provides more information about data from the California Community College Chancellor's Office Management Information System (MIS).

- ***Why Do My Data Reports Look Different in Adult Education Pipeline Dashboard and CASAS TopsPro Enterprise*** *(Link to Slides and Link to Recording)* addresses the differences between the CASAS TE CAEP Summary Report and the AEP Dashboard data.

APPENDIX G: CAEP Data Summary and CASAS Resources

TOPSPro Enterprise Reports

TOPSPro Enterprise has numerous reports for meeting state and federal guidelines to inform instruction. The following is a short list of some reports that may assist agencies in meeting goals, with links to PDFs of samples of each report included in the respective lists.

CAEP Reports

- CAEP Summary

- CAEP Data Integrity Report

- Enrollees by Hours

- Services Enrollees by Hours

- CAEP Barriers to Employment

- CAEP Outcomes

- CAEP Services

https://www.casas.org/docs/default-source/caacct/caep-combined.pdf?sfvrsn=4ff7315a_2

NRS/WIOA II Reports

- NRS Table 4

- NRS Table 4B

- NRS Persister

- NRS Data Integrity Report

- CA Payment Points Summary

- NRS Barriers to Employment

- NRS Ad Hoc Cross Tab

- NRS Ad Hoc Cross Tab Samples

https://www.casas.org/docs/default-source/caacct/wioa-ii-combined.pdf?sfvrsn=76f7315a_2

Other CASAS Resources

CASAS also has many other resources that may assist agencies in this planning process. Below is sample of some website features and training sessions that may help:

- CASAS Data Dive - Part I: CAEP outcomes and reports webinar

- CASAS Data Dive - Part II: Barriers and Equity webinar

- ●[Employment Follow-up Outcome Measure](#) provides agency, CDE area, and statewide data on students employment outcomes at 2nd and 4th quarters after exit. Agency-level reports are available in TE; statewide WIOA II agency data is available at the link above. ● Perkins CTE reports (coming soon)

  - ● [TE student level demographics data](#)

  - ● [TE Services Monitor and Services by Hours](#)

  - ● WIOA Title II [CASAS Data Portal](#)

  - ● Federal [CIP codes](#)

  - ● CDE [A-22 codes](#)

CASAS Summer Institute 2021 Resources

Several sessions at the 2021 CASAS Summer Institute address aspects of CASAS implementation, use of TE reports, and meeting state and federal accountability standards that may be beneficial for CAEP three-year planning and goal setting.

CAEP Data and Accountability

[CAEP Data and Accountability for 2021-22](#) (***Updated resource forthcoming***)

State Adult Education Update

[State Adult Education Update](#)

Establishing NRS Performance Goals

[DIR Targets 2021](#)

[Establishing NRS Performance Goals](#)

[Establishing NRS Performance Goals-Panel Discussion](#)

TOPSpro Enterprise for NRS Federal Reporting

[NRS Report Samples](#)

[NRS Reports in TE](#)

California Adult Education Program (CAEP) Reports

[CAEP Report Samples](#)

[CAEP Reports in TE](#)

Innovations in Learning for Immigrant Integration Success

[Innovations in Learning for Immigrant Integration Success](#)

Adult Education and Immigrant Integration in California

[Adult Education and Immigrant Integration in CA](#)

July 24, 2024

Dear Mr. Rosin,
Phoenix Design, LLC, is pleased to submit the following response to your request for a 12-month extension for website maintenance and social media management for the Feather River Adult Education Consortium. Based on your criteria, the below scope of work/cost proposal covers the materials you requested:

Scope of Work:

Marketing Collateral	Unit Price	Quantity	Sub Total
Posting to and Monitoring of Facebook Page	$300.00	12	$3,600.00
Posting to and Monitoring of Instagram Page	$300.00	12	$3,600.00
Design & Deploy Monthly Pop-Up Ads	$275.00	12	$3,300.00
Post Monthly Board Agendas, Minutes, Packets	$50.00	12	$ 600.00
Monthly Social Media Board Report	$75.00	12	$ 900.00
Workpress Business Plan, Domain Registration, FRAEC Gmail.	$600.00	1	$ 600.00
TOTAL*			$12,600.00

*To be billed at $1,000 per month for 12 months. Plus 1 time WordPress website expense of $600 in the first invoice.

Respectfully Submitted,

Sander Phoenix
Creative Director, Phoenix Design, LLC

BARBARA ENDEL CONSULTING

CALIFORNIA ADULT EDUCATION PROGRAM

Closing the Equity Gap for Adult Learners in California: 7 Promising Practices to Advance Student Outcomes

May 2024

Monique O. Ositelu, PhD
Barbara L. Endel, PhD
Maggie Snyder
Julie Clark
Emma Diaz, EdD
Debra D. Bragg, PhD

TABLE OF CONTENTS

FOREWORD

California's workforce will need both youth and adults (whether returning to education or not) to access inclusive education pathways. The state-wide adult education system is currently serving over 600,000 learners. But we know there is a big challenge to reach the 6.8 Million adults who don't yet have a credential. As such, accelerated learning models and implementing evidence-informed promising practices must be central to our collaborative state-wide commitment.

2014 was a pivotal year for California when the California Adult Education Program (CAEP) was formed by bringing together the two state-wide systems – community colleges and adult schools delivering adult education through the K-12 system. During the past decade, the partnership has never wavered- working together to support adult learners in jobs that provide living wages and engagement from California's business and industry.

The convergence of leadership at the state level has been aligned and deeply committed to student equity. In fall 2023, the California Community Colleges Chancellor's Office released a future-looking call to action with _Vision 2030: A Roadmap for California Community Colleges_. Vision 2030 prioritizes skill-building for jobs that pay living wages, including putting a spotlight on promising practices included in this exciting research.

At the same time, the California Department of Education is in the midst of transforming California schools. Major goals include integrating new programs and innovations to support students, families, educators, and local educational agencies. The California Adult Education Program has three priorities to advance student outcomes that align with Vision 2030, including **Learner Transitions** – moving learners along in educational, career, or other pathways. **Program Development** - building relevant regional and local partnerships and advancing collaborations, leveraging funding, and implementing accelerated learning models, such as Integrated Education and Training (IET) and/or pre-apprenticeship models. **Equity** - building cultural awareness and responsiveness, addressing equity in the classroom and the achievement gap, and creating access, success, and transfer opportunities for underserved populations.

California is the world's sixth-largest economy and necessitates being innovative and workforce-forward. CAEP Priorities and Vision 2030 calls on state, regional, and local leaders to keep building the necessary systems to break through traditional models and unlock the talent of our students.

There is a deep commitment to bringing forward our best thinking and resources for action and scale. The following report will help identify strategies based on promising practices to impact student outcomes.

Sonya Christian
Chancellor

Tony Thurmond
California Superintendent
of Public Instruction

California Community Colleges

CALIFORNIA ADULT EDUCATION PROGRAM

California Department of EDUCATION

ACKNOWLEDGEMENTS

Asset Framing In this study, we, the researchers, adopted an asset-based narrative that considers adults as valued learners. This approach affirms the California Community Colleges Vision 2030 and California Department of Education's Asset-Based Pedagogies statement.[1]

Given the importance of achieving greater equity in education and employment outcomes, we believe traditional terminology associated with adult education and career pathways needs to change. In this research, we replaced deficit terminology with an asset-based narrative that more honorably and accurately describes the adult learners within these adult education programs.

Disclaimer The content of this document reflects the views of the authors and does not necessarily reflect the views or policies of CAEP, CDE, CCCCO, or the interviewed participants from the six adult schools and six community colleges.

Suggested Citation Ositelu, M. O., Endel, B., Snyder, M., Clark, J., Diaz, E., & Bragg, D. D. (2024). California Adult Education Program Closing the Equity Gap for Adult Learners. Sacramento, CA.

Contact Barbara L. Endel, PhD (859) 640-4296, barbaraendel73@gmail.com

---

1 "Ensuring equity for an increasingly diverse student population relies on today's educators viewing student differences as assets and not deficits. Asset-Based Pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality, as characteristics that add value and strength to classrooms and communities. Asset-Based Pedagogies recognize that the populations listed above are not mutually exclusive. Students can move fluidly between several different groups." California Department of Education. (2023). Asset-based pedagogies. https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp

EXECUTIVE SUMMARY

The California Adult Education Program (CAEP) envisions the transformation of programs and services to prepare adult learners to be educationally and economically successful in the state's diverse regional economies. Twelve local adult education sites (six adult schools delivered by K-12 and six community colleges) from among more than 400 sites were selected for this promising practices research study. The study captured why and how student performance and employment outcomes at these 12 sites, especially for Students of Color, far exceeded state average metrics.

Seven promising practices emerged, along with an innovative 'convergence' model approach. The convergence model shows how these exemplar sites strategically applied the seven promising practices and other interventions across the entire student journey, both academically and non-academically.

The promising practices can be contextualized and applied to adult education sites (both within and outside of California) to build stronger student progression/transitions into college and careers. To learn more about California's unique system of adult education that has brought K-12 and community colleges together, please see the Full Report.

Research Approach

In January 2023, our independent research team designed a qualitative research study with inductive and deductive coding from transcribed interviews to better understand the following:

1. How are selected CAEP sites serving learners in their adult education programs, especially Students of Color (African American, Hispanic, and Asian students)? [2]
2. What are the factors (e.g., practices, funding, structures, partnerships) that influence program behavior of the selected sites?

To select sites to conduct interviews, we started with all 71 regional consortia in California. We then narrowed the selection to 12 local program sites where direct services were being delivered to students, either attending an adult school or community college. The 12 CAEP local programs (six adult schools and six community colleges) served a percentage of diverse students equal or above the state demographics and met or exceeded state average outcomes across the four selected core metrics (see Box 1 and Figure 1). For a more detailed research methodology and analytic process, see Appendix A.

Interviewees at the 12 sites included CAEP regional consortium leads, adult school principals, community college presidents and deans, CAEP program directors, job developers, transition specialists, student support services staff, students, faculty, and instructors. In all, we interviewed over 100 staff, faculty, and instructors across the 12 site visits and close to 100 students.

---

2   These are the demographic categories used by the Cal-PASS Plus. (2024). Adult Education Pipeline: Students and Programs. https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx

FIGURE 1: The Selection Process of the 12 Local Programs
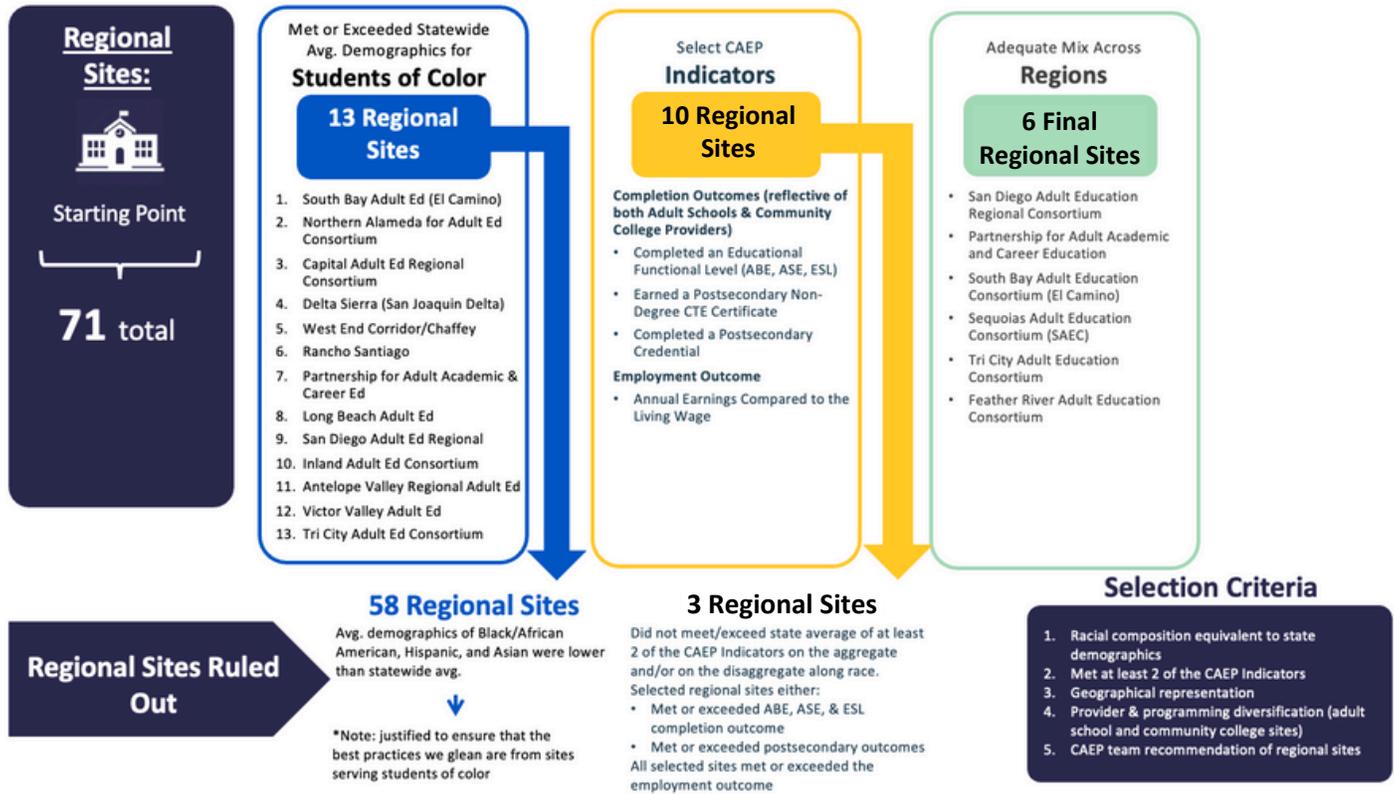
TABLE 1: 4 CAEP Core Performance Metrics State and Selected Site Averages

Performance Metrics	Functional Level Gain (2020-2021)	Non-degree Certificate Completed (2020-2021)	Postsecondary Credential Completed (2020-2021)	Living Wage (2019-2020)*
6 Regional Consortium average from which the 12 sites were selected	28%	20%	11%	43%
State Average	29%	10%	8%	35%
*This is likely impacted by the COVID-19 pandemic in subsequent years.				

Table 1 shows the state averages and aggregated averages of the 12 investigated sites. Data for the first three metrics is from 2020-2021, and 2019-2020 data was used for the final metric, as this was the most recent data posted to the state's data system, LaunchBoard. It is important to note that this data is likely impacted by the COVID-19 pandemic.

The Convergence Model
What factors enabled these sites to surpass state averages in completion and employment outcomes? Our findings indicate that the secret is simple—a comprehensive approach converging promising practices that span career, community, and education. We refer to this synergistic blend of career, community, and education collaboration as the Convergence Model of Promising Practices (see Figure 2).

FIGURE 2: The Convergence Model of Promising Practices
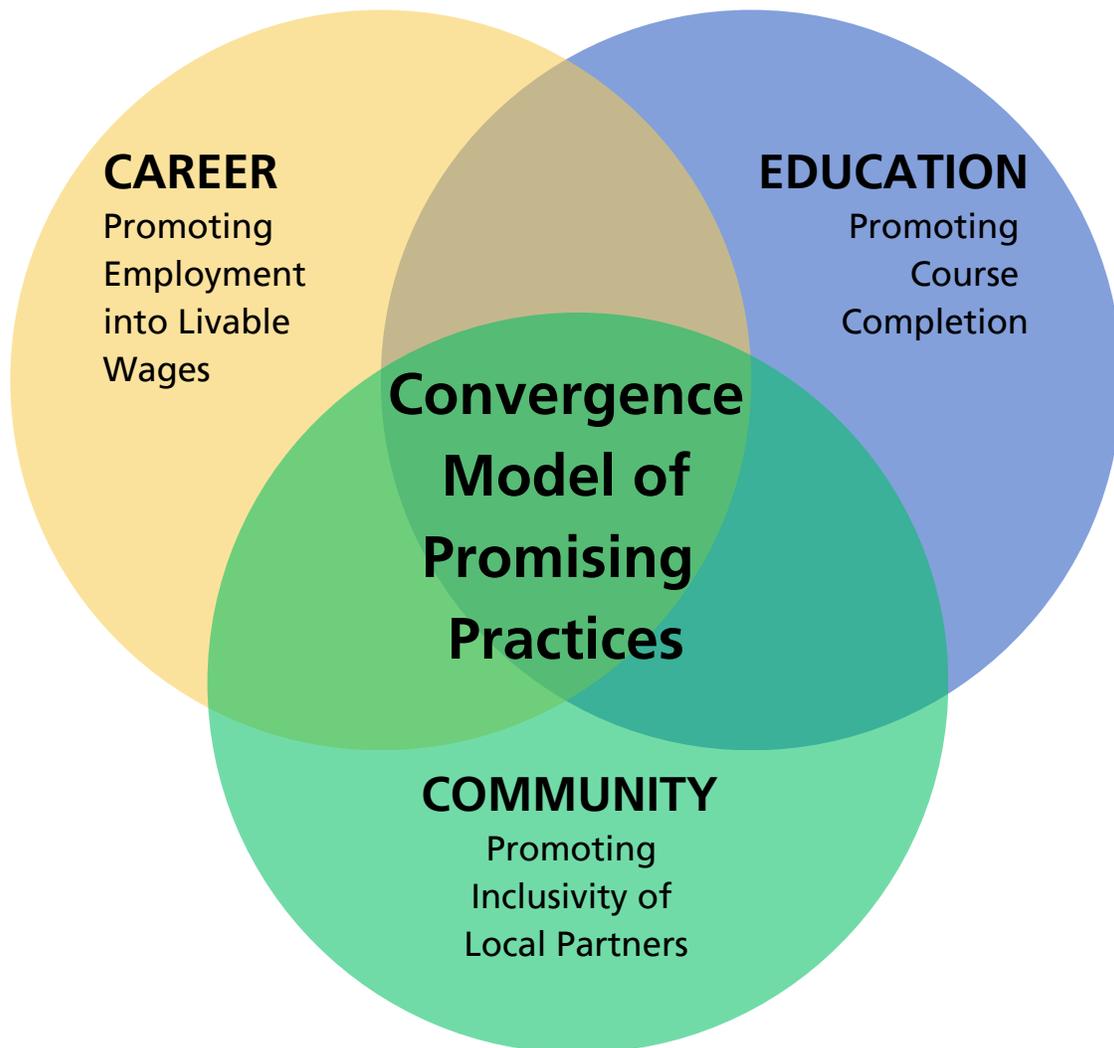
CAREER
Promoting Employment into Livable Wages

EDUCATION
Promoting Course Completion

Convergence Model of Promising Practices

COMMUNITY
Promoting Inclusivity of Local Partners

Our findings highlight seven converging promising practices within and across these three domains that participants in the selected local programs believe make a difference for adult learner success. Findings show sites are invested in the idea that practices that integrate components from each of these domains are more successful than when implemented alone.

The Seven Converging Promising Practices:

1 **A Student Concierge Approach** describes an institution's demonstrated commitment to a personalized, student-centered approach along all aspects of their on-site services, academic programming, and community engagement.

2 **Intentional and Structured Regional Partnerships** deliberately engage community colleges, adult schools, and communities through formalized collaboration, such as accelerated learning models, bridge programs, and staff transition specialists, to advance students along their chosen pathway.

3 **Workforce-Forward Responsive Leaders Who Are 'Strategists'** prioritize effective feedback mechanisms, demonstrate openness to innovative ideas, and emphasize professional development for staff and instructors at all levels to have the skills to improve learner success along completion and transition outcomes.

4 **Data-Informed Decision-Making Beyond Compliance for Continuous Improvement** involves collecting and utilizing a wide range of data to constructively share with all staff, instructors, students, adult school and community college partners, and community members to support the successful transition of students into higher levels of learning and/or employment.

5 **Strategic Resource Allocation** proactively pursues resources to support programs and redistributes funding as necessary.

6 **Practices that Empower Students** create a supportive learning environment across the entire student journey, ensuring all students have voice, agency, information, advocacy skills, and curricula necessary to fully participate in their programs and reach their academic and career goals.

7 **Integrated Student Support Services** are collaboratively designed to meet the unique needs of the community's student population.

Adult education is an ideal system within which to design and test an assortment of comprehensive or converging approaches to further meet students' needs and advance outcomes. The adult education system in California was a logical place to start the investigation, given it is the largest adult education system in the nation and offers a unique system consortium model of K-12 adult schools and community college non-credit programs.

Reaching Scale and Impact

What we have named the Convergence Model of Promising Practices emerged from our analysis of interviews with approximately 200 staff, students, instructors, and faculty from 12 adult schools and community colleges in California. These stakeholders described a connection between career, community, and education at their sites. Our findings highlight seven converging promising practices within and across these three domains that stakeholders in the selected local programs believe make a difference for adult learner success. The most successful interventions connected a comprehensive set of strategies to improve the lives of adult learners.

These findings offer hope, demonstrating how the seven promising practices, when integrated, can increase the number of CAEP students, especially Students of Color, succeeding in education and beyond.

Following this report, we are committed, along with the CAEP staff, to make the research actionable. Our team will use the findings to inform state-wide professional development services. We will also coordinate with the state's cadre of technical assistance providers (TAPs) in 2024-25 and offer presentations about the research at several conferences and webinars in the spring and summer of 2024.

Meet Mohammed: Accelerated Learning Models Connect Students to Good Jobs

Mohammed had dreams of becoming an electrician. As a single father with a criminal record, he faced significant personal challenges and feared that his dreams might not come true. Despite these obstacles, Mohammed never gave up. He learned about the San Diego College of Continuing Education and sought career guidance there. After several conversations, he enrolled in the Apprenticeship Readiness Program (ARP).

Mohammed successfully completed the 12-week ARP, earning several certifications including the Multi Core Craft (MC3) Certification. Upon graduating, he transitioned to an electrician training program to further prepare for becoming an electrician apprentice. During the program graduation, Mohammad brought his son and thanked the program faculty and college staff for believing in him during one of his low points and guiding him to achieve his dream of becoming an electrician.

Background

The California Adult Education Program (CAEP) envisions the transformation of programs and services to prepare adult learners to be educationally and economically successful in the state's diverse regional economies.

Many pathways in adult education can lead to good jobs, but what if these opportunities could be made more accessible and equity-driven? How can adult education better support learners in meeting their goals? In January 2023, our independent research team, along with the CAEP team and a group of leaders from the the California Community Colleges Chancellor's Office (CCCCO) and California Department of Education (CDE), designed a qualitative research study to better understand the following:

1. How are selected CAEP sites serving learners in their adult education programs, especially Students of Color (African American, Hispanic, and Asian students)?[3]
2. What are the factors (e.g., policies, funding, structures, partnerships) that influence program behavior of the selected sites?

To select sites to conduct interviews, we started with all 71 regional consortia, which are comprised of 451 member sites (local programs, such as adult schools, community college noncredit, English Language Learning in community libraries, and services within the correctional system, among others where services are delivered). From there, we identified 13 consortia that met or exceeded state-wide demographics for Students of Color (see Figure 1). We then narrowed to 10 regional consortia based on CAEP performance and employment indicators, geographic representation, and CAEP team recommendations. This process resulted in six regional consortia from which we selected local CAEP programs at 12 sites (six community colleges and six adult schools) that serve a percentage of diverse students equal to or above the percentage in the same student demographic group for CAEP overall and meet or exceed state average outcomes across the four selected core metrics (see Box 1 and Figure 3).

---

3 These are the demographic categories used by the Cal-PASS Plus. (2024). Adult Education Pipeline: Students and Programs. https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx

FIGURE 3: The Selection Process of the 12 Local Programs

Regional Sites:

🏫

Starting Point

71 total

Regional Sites Ruled Out

Met or Exceeded Statewide Avg. Demographics for **Students of Color**

13 Regional Sites

1. South Bay Adult Ed (El Camino)
2. Northern Alameda for Adult Ed Consortium
3. Capital Adult Ed Regional Consortium
4. Delta Sierra (San Joaquin Delta)
5. West End Corridor/Chaffey
6. Rancho Santiago
7. Partnership for Adult Academic & Career Ed
8. Long Beach Adult Ed
9. San Diego Adult Ed Regional
10. Inland Adult Ed Consortium
11. Antelope Valley Regional Adult Ed
12. Victor Valley Adult Ed
13. Tri City Adult Ed Consortium

58 Regional Sites

Avg. demographics of Black/African American, Hispanic, and Asian were lower than statewide avg.

↓

*Note: justified to ensure that the best practices we glean are from sites serving students of color

Select CAEP **Indicators**

10 Regional Sites

Completion Outcomes (reflective of both Adult Schools & Community College Providers)
- Completed an Educational Functional Level (ABE, ASE, ESL)
- Earned a Postsecondary Non-Degree CTE Certificate
- Completed a Postsecondary Credential

Employment Outcome
- Annual Earnings Compared to the Living Wage

3 Regional Sites

Did not meet/exceed state average of at least 2 of the CAEP Indicators on the aggregate and/or on the disaggregate along race. Selected regional sites either:
- Met or exceeded ABE, ASE, & ESL completion outcome
- Met or exceeded postsecondary outcomes
All selected sites met or exceeded the employment outcome

Adequate Mix Across **Regions**

6 Final Regional Sites

- San Diego Adult Education Regional Consortium
- Partnership for Adult Academic and Career Education
- South Bay Adult Education Consortium (El Camino)
- Sequoias Adult Education Consortium (SAEC)
- Tri City Adult Education Consortium
- Feather River Adult Education Consortium

Selection Criteria

1. Racial composition equivalent to state demographics
2. Met at least 2 of the CAEP Indicators
3. Geographical representation
4. Provider & programming diversification (adult school and community college sites)
5. CAEP team recommendation of regional sites

BOX 1: CAEP Performance Metrics

Four CAEP performance metrics used for selecting 12 local programs across 450+ potential sites:

Student Completion Outcomes:
1. Completed an educational functional level (ABE, ASE, ESL)
2. Earned a postsecondary non-degree certificate
3. Completed a postsecondary credential

Student Employment Outcomes:
4. Annual earnings compared to the living wage

In many cases, the local programs reported outcomes two or three times higher than the state average, and in other cases, the outcomes barely exceeded the state average. However, overall results for the 12 sites demonstrate higher student outcomes across these performance indicators, with some room for improvement.

Our research approach centered on qualitative interviews intentionally targeting administrative and instructional staff across a continuum of roles. We interviewed CAEP regional consortium leads, adult school principals, community college presidents and deans, CAEP program directors, job developers, transition specialists, student support services staff, students, faculty, and instructors. In all, we engaged over 100 staff, faculty, and instructors across the 12 site visits and close to 100 students.

The outcome is this evidence-based report elevating our findings to share across California and the nation.

The Convergence Model

In California, just over 30% of Adult education students earn a local living wage.[4] Yet, within the 13 Adult Education Regional Consortia where student demographics mirror the state's racial-ethnic diversity, this statistic rises to an average of 40%, reaching up to 60% for one regional consortium.[5]

California's state-wide average for adult education students indicates that 10% of CAEP students earn a postsecondary non-degree CTE certificate, and another 8% complete a postsecondary credential.[6] In contrast, adult learners in CAEP programs within the 13 Adult Regional Consortia that serve African American, Hispanic, and/or Asian students at or above the state's racial-ethnic diversity, outperform state outcomes.

The average CTE and postsecondary completion rates are 18% and 9%, respectively. These results are 8% higher for CTE and 1% higher for postsecondary completion than for CAEP programs overall.[7]

Table 2 provides the averages for the performance metrics from the six regional consortia where the 12 investigated sites are located.

> *"Collaboration is at the heart of our success. We work closely with the college... and with [local] businesses... to ensure students receive the support they need."*
> -Director at ABC Adult School

---

4   Cal-PASS Plus. (2024). Adult Education Pipeline Overview.https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx
5   Cal-PASS Plus. (2024). Adult Education Pipeline Overview.https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx
6   Cal-PASS Plus. (2024). Adult Education Pipeline Overview.https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx
7   Cal-PASS Plus. (2024). Adult Education Pipeline Overview.https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx

TABLE 2: 4 CAEP Core Performance Metrics State and Selected Site Averages

Performance Metrics	Functional Level Gain (2020-2021)	Non-degree Certificate Completed (2020-2021)	Postsecondary Credential Completed (2020-2021)	Living Wage (2019-2020)*
6 Regional Consortium average from which the 12 sites were selected	28%	20%	11%	43%
State Average	29%	10%	8%	35%

This is likely impacted by the COVID-19 pandemic in subsequent years.

Career, Community, and Education: Converging Promising Practices

What sets these regional consortia apart and enables them to surpass state averages in completion and employment outcomes? **Our findings indicate that the secret is simple—a comprehensive approach converging promising practices that span career, community, and education.**

We refer to this synergistic blend of career, community, and education collaboration as the Convergence Model of Promising Practices (see Figure 4). When the 12 local programs collaborate at the core of this model, they tend to express the most satisfaction with improved completion and employment outcomes. While many of the community colleges and adult schools in this study have their own unique processes to guide their collaborative efforts, we distilled their strategies into this cohesive approach.

Reflecting the various practices we observed across our local program site visits, we define what we mean by career, community, and education in broad terms (see Figure 5). We did not seek traditional or technical definitions when we identified the three domains. Rather, we wanted to provide authentic meaning that captures what the staff and students across these 12 local programs shared.

Local CAEP programs are utilizing a set of promising practices that are perceived to better meet students' needs when implemented collaboratively.

FIGURE 4: The Convergence Model of Promising Practices

CAREER
Promoting Employment into Livable Wages

EDUCATION
Promising Course Completion

Convergence Model of Promising Practices

COMMUNITY
Promoting Inclusivity of Local Partners
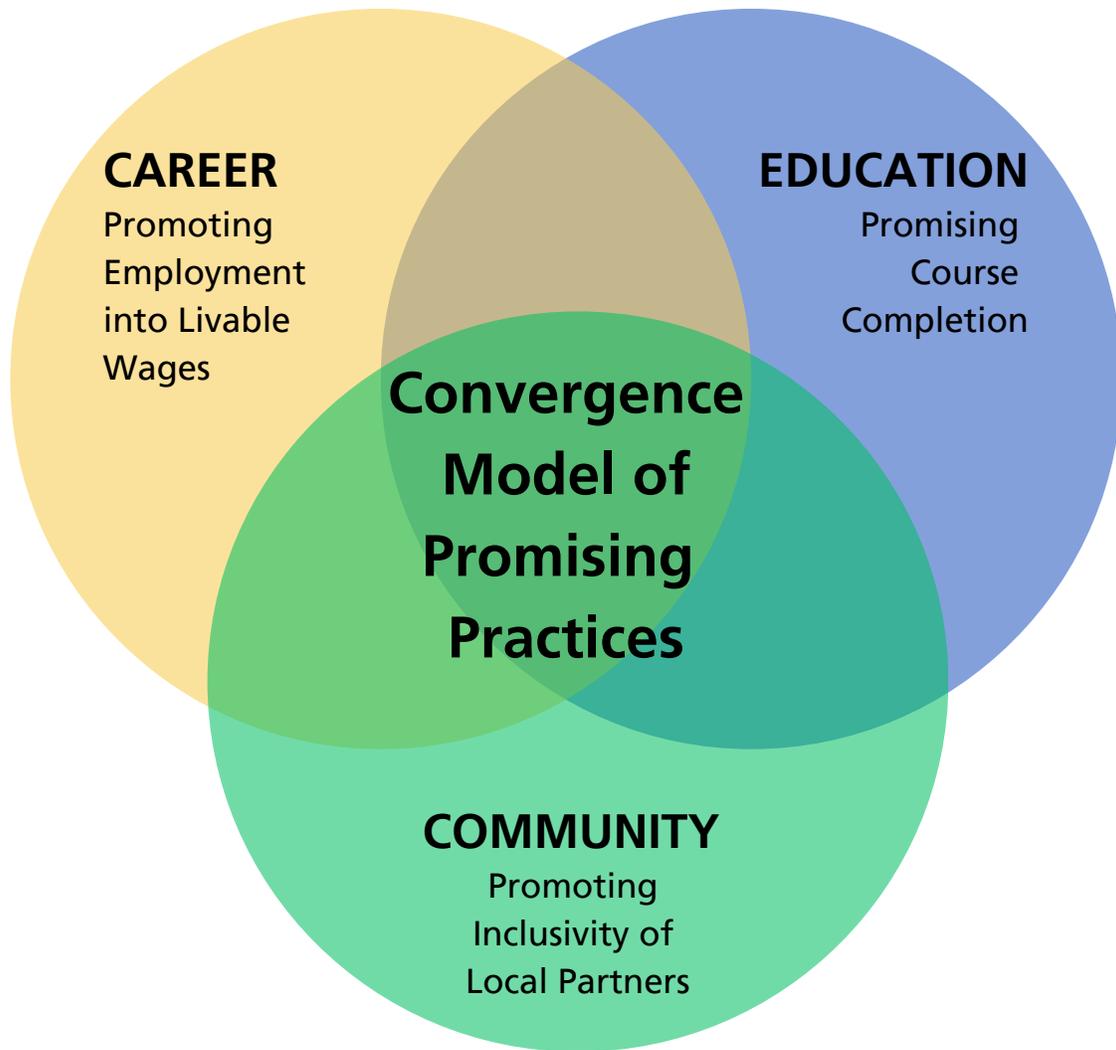
FIGURE 5: Defining Career, Community, and Education within the Convergence Model

Career
Services and activities offered by sites that promote employment with livable wages. Includes a commitment to integrating experiential learning and connecting courses to career goals and the critical transition of students into the labor market.

Community
The incorporation of external community insights that promote inclusivity of local partners (regional consortium members) into the student and work experience, including employers and community-based organizations.

Education
Formal adult education and community college program offerings and surrounding services that promote course completion and instructional excellence.

Our findings highlight seven converging promising practices within and across these three domains that stakeholders in the selected local programs believe make a difference for adult learner success. The findings show sites are invested in the idea that practices integrating components from each of these domains can be more successful than when implemented alone.

Each of the promising practices described below includes elements that require convergence among on-site career-focused support programming, external community insights, and adult education and postsecondary academic programming to most effectively support adult learners' success.

We recognize that the rate of implementation of the following promising practices differs significantly across the 12 local programs due to factors like region, culture, staffing, leadership, and resources. The data indicated that the stakeholders leading these programs believe that these seven promising practices did contribute to their students' performance along the selected completion and employment outcomes metrics, especially for Students of Color in California.

This analysis is not meant to capture every possible promising practice within the career, community, and education domains. Nevertheless, these converging promising practices demonstrate the potential of a coordinated, intentional set of strategies to improve the outcomes of CAEP students, especially Black, Latinx, and Asian students, succeeding in education and beyond.

Our investigation into these sites and subsequent articulation of the Convergence Model contributes to a growing evidence base. What we observed across the 12 sites is akin to comprehensive student success models more commonly seen in K-12 education, such as Students at the Center,[8] and in postsecondary education, such as The City University of New York's Accelerated Study in Associate Programs.[9] Evidence from randomized controlled trials show that comprehensive student success models, which offer intensive academic and career counseling paired with holistic support, improve student outcomes.[10]

Our findings leading to the Convergence Model build on accelerated learning models, such as pre-apprenticeship programs or Integrated Education and Training (IET) models as required by WIOA regulations[11] (34 CFR part 463 Subpart D). IET models, by regulation, must include three elements: 1) workforce preparation activities; 2) adult education and literacy activities; and 3) workforce training. Our research spotlights a more expansive set of promising practices focused on adult education learners, of which IETs and/or pre-apprenticeships are one key strategy being implemented across several of the sites.

---

8 Students at the Center Hub. (n.d.). The students at the center framework. https://studentsatthecenterhub.org/framework/
9 CUNY. (n.d.). Accelerated study in associate programs: About. https://www1.cuny.edu/sites/asap/about/
10 The Institute for College Access and Success. (n.d.). Comprehensive approaches to student success programs. https://ticas.org/our-work/college-completion-2/comprehensive-approaches-to-student-success-programs-nationwide-by-state-and-institution/
11 US Department of Education Office of Career, Technical, and Adult Education. (n.d.). Integrated education and training (IET) guide. https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

The Seven Converging Promising Practices:

1   **A Student Concierge Approach** describes an institution's demonstrated commitment to a personalized, student-centered approach along all aspects of their on-site services, academic programming, and community engagement.

2   **Intentional and Structured Regional Partnerships** deliberately engage community colleges, adult schools, and communities through formalized collaboration, such as accelerated learning models, bridge programs, and staff transition specialists, to advance students along their chosen pathway.

3   **Workforce-Forward Responsive Leaders Who Are 'Strategists'** prioritize effective feedback mechanisms, demonstrate openness to innovative ideas, and emphasize professional development for staff and instructors at all levels to have the skills to improve learner success along completion and transition outcomes.

4   **Data-Informed Decision-Making Beyond Compliance for Continuous Improvement** involves collecting and utilizing a wide range of data to constructively share with all staff, instructors, students, adult school and community college partners, and community members to support the successful transition of students into higher levels of learning and/or employment.

5   **Strategic Resource Allocation** proactively pursues resources to support programs and redistributes funding as necessary.

6   **Practices that Empower Students** create a supportive learning environment across the entire student journey, ensuring all students have voice, agency, information, advocacy skills, and curricula necessary to fully participate in their programs and reach their academic and career goals.

7   **Integrated Student Support Services** are collaboratively designed to meet the unique needs of the community's student population.

We hope this report sparks further inquiry into expanding the concept of comprehensive models (e.g., Guided Pathways, Student at the Center Models) and embedding promising practices throughout the student journey, as we found in many of the 12 selected sites.

Adult education is an ideal system within which to design and test an assortment of comprehensive or converging approaches. The adult education system in California was a logical place to start the investigation, given it is the largest adult education system in the nation and offers a unique consortium model with a combined system of K-12 adult schools and community college and adult education noncredit programs.

Application of the Promising Practices to California's Adult Education System

The California Adult Education Program (CAEP) is the largest adult education system in the country. The system serves 481,200 students (2021-2022 data) and allocated $652 million (fiscal year 23-24) to 71 regional consortia comprised of 451 member sites[12](local programs, such as adult schools on high school campuses, community college noncredit, English Language Learning in community libraries, and services within the correctional system, among others where services are delivered).

California's adult education system was restructured in 2014-15 via AB86. AB86 was a legislative planning grant mandate that created a planning committee and determined how best to restructure adult education across the state to more effectively serve students and improve student outcomes.[13] Then, in 2015-16 AB104, an Adult Education Block Grant formally brought together all adult education programs delivered by the California Department of Education (adult schools) and the state's more than 70 community college districts into regions to promote collaboration.[14] The intent of the reorganization, now called CAEP, was to expand and improve the provision of adult education by creating 71 regional consortia across the state. It empowered the regional consortia to allocate funding and facilitate partnerships and student transitions with the resources and economic opportunities within their regions.

Limitations

Over the course of the study, a few limitations emerged:

- This study is a purposeful sampling, not representative, so findings are not generalizable to all potential contexts.

---

12   Cal-PASS Plus. (2024). Adult education pipeline overview. https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx
13   Adult Education Regional Planning. (2015) https://aedn.assembly.ca.gov/sites/aedn.assembly.ca.gov/files/AB%2086%20Consortia%20Final%20Report.pdf
14   https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB104

- Similarly, based on the scope of work and project capacity, we conducted interviews with approximately 200 people (100 faculty, instructors, administrators, and staff, and nearly 100 students) across 12 member sites. However, more interviews are needed to reach saturation in the findings. Our findings are based on robust thematic coding, but saturation is difficult to reach with a limited number of interviews.
- Although the findings reflect the beliefs, perceptions, and experiences of the leaders and students we interviewed, we cannot assign causality of the promising practices to student outcomes. Our findings highlight potential factors believed to be contributing to the performance outcomes at these sites.
- While the sites demonstrated a level of implementation of the promising practices, not all of the sites had consistently applied the promising practices to their local context, with all of them acknowledging they had "more work to do."

How to Read This Report

The goal of our study was to identify promising practices that program directors, faculty, instructors, staff, and students believe contribute to sites having comparable or higher performance than the state average related to course completion (CTE and postsecondary credentials, and educational functional levels) and livable wages. The report outlines the innovative Convergence Model and communicates the power of putting promising practices together across the student journey.

While many of the interviewees did not necessarily articulate the comprehensive integration of services or use the language of converging promising practices, it became clear during our qualitative analysis that they were taking a collaborative approach to improve student success.

In the Findings section of the report, we present seven converging promising practices generated across all 12 sites. The Future Research section provides suggestions for building on and replicating this research and advancing student outcomes across California and nationally.

FINDINGS

Overview

The following seven promising practices, with affiliated strategies and benefits, were primarily implemented across all 12 of the local programs examined in this study, albeit in different forms and with varying levels of success. As one Adult School Principal noted, "We are working on making our decisions better with data, and we are making strides, but are not nearly where we want to be." Another College Dean said, "We have come a long way building partnerships across the region with a few key institutions, but have more work to do to keep expanding those relationships and getting to scale with more than the three or four we have now."

Recognizing there are significant contextual differences across the more than 450 local programs delivering adult education services throughout the state, programs can translate these practices into their local context. We encourage readers to consider the promising practices within the unique context of their local adult school, community college, or other entities delivering services to adult learners.

1 A Student Concierge Approach

2 Intentional and Structured Regional Partnerships

3 Workforce-Forward Responsive Leaders Who Are 'Strategists'

4 Data-Informed Decision-Making Beyond Compliance for Continuous Improvement

5 Strategic Resource Allocation

6 Practices that Empower Students

7 Integrated Student Support Services

Promising Practice 1:
A Student Concierge Approach

During our interviews, institutions demonstrated a collective commitment to a personalized, student-centered approach along all aspects of their on-site services, academic programming, and community engagement. One participant in our research used the term "student concierge" to describe this hyper-personalized approach. Appreciating this concept, we adopted the term, which is most associated with the hotel/lodging industry. A Student Concierge Approach means that students receive the level of help needed, from staff walking with them to various offices on campus to responding to texts or emails after instructional hours. Students talked about this Concierge Approach as a feeling of being valued, helped at the right time, and given guidance on how to do specific activities, like log into their campus email account or co-enroll in classes as part of an IET program. This level of personalized support extended to how students were treated in the front office, to their classroom experiences, to their access to mental health and/or other community services, and to guided tours and introductions to instructors at the community college when ready to transfer. A Student Concierge approach goes beyond ways in which we think about student-centeredness.

Key Strategies
The three primary strategies that emerged from our interviews for this promising practice include:

- **Integrating pathways**
- **Facilitating streamlined transitions**
- **Providing personalized support**

Integrating pathways include accelerated learning models and represent a continued commitment to transforming educational and workforce education programming. According to the California Community Colleges Chancellor's Office, 44 of the 71 regional CAEP consortia are implementing some form of accelerated learning models to develop healthcare pathways for English language learners. The models include Integrated Education and Training (IET) models, pre-apprenticeships, and bridge programs, among others.

These pathways are meticulously designed to align with students' career goals, offering a direct route to the job market. As noted by some CAEP administrators, students find motivation in integrated pathways, seeing a clear connection between their academic pursuits and future careers. This relevance is bolstered by the pathways' design, which is informed by adult schools, community colleges, and local employers to align closely with industry needs, ensuring students acquire skills pertinent to the current regional job market.

> **Many students shared how they were taking ESL classes at an adult school and then transported to the community college to take classes like medical coding, accounting, and advanced manufacturing. They talked about how easy it was to make this IET schedule work.**

What It Looks Like

Committing to accelerated learning models, such as IET, pre-apprenticeships, and bridge programs.

Emphasizing instructor support by providing practitioners with professional development opportunities and incentives to participate in a range of accelerated learning models and pathways.

Encouraging faculty to act as facilitators of student success by implementing independent project-based instruction, giving asset-based feedback, and being available to answer student questions outside of classroom time.

Instilling the confidence that students need to participate successfully in accelerated learning models to hasten their workplace readiness.

Diversifying resources by seeking external funding sources, grants, or partnerships to supplement resources for pathway development and, for some sites, to provide cost-free instruction.

Facilitating instructor visits with vocational partners to get hands-on experience to be able to more accurately advise students and ensure curriculum alignment with workplace experience.

Enhancing advising models by investing in counselor training and developing a proactive advising system for clear pathway guidance.

Establishing cross-functional teams to review and align curriculum with incentives for instructor involvement. The effectiveness of these teams facilitate communication and coordination across student instruction.

Aligning curricula between schools and colleges to ensure a seamless transition for students by reducing obstacles for transfers. Participants suggested developing articulation agreements, mapping program pathways, and engaging in ongoing discussions to ensure curricula align with industry demand.

Offering accelerated training supports, like IET and pre-apprenticeship support, in all CTE classes to scale and boost student transitions.

Facilitating streamlined transitions, particularly for students moving from noncredit to credit courses, is critical to a Student Concierge Approach. The sites believed that students often struggle during this transition leading to stop-out points where they do not pursue additional education, potentially limiting their career mobility. Interviewees attributed this to students' difficulty adapting to the college environment, but it also could be related to limited access to support and information from the institutions about the transition. Collaborative efforts between different departments and programs within and among educational institutions we found were instrumental in facilitating transition. For example, most of the sites had developed flow charts showing the student journey with clear roles and who was responsible at key transition points to ensure a strong handoff for pathway progression.

> *Our integrated pathways have transformed how students navigate their education journey.*
> -Administrator at Sweetwater Union High School District

Assisting students in identifying a career plan first and then building a corresponding education plan. This ensures a smoother transition by drawing on input from vocational partners, academic counselors, and instructors.

Guiding students from adult education to higher education and into the workforce through a streamlined approach to career progression. At some sites, these individuals are called "navigators," "transition managers," or "counselors."

Committing to align curricula between adult schools and community colleges to enable students to transition seamlessly.

Scheduling classes around students' work schedules, offering flex sites, and improving online services and access to coursework. Many sites referenced improving online accessibility.

Designing curriculum collaboratively to ensure alignment with both adult school and community college standards. This commitment to collaboration is evident in joint programs with articulation agreements that provide clarity for students on credit transfers and program pathways.

Providing personalized support involves a robust commitment to a personalized and respectful approach with students. Students across all 12 adult schools and community colleges primarily praised the way they were treated and the culture of care and sense of belonging they felt. Students shared that they could learn and build confidence and that they felt their cultural heritage was honored. We noted the key role instructors play in the classroom toward building this culture of care. While most instructors and faculty shared that they believed in their students and their academic abilities and pushed them to achieve their goals, we did find a few rare instances of ESL instructors as "gatekeepers." A few instructors stated in interviews that they tended to be protective of their ESL students and would only consider recommending placement into the next level if students were thoroughly ready.

Training front-line staff in customer service techniques, since the first contact students have with the school or college is the most important one.

Providing community college tours, including instructor introductions, for adult school students who are about to transition to pursue CTE or other training programs to ease trepidation.

Supporting students outside of the classroom or campus by answering off-hours text messages and by reaching out on a personal level directly and routinely to students to ensure progress and learning.

Benefits of a Student Concierge Approach

Ideally, a Student Concierge Approach offers personalized support alongside a streamlined, seamless educational journey, enhancing clarity for students who receive a well-defined academic and career roadmap. CAEP leaders in this study believe that a Concierge experience contributes significantly to student retention and completion, leading to improved employment outcomes for graduates. The alignment of educational pathways between community colleges, adult schools, and local community labor market needs removes obstacles, streamlining students' progress and ensuring a cohesive educational experience.
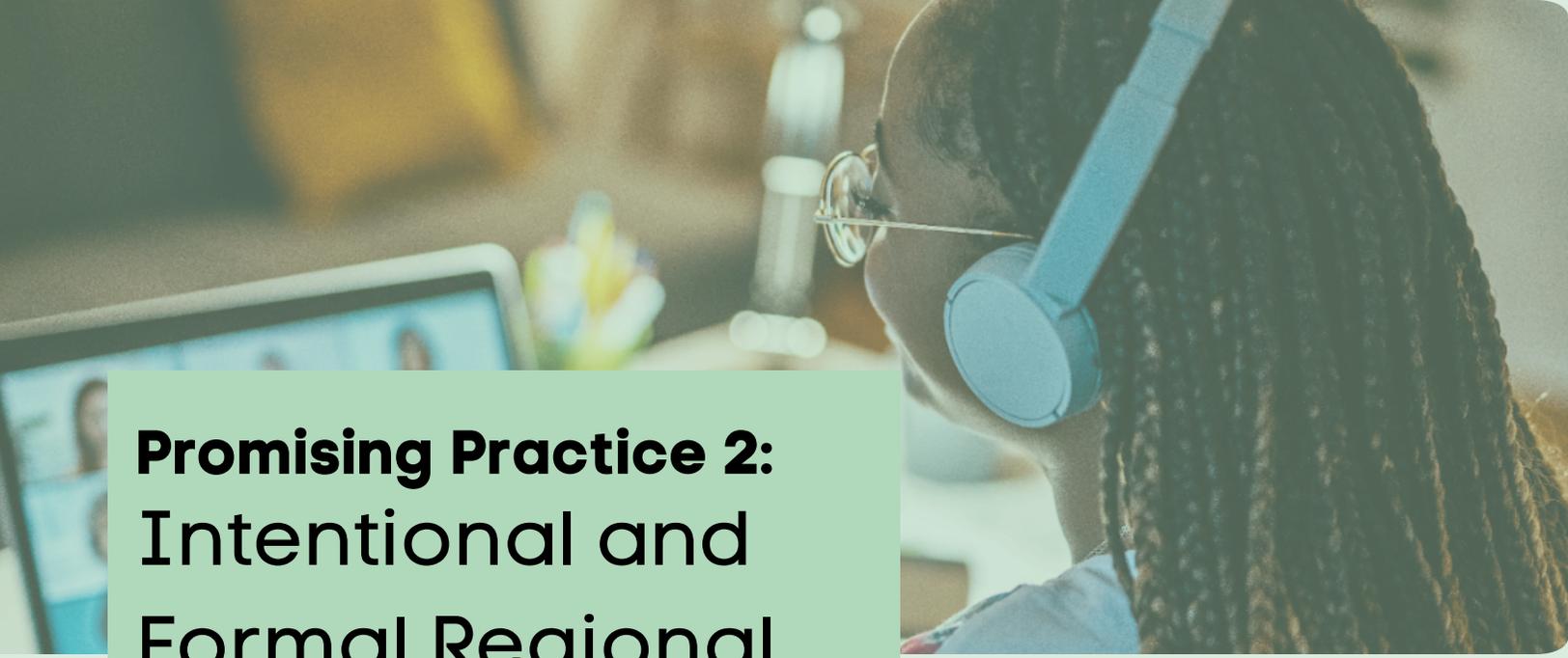
A Student Concierge Approach can serve to increase accessibility to education, particularly for historically underserved populations, like Students of Color, or other underserved students. Collaborative efforts result in well-defined educational pathways that guide students into the support they need in real-time and support the transition from noncredit to credit programs, enhancing the overall learning experience.

Most students highly praised their instructors or staff in student support services as being compassionate, supportive, positive, and creating a culture where they felt they belonged and thrived. The community colleges or adult schools provided extensive barrier mitigation, such as removing most fees, even for textbooks and supplies, and problem-solving with students so they could attain completion.

Meet Mohammed: Accelerated Learning Models Connect Students to Good Jobs

Mohammed had dreams of becoming an electrician. As a single father with a criminal record, he faced significant personal challenges and feared that his dreams might not come true. Despite these obstacles, Mohammed never gave up. He learned about the San Diego College of Continuing Education and sought career guidance there. After several conversations, he enrolled in the Apprenticeship Readiness Program (ARP).

Mohammed successfully completed the 12-week ARP, earning several certifications including the Multi Core Craft (MC3) Certification. Upon graduating, he transitioned to an electrician training program to further prepare for becoming an electrician apprentice. During the program graduation, Mohammad brought his son and thanked the program faculty and college staff for believing in him during one of his low points and guiding him to achieve his dream of becoming an electrician.

Promising Practice 2: Intentional and Formal Regional Partnerships

We observed intentional and formal partnerships structured throughout the region between the adult schools, community colleges, and their community partners, including community-based organizations, local industry leaders, libraries, workforce agencies, and community members. In the two rural locations, they had important partnerships with four-year colleges as well. Interviewees identified forming partnerships as a vital practice for tailoring educational offerings, promoting career readiness, enhancing educational transitions, optimizing resources, and boosting student success. During the site visits, each program tended to have several strategies where building those partnerships reinforced objectives, such as strengthening career transitions by sharing staff between the adult school and community college. Other sites, while they had structured regional partnerships, didn't always have a clear vision about how to expand or grow where it may be most needed. For example, some of the sites wanted community support for wrap-around services but didn't seem to have traction on which organizations to recruit or approach.

We noted several ways the community colleges and adult schools built regional partnerships including: (a) developing pre-apprenticeships connected to apprenticeships; (b) using Integrated Education & Training models, including a few with team teaching; and (c) hiring transition specialists to create easier transitions to advance students along their chosen pathway.

At the core of this promising practice lies a strong commitment from many sites to address the unique needs of the community and its students, to embrace diversity, and to enhance students' well-being and success. The development of these partnerships reflects a comprehensive and empathetic approach to education, aligning the goals of various stakeholders for the collective benefit of students and the broader community.

Key Strategies

The two primary strategies of Intentional and Structured Regional Partnerships that emerged from interviews include:

⯈⯈ **Intentionally engaging the community**
⯈⯈ **Developing formal partnerships and collaborations**

⯈⯈ ***Intentionally engaging the community***, as defined through our analysis, is the proactive involvement of local communities in the process of shaping educational programs and career readiness. This engagement is an intentionally designed strategy for many of the adult schools and community colleges studied. Leaders from CAEP sites have worked to build engagement that they believe directly correlates with reduced local unemployment rates, as educational efforts are tailored to meet the career needs of the community. Partnerships between career-oriented departments at CAEP sites and community members were perceived by interviewees to contribute to the development of a skilled workforce. Local programs pursue alignment between labor market needs and career programming to better prepare students for successful entry into the workforce. A few gaps we observed had to do with committing to recent labor market information. Some of the sites had deep understanding of their students and how to serve the community but didn't always have comparable understanding of in-demand jobs based on recent data.

What It Looks Like

Hosting community events, for example one holds an annual Women's Conference for the community. Sessions included financial wealth building, domestic relationship awareness, and options for returning to the workforce.

Participating in CAEP Regional Consortium meetings to build trust, collaboration, and transitions for student pathways in and between ESL to CTE and to degree and transfer programs.

Understanding and addressing specific community needs through employer interviews and aligning labor market data with programs offered, including retiring programs no longer in demand.

Implementing strategic, multilingual campaigns through social media and community events to highlight offerings and provide more access for students and two-generation recruitment.

Fostering community dialogue through employer or institution-hosted events, such as workshops, town halls, and informational meetings at neutral or barrier-free locations. Addressing geographical barriers through satellite campus networks, allowing students the flexibility to access courses and resources across multiple campuses.

Cultivating sustained partnerships between career education-focused programs and employers with an emphasis on developing coursework connected to high-wage, high-demand jobs.

Developing formal partnerships and collaborations emerged as a strategic cornerstone for enhancing community engagement and resource access. These alliances span local organizations, businesses, and other educational institutions to deepen community ties and educational outreach.

Virtually all 12 sites explicitly mentioned the structured partnerships derived from AB86 that now elevate the quality of education. They noted a higher degree of collaboration that enriches the regional learning systems' landscape by pooling varied expertise and resources. Many administrators noted the proliferation of relationships among and across institutional types. A particularly salient goal among these collaborations is to create a shared vision for student pathways. An educational experience that integrates adult schools with community colleges can reduce some administrative barriers for students and streamlines their educational journey.

> *Our partnership is driven by mutual goals, primarily focused on increasing student enrollment and completion rates. Having shared objectives keeps us aligned and motivated to achieve positive outcomes for our students.*
> - Administrator at Paramount Adult School

What It Looks Like

Networking and relationship-building with local stakeholders and leaders in a collaborative culture.

Formalizing these connections through memorandums of understanding (MOUs) and shared goals to ensure that a culture of commitment transcends any shifts in leadership. Such clear agreements delineate roles and responsibilities, paving the way for smooth interactions and mutual understanding.

Sharing resources, including facilities and instructor expertise, and materials, such as textbooks and lab equipment.

Creative leveraging, like optimizing existing resources, pursuing grants, and seeking shared funding opportunities, to bolster cooperative endeavors.

Strategic planning to secure the sustainability of partnerships by ensuring that long-term goals and priorities are outlined and addressed.

Benefits of Intentional and Formal Partnerships

By breaking down barriers to education, these institutions are opening doors wider, ensuring education is accessible to all community members and not just a privileged few. This is critical in the case of one of the participating community colleges that saw its community engagement efforts translate to a rebound in enrollment numbers, a promising recovery from the pandemic's impact on student enrollment. In synthesizing these insights, we find that community engagement thrives at the core of the Convergence Model. It is the nexus of career, community, and educational interests, driving towards the collective aim of enhanced student success.

> *...our program will be offering ESL to partners together. So the willingness and the ease with which multiple agencies in this region are willing to work together for a common outcome is one of the reasons why performance outcomes and student data are so successful.*
> - Administrator at Adult Education Plumas Unified School District

Promising Practice 3: Workforce-Forward Responsive Leaders Who Are Strategists

Across the 12 sites, we noted the leaders (e.g., principals, assistant principals, deans, and vice presidents of student support services) showed some similar traits. Actions such as prioritizing workforce development and career mobility for students, utilizing effective feedback mechanisms like student surveys, demonstrating a strong openness to innovative ideas, and emphasizing systemic professional development for staff and instructors were observed. These strategies enabled the executive team and campus leaders to analyze data and improve learner success along completion and transition outcomes. Some of the sites had structured a full-time data analyst position through the general fund to provide timely data to administrators, instructors, and staff for weekly planning sessions. The data included student transitions to other regional community colleges or adult schools as well as tracking into the job market to collect wage data.

We found that the continuous use of data seemed to enable a distributed leadership model. The administration, staff, instructors, and faculty became proactive participants and leaders. We heard across interviews with instructors and faculty that they are interested in expanding beyond the confines of a classroom to actively engage in community events and initiatives.

This engagement extends to collaboration with community partners, ensuring smooth transitions and effective support services for students. Such involvement brings a crucial benefit — instructors and staff feel more valued and engaged when their voices are heard and their ideas are integrated into the broader mission. An instructor highlighted this, noting the genuine interest of leadership in instructor perspectives, which contributes to a sense of worth and engagement.

Key Strategies

Two strategies that emerged from our interviews for this promising practice are:

▶▶ **Structuring a leadership team with cross-functional staff to promote student career mobility, innovation, and continuous improvement**

▶▶ **Emphasizing professional development**

▶ ***Structuring a leadership team with cross-functional staff to promote innovation and continuous improvement*** means seeking input from all levels through collaboration, feedback loops, and instructor, staff, and community empowerment. Trust and effective feedback mechanisms are integral to maintaining this collaborative ecosystem. The 12 sites cited the goal of fostering a culture of open communication, enabling instructors and staff to share their thoughts, concerns, and ideas with leadership, knowing that leadership will try to listen and act on feedback.

What It Looks Like

Implementing and improving accelerated learning models based on instructor feedback that lead to student career mobility and living wage jobs, such as pre-apprenticeships and IET models.

Allocating specific time for feedback within existing schedules and ensuring that leaders act as listeners, receptive to the perspectives of instructors, staff, and the community. This creates an environment in which feedback is not just encouraged but seen as a necessity.

Prioritizing the accessibility of leadership to instructors, staff, and students to foster open dialogue. For example, the strategic location of leadership offices and the practice of administrative leaders greeting students, staff, and instructors every morning in the campus parking lot signals leaders' approachability.

Restructuring Adult Education as an Academic Division with parity with other divisions.

> ❝
> *Our leaders empower us to contribute to decisions that impact student success, fostering a sense of ownership.*
> -Instructor at Visalia Unified School District
> ❞

Emphasizing professional development plays a significant role as a strategy, with cultural sensitivity training as a key component. Fostering a highly effective team that is able to focus on ways to continuously improve requires intentional planning time. Leaders structured several times per week for instructors and staff to meet and collaborate within and across specific roles and functions, such as all ESL Level 1 & 2 instructors or all IET instructors. This commitment included key data presentations from the data team and Institutional Research staff.

What It Looks Like

Requesting data teams to provide information about the transition of students into the labor market and reviewing living wage data and other factors to promote career mobility buy-in across staff and instructors.

Creating a campus-wide workforce-forward culture to ensure student career goals are realized.

Ensuring transparent and open channels of communication by keeping all stakeholders informed about the goals, progress, and outcomes of efforts.

Offering cultural competence training to bridge language and cultural barriers and promote respectful interactions, ensuring inclusivity and sensitivity towards the diverse students staff serve.

"

Our students' voices guide our decisions. We want to meet their expectations and beyond.
-Faculty at Compton College

"

Benefits of Workforce-Forward Responsive Leaders Who Are 'Strategists'

Staff, faculty, and instructors are empowered by leadership practices that have a clear vision for successful student transition into the labor market and that foster a greater sense of ownership and commitment to the institution's goals and strategies For example, students were invited to provide feedback to ESL instructors at the end of a term. Students collectively shared that if they had a consistent class schedule for both terms, they could more easily arrange childcare. Even further, they requested online and flexible summer course delivery options due to their children being out of school for the summer.These sorts of empowerment strategies facilitated student retention and completion of their programs leading to careers.

Overall, instructors, staff, and students noted a high degree of satisfaction with leaders of the community colleges and adult schools who could communicate this career-focused vision. Interviewees believe this kind of collaborative leadership leads to higher levels of morale, creativity, and innovation and encourages accountability at all levels. Finally, implementing decisions in response to feedback allows institutions to more effectively address student needs.

Meet Edgar: Career Connected Learning and Support

Edgar V. was enrolled in several Computer Information System (CIS) classes and finishing up advanced English language classes in Level 5/6 in an Integrated Education and Training program at ABC Adult School. One of his IT instructors hired him for a paid internship in the instructor's small business, refurbishing and reselling returned computers. This hands-on experience provided Edgar with a sense of confidence, a source of income, and a point of entry into the IT field. ABC's integration of experiential learning, entrepreneurship, instruction, and community networking clearly benefited Edgar.

Promising Practice 4:
Data-Informed Decision-Making Beyond Compliance for Continuous Improvement

A recurring promising practice was data-informed decision-making, particularly the practices of collecting and utilizing community feedback to inform decisions related to the development and continuous improvement of programs, partnerships, and supports. Almost every site discussed an annual community needs assessment, but several seemed to go beyond the baseline to try to project current and future in-demand jobs and accessibility of programs in neighborhoods where community members may not come to the main campus.

Following the needs assessment, the sites collected and utilized a wide range of student performance and transition data to constructively share with staff, instructors, students, adult school and community college partners, and community members. This was operationalized in town halls, online presentations, newsletters, and a Women's Conference at one site. The goal of this practice is to better build the successful transition of students into higher levels of learning and/or employment and to problem solve together. Stakeholders looked at data across the student journey, sometimes including starting points across regional partners, such as adult schools, community colleges/CTE programs, and degree and transfer pathways for better ways to help student transition.

Key Strategies
The two primary strategies observed in the data related to this promising practice are:

▷▷ **Building the capacity of the institution to analyze and use data for continuous improvement**

▷▷ **Improving data use**

▷▷ ***Building the capacity of the institution to analyze and use data for continuous improvement*** includes recruiting and hiring qualified staff who have the ability to provide school and campus stakeholders with analyses that can illuminate factors affecting student transitions. This approach encompasses data-driven community assessments, as well as student and faculty voice, to tailor academic offerings to specific local needs. As local CAEP administrators explained, they conduct surveys and focus groups to grasp community insights, allowing for the adaptation of curricula to reflect the local market trends.

What It Looks Like

Setting metrics and scaling up successful programs to benefit a broader segment of the community.

Developing user-friendly student data dashboards to monitor progress.

Providing professional development opportunities and workshops to equip instructors and staff with necessary collaboration, leadership, and data skills.

Routinely offering Faculty and Instructor Data Institutes and developing online classes on how to analyze course data and make changes to improve the following semester.

Hosting 'Data Night' with various departments to review student and performance data toward improvement.

Seeking community feedback to continuously improve services and offerings.

> "
> *We organize feedback through structured means like focus groups to make the process manageable and effective.*
> -Faculty at College of Sequoias
> "

Improving data use was a priority for sites. The community colleges and adult schools demonstrated various ways they embed data (e.g., student performance data, labor market information) at the course level, program level, and across departments for collaboration. Student data reports were readily accessible for instructors, and training was provided for how to run their own instructors reports to better understand and monitor student success in their classes. Some of the sites routinely looked at courses with less than a 50% student pass rate to flag for department chairs to find ways to maintain rigor while supporting more students to pass the class. The sites used data at varying degrees, but most understood that data had to be used not just for reporting or compliance but also for program reviews, instructors course completion rates, student transition metrics, and the institutions' strategic plans, consistent with institutions' culture of continuous improvement.

What was most challenging for the sites was the ability to hire qualified data staff with time to commit to running detailed data reports with disaggregated data. For example, just two of the sites could tell us more about the composition of students participating in work-based learning (e.g., how many were Students of Color and if the work-based learning experience led to more success than students who didn't participate in the work based learning).

What It Looks Like

Committing to data infrastructure to support student success. This could entail restructuring the organization so that the Department of Professional Development and the Research Center report directly to the Dean of Research and Institutional Effectiveness.

Including equity metrics and disaggregating data to understand how Student of Color are accessing or benefitting from programs. For example, many sites disaggregate data to see if internships are making a difference between students who participate and those who don't.

Integrating labor market data into the program review process to strengthen responsiveness to employer and industry needs and provide students with credentials of value.

Developing a specialized data warehouse for curriculum and sharing it more broadly for continuous improvement with instructors and faculty.

Using robust feedback mechanisms, like surveys and town hall meetings, to gather valuable input for informed decision-making.

Sharing data between adult schools, community colleges, and community partners to foster transparency and identify areas for service enhancement. This allows for accurate tracking of student progress and supports data-driven decision-making for continuous improvement.

Benefits of Data-Informed Decision-Making Beyond Compliance for Continuous Improvement

Three key benefits of data-informed decision-making are:

- Development of relevant curricula and the opportunity for program improvement. By regularly adapting credit and noncredit educational programs to address community needs, these institutions ensure that their offerings remain relevant and impactful.
- Regular assessments help identify the pressing needs of the community and enable program adjustments.
- Engaging instructors and staff in regular trainings and analyses of student pathway data provides the basis to empower students and better serve employers and the community.

> *It took us many years to be able to share data on how many Adult School students from the unified high schools were transitioning to our college, but we did it. That was the first step and we are building on that.*
> -Researcher at San Diego College of Continuing Education
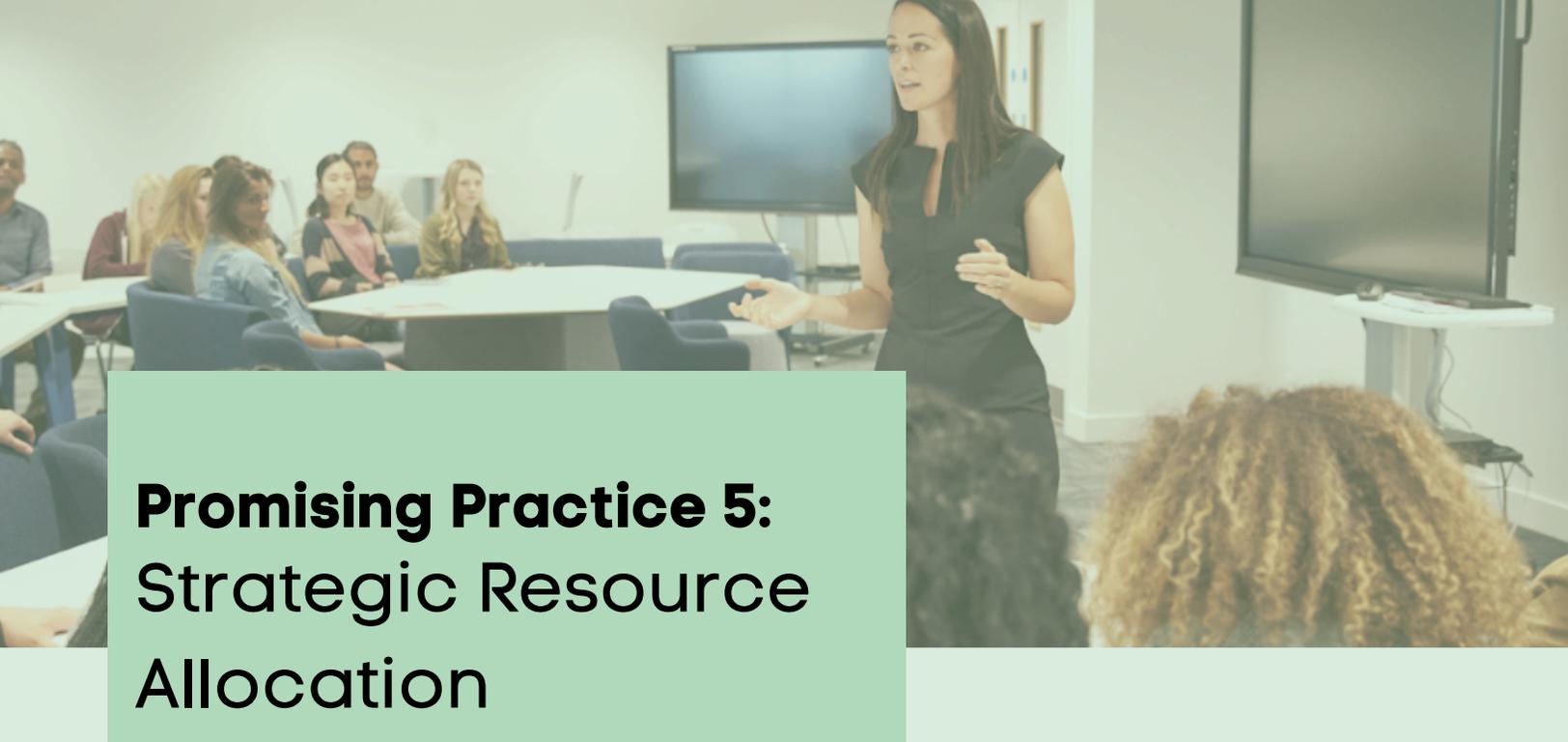
Promising Practice 5: Strategic Resource Allocation

Strategic resource allocation prioritizes the proactive pursuit of additional resources to support programs, as well as the redistribution of funding if necessary.

Key Strategy
This practice is characterized by one key observed strategy:

▶▷ **Resource maximization**

▶▶ *Resource maximization* means focusing resources on programs and initiatives that improve outcomes for adult learners. The community colleges and adult schools in this study described either actively or previously securing additional resources through grants and fundraising efforts, demonstrating a commitment to enhancing the scope and impact of their educational and career services. Some administrators also described efforts to redirect or braid funds to support new initiatives or partnerships. Many sites shared how they are partnering with their local workforce agencies for funding and training support, as well as Ability to Benefit to support learners in IET models. While many sites spoke about knowing about Ability to Benefit, they were less clear about the actual number of students accessing that particular braided funding strategy.

Sharing tangible resources, from libraries and labs to instructor expertise, across multiple education institution partners to provide enriched learning environments and opportunities for students.

Finding ways to reduce the financial burden for students, with some adult schools able to fund most of the fees, and certain colleges accessing WIOA and Ability to Benefit dollars for students.

Projecting resource-savvy strategies to cover all student expenses for courses, books and supplies, fees for licensure, and transportation.

One adult school funded three full-time transition specialists who spent part of their time at the community college to ensure pathway progression and retention.

Fostering collaboration between adult schools, community colleges, and various community entities to open up new avenues for funding and grants. These collaborations not only provide financial support for students but also create opportunities for innovation in programming and service delivery.

Benefits of Strategic Resource Allocation

A key aspect in strategically allocating resources is the utilization of partnerships across career, community, and education to amplify resources while minimizing unnecessary duplication. This leads to more cost-effective programs and services, benefiting both the institutions and the communities they serve. The strategic alignment of resources, partnerships, and funding efforts underscores the commitment of CAEP leaders to maximize the potential of their programs and initiatives, ensuring they are both sustainable and responsive to the evolving needs of their communities.

"
Pooling our resources allows us to offer a comprehensive educational experience for students.
-Administrator at Feather River College
"

Promising Practice 6:
Practices that Empower Students

Practices that empower students create a supportive learning environment across the entire student journey, ensuring all students have voice, agency, information, advocacy skills, and curricula necessary to fully participate in their programs and reach their academic and career goals. Interviewees largely expressed an intentional commitment to listening to student voices.

Key Strategies

The interview data indicated that sites relied on three key strategies related to Practices that Empower Students:

- ▷▷ **Proactive and personalized student guidance**
- ▷▷ **Implementing culturally relevant education and curriculum**
- ▷▷ **Committing to students' career mobility**

> "
> *So the good part of this school, they want you to succeed and they want you to go forward and they want you to get it done and see your future.*
> -Student at Torrance Adult School
> "

Proactive and personalized student guidance is central to empowering student voice. Administrators, staff, and instructors highlighted the significance of actively guiding students through their educational journey by offering necessary support to facilitate progression. Interviewees expressed that comprehensive career guidance on the front end can help learners understand their options before selecting academic programs. Once learners have settled on a program, guidance and counseling services continue to be crucial in helping students to follow their educational and career pathways. This requires both systems that actively guide students and personalization to ensure their success.

What It Looks Like

Training all front office staff in customer service to provide relational versus transactional student engagement.

Offering career exploration and pathway information at enrollment to enable informed decision-making prior to program selection.

Asking students to sign contracts affirming their commitment to their academic program and acknowledging their understanding of the pathway.

Creating intentional and frequent student feedback loops and surveys.

Encouraging self-advocacy and emphasizing student choice in career training programs.

Providing CAEP students at the community college with college IDs.

Leveraging external partnerships to inform students about various career options through guest speakers, career fairs, and workshops.

Integrating Adult Education certifications and graduation with the overall ceremonies held by the high school or college for inclusiveness.

Offering career exploration programs, such as job shadowing, to expose students to diverse careers, industries, and job prospects and to help them make informed career decisions.

Ensuring free parking, one of the most important factors students communicated during focus groups.

▶▶ ***Implementing culturally relevant education and curriculum*** plays a vital role in the current landscape of adult education at the 12 sites. These community colleges and adult schools are increasingly focusing on offering education that is not only academically robust but also culturally resonant, acknowledging and embracing the diverse cultural backgrounds of students. Instructors and faculty cited a variety of themes for their culturally relevant curriculum approaches.

> **"**
>
> ***Guest speakers from various industries share insights with students about potential careers. Career fairs and workshops are organized to expose students to diverse career options.***
> - Administrator at ABC Adult School
>
> **"**

What It Looks Like

Establishing robust feedback mechanisms for community input to foster educational programs that are adaptable and responsive to changing community needs.

Selecting a curriculum that is aligned with community goals for local industry development and that equips students with vocational skills.

Collaborative planning between adult schools and community colleges to ensure curriculum alignment and coherence, providing students with a seamless and integrated educational experience.

Employing student recognition strategies to contribute to students' emotional and academic well-being. Examples include announcing "Student of the Week," posting examples of student work in student lounges or centers, and sharing Meaningful Skill Gains data directly with students so that they can track their own progress and make decisions about their pathways.

Actively engaging learners in decision-making about their learning and encouraging participatory practices in which students (especially in English language learning classes) collaboratively shape the direction of their learning.

Committing to affirming models of teaching and valuing learners' race, cultures, and communities.

Initiating classroom discussion about their social selves, community hopes, and challenges through classroom assignments like writing prompts.

Committing to students' career mobility is a major category of strategies for empowering students. Across the sites, we repeatedly heard an array of strategies in which the community colleges and adult schools were not just focused on job placement but demonstrated a commitment to longer term student career mobility. For example, some sites continued career services and career counseling support even after graduation. Not surprisingly, several of the local programs also noted how difficult it is to track students into employment to even evaluate the potential for career mobility.

Alumni services and mentoring were frequently noted as ways to stay engaged with students. These strategies showed an explicit understanding that students who are entering the job market now are potential students in the future. The studied adult schools and community colleges see career mobility as a way to build and maintain positive relationships with students, and while several said they had a long way to go, they have a clear vision so that students know they have a school or college to return to, if and when they need new skills and credentials.

What It Looks Like

Career readiness is systemic, just like student orientation or assessment. Many sites noted that you must start with career planning first, with an educational plan developed second. They believe this process provides a much stronger likelihood that students will stay on course and see the relevance of their courses for their career pathway.

Students who are undecided about career goals engage in intentional career exploration. Sites noted career planning activities could include employer guest speakers, job shadowing, and embedded internships, among others.

Most sites had explicit career pathways maps (including degree and transfer programs to CSU and UC) displayed in classrooms as an empowerment tool used in career planning.

Many sites offered advising and student orientations with staff who are knowledgeable about pathways in their field.

Faculty and instructors exhibited high expectations for students to keep going with their learning and supported them to earn a marketable credential leading to living wages.

Benefits of Implementing Practices that Empower Students

Career exploration and guidance empowers students to understand, define, and pursue their own path, with retention as a potential beneficial byproduct. Students interviewed mentioned the value of early career planning followed by education plans and goal setting. Clear transition pathways and an emphasis on the progression from adult education to higher education and careers can make it easier for students to progress.

Instructors and program directors are dedicated to designing programs and courses that consider cultural nuances, ensuring that the learning environment is welcoming and inclusive for students from the local community who come from a wide range of backgrounds. This approach not only enriches the educational experience but also reinforces a sense of belonging among students.

Our data and interviews show evidence that when learners feel they belong and see their education pathways intertwined with their community and career aspirations, their participation is enhanced.

> **It's not about memorizing, and they [instructors] want you to understand because on a test we can memorize... like what's the point? You lose it when you get out of here. It's about really understanding the material that is being put in front of us.**
> - Student at El Camino College
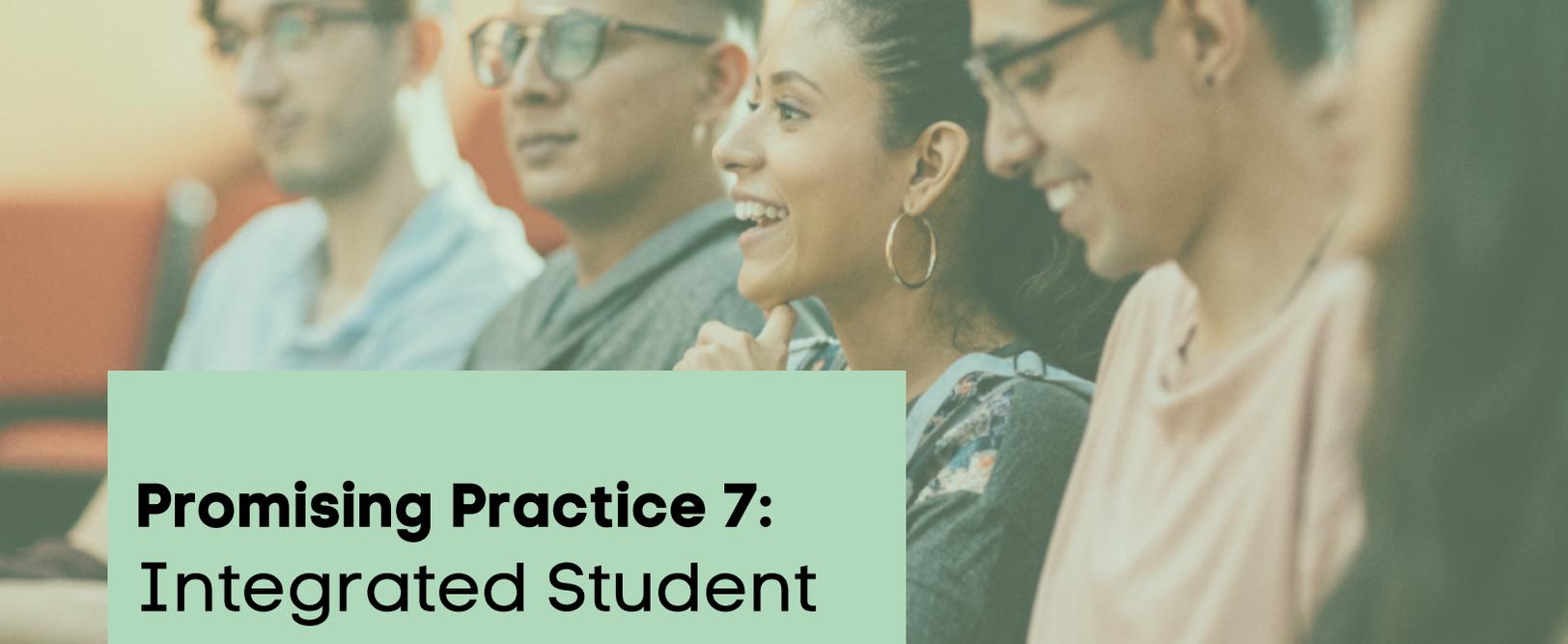
Promising Practice 7: Integrated Student Support Services

This practice entails the provision of student support services that are meticulously designed to meet the unique needs of the community's student population. These services are integrated across the adult schools, community colleges, and community partners, forming a comprehensive support network for students.

Integrated student support services are not limited to academic assistance; they extend to basic and personal needs, such as food, transportation, and affordable housing, ensuring that students receive holistic support. This approach is exemplified by several interviewed sites where collaboration between different educational and community organizations enables extensive support services, including career counseling, mental health referrals, and intensive advising, even following students after transfer to another institution or into the workforce. Some sites structured what they called "student success teams." These teams charted every available support for students who qualified and, over time, established formal or informal networks with regional partner institutions, community based organizations, employers, and basic need organizations to bring to life the Convergence Model that plays such a pivotal role in providing support and student completion.

Key Strategies
The implementation of these integrated student support services involves the following key strategy:

▶▷ **Addressing student needs holistically and across partners**

⊳⊳ ***Addressing student needs holistically and across partners*** happens when partners work collaboratively to ensure that students receive comprehensive, just-in-time, comprehensive support services. These services are not just responsive; they are designed to be available at the right place and time in each student's journey and lead to a more unified student experience. CAEP administrators emphasized the importance of customized support services that resonate with the lived experiences of students from the local community, ensuring that the support provided is culturally relevant and sensitive to their needs. These services are instrumental in enhancing student recruitment, retention, and success. As one CAEP administrator aptly put it, "Integrated support services are a cornerstone of our partnership [with educational providers and the community], providing students with holistic assistance."

What It Looks Like

Employing a holistic approach that actively addresses broader community issues. This involves implementing wraparound services that cater to the unique challenges faced by diverse students, such as childcare, subsidized mental health counseling, and basic needs support.

Offering students tangible aids, like farmers' market coupons, bus passes, and free parking, which reflect the deep relationship that is valued by municipal services that collaborate on the provision of these items.

Instituting mentorship programs in which community members participate as mentors and volunteers, thereby fostering a supportive and nurturing environment for student success.

Providing financial aid in the form of scholarships, aid packages, and free or subsidized noncredit courses to ensure equitable access to education.

Benefits of Integrated Student Support Services

Integrated student support services signifies a paradigm shift in how educational institutions, in collaboration with community partners, address the diverse needs of their student populations. The sites in this study largely set a high standard for themselves regarding holistic and coordinated student support, ensuring that students are well-equipped to succeed both academically and personally.

Integrated services ensure that every student feels welcomed and adequately supported. By understanding and addressing specific challenges faced by students in the community, these services not only provide empathetic educational support but also actively contribute to solving broader community issues, like housing and digital connectivity. Integrated, holistic support demonstrates a deep commitment to community development. The interviewees believe that the implementation of such services could significantly increase the likelihood of student success, especially for those grappling with unique personal and social challenges. Further, the interviewees conclude improved student retention could be a direct outcome of these tailored support services.

FUTURE RESEARCH

Examine the impact of the Regional Consortium structure on student performance and employment outcomes.

This research specifically focused on local programs. We noted that the move to a regional consortium structure, as required by AB86, was consistently referenced during our interviews. Many participants discussed the major system changes and the ability to transition students across the two institutional types. We recommend additional research focused on the regional level, guided by questions like:

- What are the defining features and functions across the continuum of regional consortia models, knowing that regions had wide latitude to structure their CAEP regional consortium across the past 10 years to fit their regional context?
- What do regional partnerships look like, and is there authentic systems change happening?
- In what ways has the intended 71 CAEP regional consortium approach affected CAEP student and community outcomes, if at all? How are regional partnerships scaled beyond one or two sites working together?

We did not originally design this study to collect data on the influence of the AB86 CAEP regional consortium structure. However, several staff stated the regional consortia structure created by AB86 and AB114 has seemed to have facilitated a deeper level of collaboration between adult schools and community colleges, especially with regards to developing student pathways and transitions.

As a follow-on to this research, a study could be designed to examine the factors specific to the CAEP regional consortia model and better understand what seems to make a difference in student outcomes related to transition, completion, and career metrics. This question could be addressed using a mixed methods approach that includes interviews with consortia members of community colleges and adult schools who were part of Adult Education before and after AB86, as well as data analysis investigating disaggregated student outcomes.

Validate the seven promising practices findings with more California adult schools and community colleges

This research has yielded promising findings, yet it was not meant to capture every promising practice, nor does it provide a representative sample of the 450 local programs delivering adult education services across 71 regional consortia in California. More research could be done to select more CAEP local programs sites and test to see if the seven promising practices still stand when using a larger sample size and other differentiating selection criteria.

We support a second phase of research that includes interviews at many more CAEP sites in California to corroborate, challenge, or add to these seven promising practices. We could hold up the Convergence Model for inquiry at more sites. In particular, including more CAEP sites in rural and northern locations will add to these promising practices.

Relatedly, replicating the study in other states may also yield additional insights, contributing to the growing body of national evidence on comprehensive convergence models.

Examine the student journey in learning English

Almost half (46%) of the students in the California Adult Education Program are enrolling primarily for language acquisition. A more detailed research study could focus on this participant population to examine promising practices at the member site level. How are programs able to move students into college or to work with stronger career mobility? What is the student journey for learning English? What types of services are accessible and do these services seem to make a difference? What are the prevalent on/off ramps for students and what are the promising practices for bridging these students at specific decision points to college, pre-apprenticeships, and/or to work with living wages? Is the immigrant student journey similar or different? How do academic plans affect the move toward integration?

CONCLUSION

What we have named the Convergence Model of Promising Practices emerged from our analysis of interviews with approximately 200 staff, students, instructors, and faculty from 12 adult schools and community colleges in California. These stakeholders described a connection between career, community, and education at their sites. Our findings highlight seven converging promising practices within and across these three domains that stakeholders in the selected local programs believe make a difference for adult learner success. While not every local program has demonstrated deep implementation of all seven promising practices, there is merit in considering how all CAEP sites in California and across the country could connect a comprehensive set of strategies to improve the lives of adult learners.

These findings offer hope, demonstrating how the seven promising practices, when integrated, may increase the number of CAEP students, especially Students of Color, succeeding in education and beyond.
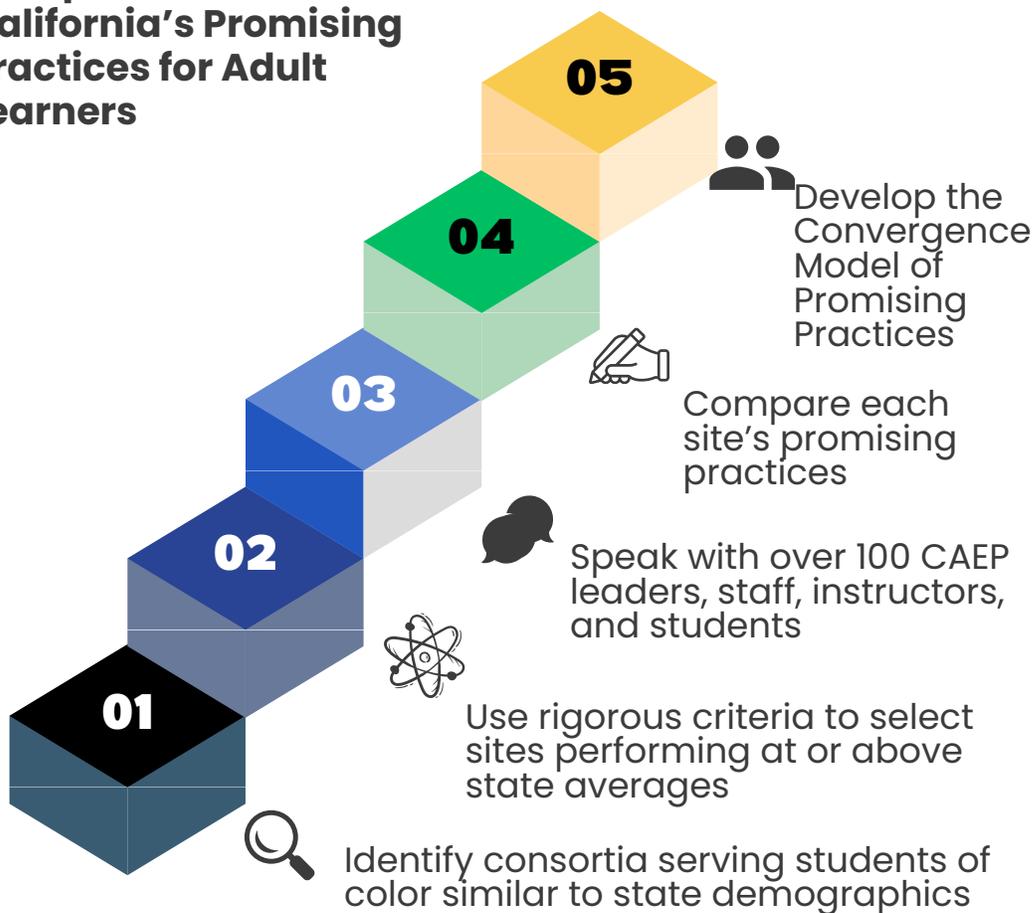
Following this report, we are committed, along with the CAEP staff, to make the research actionable. Our team will use the findings to inform state-wide professional development services. We will also coordinate with the state's cadre of technical assistance providers (TAPs) in 2024-25 and offer presentations about the research at several conferences and webinars in the spring and summer of 2024.

Appendix A: Research Methodology

Research Background

This project began in January 2023 when the CAEP state office team wanted to identify and expand the positive practices that many adult schools and community colleges deliver across the state. Their idea was to study the practices employed by a small subset of community colleges and adult schools whose student performance and wage gains exceed the state average, especially for Students of Color. Subsequently, CAEP staff commissioned our research team to design and conduct an evidence-based study. We sought to identify promising practices from a set of CAEP sites and to support broader adoption across California and with other states. To support the learning and adoption of our findings, we set out to culminate our findings into a curated professional development plan.

5 Steps to Understand California's Promising Practices for Adult Learners

05 Develop the Convergence Model of Promising Practices

04 Compare each site's promising practices

03 Speak with over 100 CAEP leaders, staff, instructors, and students

02 Use rigorous criteria to select sites performing at or above state averages

01 Identify consortia serving students of color similar to state demographics

Our selection process for the 12 local programs involved a strategic and data-driven approach, summarized in the following steps:

1. **Statewide Racial Demographic Comparison:** We first compared the racial demographics of California's population with those of students served by each of the 71 consortia.
2. **Identification of Diverse Consortia:** This comparison led us to identify 13 regional consortia whose student populations mirrored the racial diversity of the state.
3. **Development of Selection Criteria:** In collaboration with the CAEP state team, we established four CAEP performance indicators to guide this study, described in the next section. These indicators helped us formulate a selection criterion focused on programs serving racially diverse students who also achieved or exceeded state performance benchmarks in the key completion and employment outcomes.
4. **Focus on Higher Performing Regions:** Our analysis then narrowed the field to six regional consortia demonstrating superior performance. We scrutinized these regions further to ensure they met our defined standards.
5. **Final Selection of Local Programs:** Within these higher performing regional consortia, we selected a representative mix of six CAEP adult schools and six community colleges for our interviews. The chosen local programs were required to meet or surpass at least two of the four state averages for the specified completion and employment outcomes.

This rigorous process ensured our study concentrated on programs that not only reflect California's racial diversity but also exemplify higher achievement in significant educational and employment metrics.

CAEP Performance Indicators [15]
The following four indicators were selected:
- Progress measures the steps and milestones that students complete on their way to achieving a goal or program status.
- Transition measures students who move between programs or into other adult education or postsecondary opportunities.
- Completion measures students earning certificates, degrees, or other credentials.
- Employment measures the employment success that students achieve after completing their studies. This report employed the "Gap Analysis" metric, which examines the difference between the achievement of a group and the same achievement of the aggregate. Thus, this report focused on identifying entities (i.e., member sites) that perform well in specific indicators with specific demographic groups.

---

15   California Community College Chancellor's Office, Equitable Student Learning, Experience, and Impact Office. Examining CAEP student experiences through data: An analysis of the California adult education program. https://www.cccco.edu/-/media/CCCCO-Website/docs/report/CCCCO---CAEP-Report-2022-final.pdf

With guidance from the CAEP team, we narrowed these four indicators down to four performance metrics across two indicator categories that we used to select the regional consortia to include in the study.

FOUR PERFORMANCE METRICS
Student Completion Outcomes:
1. Completed an educational functional level (i.e., ABE, ASE, ESL)
2. Earned a postsecondary non-degree certificate
3. Completed a postsecondary credential

Student Employment Outcomes:
4. Annual earnings compared to the living wage

Research Questions

1. **How are the selected sites' CAEP programs serving learners in their adult education programs, especially Students of Color?** What are the perceptions, experiences, and practices that program leaders and students believe are enabling or prohibiting racially minoritized students from reaching desired completion and employment outcomes?
2. **What are the factors (e.g., policy, funding, structure, partnerships) that influence program behavior of the selected sites?** How do these factors influence CAEP programs' ability to support completion and employment outcomes for racially minoritized students?

Interview Sampling Strategy

After identifying the 12 member sites, in September and October 2023 our research team conducted 11 full-day site visits and one virtual "site visit" with a rural CAEP site due to scheduling challenges. Two team members conducted the site visits, which included six to seven separate interviews per day with small groups of staff and instructors organized by role and function. During each full-day site visit, we engaged with 10-25 staff, instructors, and/or faculty, as well as student focus groups, ranging in size from 5-30 students. One site visit had no students due to not having classes that day.

The interviews explicitly targeted program leaders (including CAEP consortium leads, community college presidents and deans, adult school principals, and other program administrators), data leads, students, and instructors. In all, we engaged more than 100 staff and instructor interviewees and close to 100 students across the 12 sites.

CAEP Community College Interview Participant Roles
Data from the Community Colleges were collected from:
- Select Chief Instructional Officer (CIO)
- Community Education (CAEP) Dean/Program Director
- CTE/CAEP instructor panel: ESL, IET, and credit/noncredit postsecondary credentials
- Community Education CAEP student support services coordinator

- CAEP student success coaches
- CAEP day-to-day manager
- Institutional Research Office staff who manage CAEP student data/Management Information System (MIS)
- Career services staff who assist CAEP students with employment
- Community-based organization staff with integrated/embedded services
- WIOA partners with integrated/embedded services

Student Focus Group:
Priority ESL Levels 1-3 and/or 4-6, then IET classes, ABE classes

Adult School (K-12 CDE) Interview Participant Roles
Data from the Adult Schools were collected from:
- Principal/Assistant Principal with oversight of CAEP
- CAEP Program Director
- CAEP instructor panel: ESL, IET, and credit/noncredit postsecondary credentials
- CAEP Student support services coordinator
- CAEP transition specialists
- Administrative assistant and/or Institutional Research Office staff who manage CAEP student data collection and management
- Career services staff who assist CAEP students with employment or postsecondary transitions
- Community-based organization staff with integrated/embedded services
- WIOA partners with integrated/embedded services

Interview Topics
Administrators, staff, faculty, and instructor interviewees were invited to share strategies related to the following topics (which anchored the interview protocols):
- Structure/governance/policy factors for program success
- Transition support across the student journey and into careers
- Pathways strategies/completion support
- Student success factors
- Equity related approaches (i.e., serving SOC reflecting state racial/ethnic student demographics)
- Campus/school culture fostering promising outcomes
- Data collection and use of data for decisions/continuous improvement
- Educational and employment outcomes
- Teaching and learning factors of success
- Work-based and experiential learning opportunities

Students were invited to share their experiences, beliefs, and perspectives on the following topics (which anchored the interview protocols):
- Promising practices that the adult school or community college used that helped the student succeed
- How and why they selected their adult school or community college

- Guidance they received (or not) for career and instructional programs, including demand and wages for their selected programs
- Factors that contributed the most to their sense of belonging and success
- Future plans to continue into higher levels of learning or transition into careers
- Areas they wished they could change at the adult school or community college

Limitations

Over the course of the study, a few limitations emerged:
- This study is a purposeful sampling, not representative, so findings are not generalizable to all potential contexts.
- Similarly, based on the scope of work and project capacity, we conducted interviews with approximately 200 people (100 faculty, instructors, administrators, and staff, and nearly 100 students) across 12 member sites. However, more interviews are needed to reach saturation in the findings. Our findings are based on robust thematic coding, but saturation is difficult to reach with a limited number of interviews.
- Although the findings reflect the beliefs, perceptions, and experiences of the leaders and students we interviewed, we cannot assign causality of the promising practices to student outcomes. Our findings highlight potential factors believed to be contributing to the performance outcomes at these sites.
- While the sites demonstrated a level of implementation of the promising practices, not all of the sites had consistently applied the promising practices to their local context, with all of them acknowledging they had "more work to do."

Data Collection and Analyses

Our data collection and analysis process was thorough and methodical, designed to ensure rigor and depth in our findings. Below is an overview of each step we took:

1. **Pilot Interview and Protocol Refinement:** After constructing our initial interview protocols, we conducted a pilot site visit with interviewees to calibrate questions, gather post-interview feedback from the interviewees, and revise the protocol as needed. This pilot interview was recorded and viewed by the research team to provide further feedback.
2. **Pre-Site Visit Preparation:** The research team held virtual "preparation" sessions with leads from each participating adult school or community college. These sessions aimed to clarify the visit's purpose, build rapport and trust, and assist leads in identifying appropriate staff and students for our research.
3. **On-Site Data Collection:** We spent six to seven hours on-site for each visit, interviewing a variety of executive leaders, student support staff, career service staff, front office staff, and student focus groups. Two team members conducted each interview, ensuring comprehensive data capture and transcription accuracy using a voice recognition app Otter, which records conversations in real time and recognizes different voice patterns for data collection.
4. **Data Transcription and Initial Coding:** Seventy transcripts were uploaded from Otter into Chat GPT, a digital AI-generated platform for initial coding. This stage involved both inductive and deductive methods to identify factors influencing student outcomes, challenges, benefits, strategies, and direct quotes.

5. **AI-Enhanced Thematic Analysis:** Utilizing AI tools and our own evaluation, we developed a two-part analytic process grounded in empirical research for thematic coding. This included creating a thematic coding schema for deductive coding and prompts for inductive coding, generating key themes from the AI's analysis.
6. **Frequency Analysis and Data Standardization:** The team performed a frequency analysis of common keywords and developed a uniform strategy to standardize the AI-generated and human-led thematic analysis for accuracy and consistency.
7. **Validation and Triangulation:** To validate our findings, the entire research team reviewed transcript summaries and key quotes. This triangulation process ensured our analysis was robust and reflective of the data collected.
8. **Weekly Researcher Team Discussions and Theme Development:** Our research team met weekly to discuss data patterns and key themes, engaging in an iterative process of identifying emerging themes, writing internal memos, and refining our analysis.
9. **Finalization of Themes and Promising Practices:** Through collaborative team discussions, we challenged, revised, and finalized themes, findings, and their meanings. We identified a recurring attribution to student success across the themes of career, community, and education, culminating in the development of seven promising practices using the Convergence Model.

This structured yet flexible approach allowed us to stay close to our collected data while leveraging both AI for an initial set of factors, then human expertise to uncover the overarching story and key insights.

Products and Materials

Our research team committed to providing the following products and materials to support the research and share the 12 sites' practices across CAEP programs and the nation:

- Fall retreat in October 2023 with the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education (CDE)
- Full report with promising practices and relevant findings for adult education practitioners
- Executive summary slide deck for multiple stakeholder presentations
- National briefing of the findings (virtual) with over 300 CAEP stakeholders and state agencies, the U.S. Department of Education Office of Career Technical and Adult Education (OCTAE), and national intermediaries and research organizations (February 26, 2024)
- Dissemination plan for our research team to present the findings at five state conferences in California from March-June 2024
- Professional development plan written in partnership with multiple CAEP Technical Assistance Providers (TAPs) for their mobilization across 2024-2025 professional development events

Appendix B: Definitions

ABE/ASE: The Adult Basic Education (ABE) and Adult Secondary Education (ASE)/High School Equivalency Preparation programs serve adults who have not completed a high school equivalency (HSE).

California Adult Education Program (CAEP): Established by law in 2015, CAEP brings together the extensive system of California Department of Education's Adult Schools and close to 100 California Community Colleges to deliver services to adult education students. Under this program, which is jointly administered by the California Community Colleges Chancellor's Office (CCCCO) and the Superintendent of Public Instruction,[16] the Chancellor and the Superintendent, with the advice of the Executive Director of the State Board of Education, divided the state into 71 regional Adult Education consortia.[17] More than a million students who enroll in noncredit community colleges and K-12 adult education programs funded by CAEP have an opportunity for moving on to transfer-level coursework and/or the workforce.

Campus: Campus refers to a high school campus, community college campus, or an adult school.

Career Mobility: While mobility has traditionally been defined as climbing the ladder, we expand this view to incorporate the process of employees transitioning to lateral roles, advocating for specialized project assignments, and/or exploring flexible career options that benefit both the worker and the employer. In the context of this report, we believe that adult schools and community colleges are responsible for ensuring learners understand their career mobility when selecting or completing career technical education. For example, these programs should inform students whether there are sufficient in-demand jobs with living wages, with opportunities for related work experience, to enhance career mobility.

Career Pathways: Career pathways in the context of education, particularly within community college, adult basic education, and K-12 programs serving adults, refer to coordinated and cohesive educational routes that are strategically designed to align with specific learning outcomes and career goals. These pathways provide a clear and streamlined progression for learners, ensuring their educational journey is purposeful and directly connected to their desired outcomes. The curricula, assessments, and support services are intentionally structured to create a seamless transition between different levels of education. This coordination involves careful planning and collaboration among educators, administrators, industry professionals, and other stakeholders. This often incorporates stackable credentials, industry-recognized certifications, and work-based learning experiences.

---

16   California Department of Education. (2023). State Funding: CAEP. https://www.cde.ca.gov/sp/ae/sf/index.asp
17   California Department of Education. (2024). Program Overview: CAEP. https://www.cde.ca.gov/sp/ae/index.asp
18   Department of Labor and Industry. Policy Guidance: Co-enrollment. https://www.dol.gov/sites/dolgov/files/ETA/jobcorps/JC%20Scholars/Policy%20Guidance/Co-Enrollment.pdf

Co-Enrollment: This term applies to the Workforce Innovation and Opportunity Act (WIOA) programs, as students/clients may be registered at both a community college and an adult school taking adult school or noncredit college coursework.[18] Co-enrollment also allows access to training dollars for Career Technical Education (CTE) pathways.

Consortia sites or 'member sites': Generally, we refer to member sites as the actual physical location of a community college campus, adult school, or local program where CAEP students enroll and engage directly in instruction and other services. AB 104 states that any community college district, county office of education, joint powers authority or school district located within the boundaries of the adult education region shall be a member of a consortium if it receives specific funds from programs, including WIOATitle II and Perkins.[19] The 12 member sites selected for this research included seve local adult schools and five community colleges where CAEP programs are housed and services delivered.

Integrated Education and Training (IET): Integrated Education and Training (IET) is one of the strategies adopted by community colleges and adult schools to both build adults' basic skills and accelerate pathways to higher education and careers. IET has been implemented in California for over a decade, and since 2014, it has been codified in the federal Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA).[20] CAEP promotes an IET framework that integrates the delivery of (a) adult education and literacy activities, such as English as a Second Language (ESL), adult basic education, or high school diploma/High School Equivalency classes; (b) workforce preparation activities that address employability skills, such as critical thinking, digital literacy, and self-management; and (c) workforce training activities for a specific occupation or occupational cluster.[21] IET's three components are provided concurrently (rather than sequentially) and contextually (through integration), and they are part of a career pathway that furthers the student's educational and career advancement.

Transition Specialist: These staff members guide students through their educational journey. This definition came from our data. Often, other terms, such as success coach, are used interchangeably. For this report, the role of a transition specialist is to provide support, resources, and information to help students through the complexities of academic programs, administrative processes, and career pathways.

Promising Practice: Primarily, promising practices refer to approaches and strategies identified by participants that are believed to positively influence CAEP programs' outcomes. These practices were documented as factors that support positive completion and employment outcomes, particularly for racially minoritized students. These practices encompass various aspects, including programmatic processes, student-centered approaches, collaborative infrastructure, workforce alignment, career mobility initiatives, and effective communication strategies. Participants highlight these practices as valuable and impactful in fostering engagement, success, and career readiness among students, contributing to the overall effectiveness of CAEP programs.

---

19   California Department of Education. AB 104 Fact Sheet. https://www.cde.ca.gov/ci/gs/ps/ab104factsheet.asp
20   US Department of Education. Adult Education and Family Literacy Act (AEFLA) Resource Guide.
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aefla-resource-guide.pdf
21   US Department of Education Office of Career, Technical, and Adult Education. Integrated Education and Training (IET) Guide.
https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Appendix C: About Barbara Endel Consulting

Barbara Endel Consulting is an independent research and consultant team specializing in system-building, research, and strategy development for innovation in adult education and workforce development. Researchers contributing to this project include:

Dr. Monique O. Ositelu is an entrepreneur, author, data strategist, former federal education policy advisor, keynote speaker, college instructor, and a national college advocate for equity and socioeconomic mobility. While starting her data consulting firm, Itàn, she served as a Senior Policy Advisor for Data & Research at New America. She conducted policy research and data analysis for college access and completion for historically underserved students (including Students of Color, low-income students enrolled in short-term CTE programs, and incarcerated learners). She consulted with federal Congressional policymakers and the Executive branch on equitable policy development, recently influencing federal legislation to reinstate Pell Grants for incarcerated learners. She also actively consults as an international subject matter expert, where she's advised prime ministers from over 40 countries on financing policies to include adult learners from diverse backgrounds into higher education.

Dr. Barbara Endel is principal lead for this project. She is a well-respected adult education (AE) system change leader, helping state and local AE programs bridge AE into careers and in-demand credentials. She has worked with the California Community Colleges Chancellor's Office on several projects, including support for Vision Destination Goals and executive team leadership development. Dr. Endel is also a Senior Advisor to Jobs for the Future and AIR, and she consults with adult education and community college systems across the country on establishing Integrated Education and Training programs. Barbara has a bachelor's degree from the College of Wooster (OH) and a master's and doctorate from the University of Iowa.

Maggie Snyder is a co-principal lead for this project and an independent consultant. Maggie supports foundations, research organizations, higher education systems, and nonprofits to advance postsecondary education and improve equitable economic opportunity. Her work focuses on strategy development, initiative implementation, primary research, synthesis and analysis, report writing, and process documentation. Formerly at ECMC Foundation, Maggie supported a career readiness portfolio with more than 30 grantees. Maggie has a bachelor's degree from Denison University and a Master of Public Policy from Vanderbilt University.

Julie Clark is a leading adult education professional specializing in upskilling opportunities by establishing productive relationships with adult education partners and community colleges. Julie helped launch Tyson Foods pilot Integrated Education and Training programs in several states. She has experience with industry-based English Language Learning, High School Equivalency, and programs with multiple industry partners. Prior to joining Tyson, Julie was an adult education coordinator creating articulation agreements with technical colleges, schools, and local 4-year institutions to assist students in seamless transitions.

Dr. Emma Diaz has more than 30 years of experience in the fields of healthcare and education. She is currently the director for the Inland Adult Education Consortium in San Bernardino, CA, where she manages the implementation of the California Adult Education Program legislation. As director, she has played a leadership role by creating and expanding adult educational programs across the region. She is President-Elect of the Association of Community and Continuing Education and participates regularly on state level advisory groups, presents at regional, state, and national conferences, and is an international lecturer and published author.

Dr. Debra Bragg is a Senior Advisor for this project. She founded two research centers: the Community College Research Initiatives (University of Washington) and the Office of Community College Research and Leadership (University of Illinois). She led numerous studies of career pathways, including studies of community college bachelor's degrees. In 2015, Debra was named a fellow of the American Educational Research Association, and in 2016 she received the Distinguished Career Award from the Association for the Study of Higher Education.

Appendix D: References and Data Sources

California Adult Education Program. (n.d.). Consortium directory. https://caladulted.org/ConsortiumDirectory

California Adult Education Program. (n.d.). Three-year plan 2022-2025 guidance. https://caladulted.org/DownloadFile/1235

California Community College Chancellor's Office, Equitable Student Learning, Experience, and Impact Office. (2022). Examining CAEP student experiences through data: An analysis of the California adult education program. https://www.cccco.edu/-/media/CCCCO-Website/docs/report/CCCCO---CAEP-Report-2022-final.pdf

California Community Colleges. (n.d.). The California adult education program frequently asked questions. https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/California-Adult-Education-Program/caep-faqs

California Community Colleges. (n.d.). Vision 2030. https://www.cccco.edu/About-Us/Vision-2030

California Department of Education. (n.d.). AB 104 Fact Sheet. https://www.cde.ca.gov/ci/gs/ps/ab104factsheet.asp

California Department of Education. (2023). Asset-based pedagogies. https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp

California Department of Education. (2023). State funding: CAEP. https://www.cde.ca.gov/sp/ae/sf/index.asp

Cal-PASS Plus. (2024). Adult education pipeline overview. Cal-PASS Plus (2024) https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx

CUNY. (n.d.). Accelerated study in associate programs: About. https://www1.cuny.edu/sites/asap/about/

Economic Research Service, US Department of Agriculture. (2023, July 26). Atlas of rural and small-town America. https://www.ers.usda.gov/data-products/atlas-of-rural-and-small-town-america/go-to-the-atlas/

National Reporting System for Adult Education. (2023). Table 4: Measurable skills gain by entry level: California. https://nrs.ed.gov/states/ca

Students at the Center Hub. (n.d.). The students at the center framework. https://studentsatthecenterhub.org/framework/

The Institute for College Access and Success. (n.d.). Comprehensive approaches to student success programs. https://ticas.org/our-work/college-completion-2/comprehensive-approaches-to-student-success-programs-nationwide-by-state-and-institution/

US Department of Education. (n.d.). Adult education and family literacy act (AEFLA) resource guide. https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aefla-resource-guide.pdf

US PIAAC. (n.d.). US skills map: State and county indicators of adult literacy and numeracy. https://nces.ed.gov/surveys/piaac/skillsmap/

BARBARA ENDEL CONSULTING

SOCIAL MEDIA REPORT

08 2024

FACEBOOK ACTIVITY

Reach

3,868

View details

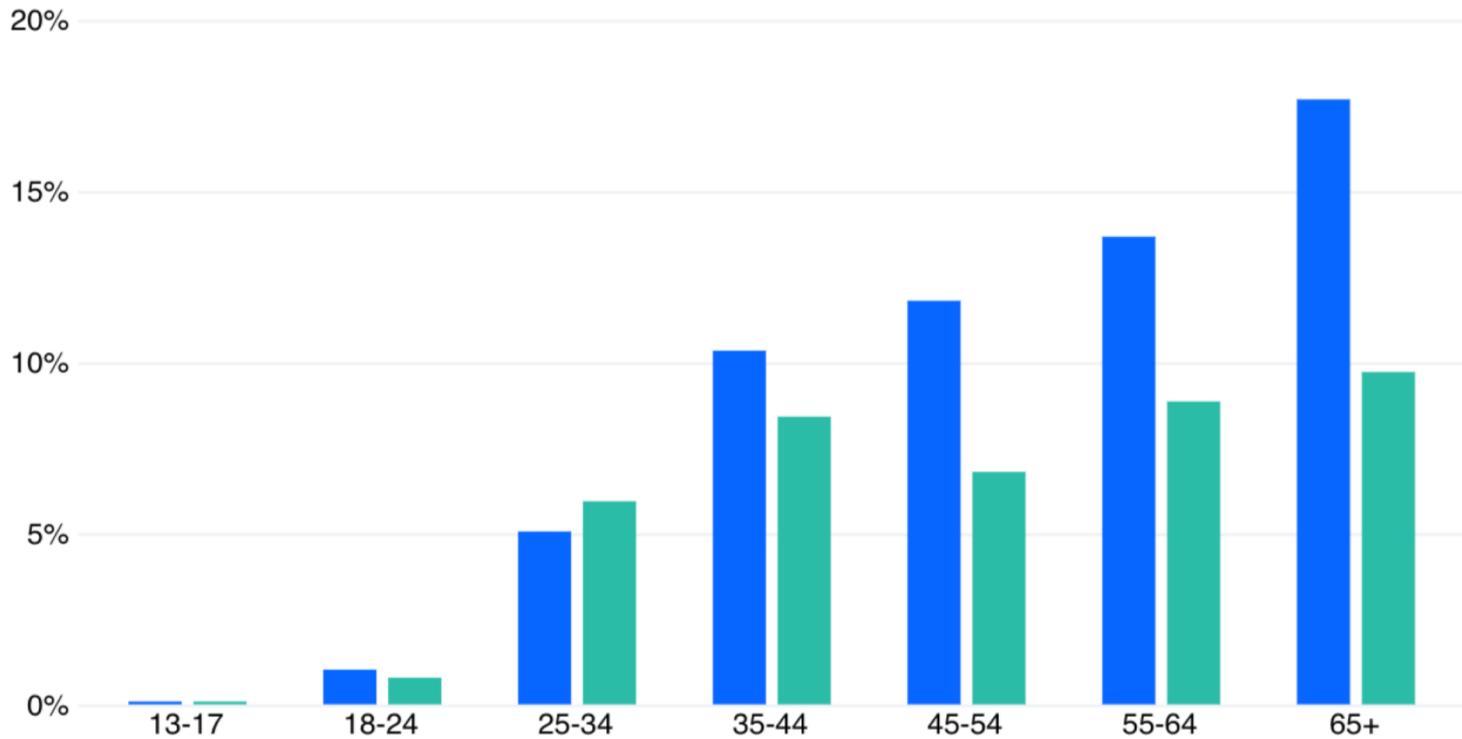**Post engagements**
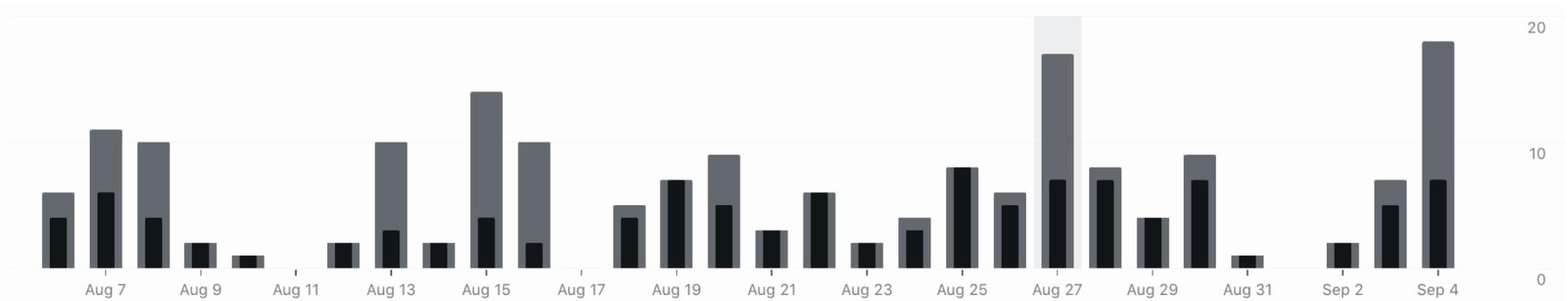
48

View details

Link clicks

46

View details

WEBSITE TRAFFIC

WEBSITE PAGE VIEWS

Posts & pages ⓘ	Views
Home	124
Programs & Classes	34
Contact Us	19
Consortium Meetings	3
Consortium Documents	3
Home page / Archives	1

REFERRERS TO WEBSITE

Referrers ⓘ	Views
Facebook	34
frc.edu	28
Search Engines ⌄	24
fras.pcoe.k12.ca.us	4
plumasunderburn.org	3
casas.org	1
blogorganictraffic.shop	1
caladulted.org	1
uswb-new.apollogrp.edu	1
blogtraffic.shop	1