

Feather River Adult Education Consortium – Board Meeting MINUTES

Monday September 9, 2024 (1:00 p.m. – 2:00 p.m.)

THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE

<https://us02web.zoom.us/j/89416234081>

¹Included 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	<input checked="" type="checkbox"/> Derek Lerch (v)	<input type="checkbox"/> Kevin Trutna (v)	<input type="checkbox"/>	<input type="checkbox"/>
PUSD/PCOE	<input checked="" type="checkbox"/> Andrea Cerasola (v)	<input type="checkbox"/> Steve Dutton (v)	<input type="checkbox"/>	<input type="checkbox"/>
SJUSD/SCOE	<input checked="" type="checkbox"/> Wendy Jackson (v)	<input type="checkbox"/> James Berardi (v)	<input type="checkbox"/>	<input type="checkbox"/>

Community Stakeholders

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Call to Order: 1:00 pm

1. ¹Approval of Agenda

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

2. ¹Approval of Minutes: August 5, 2024

Agenda Item Number: 2			
Motion: Approval of Minutes – August 5, 2024			
Motion by: A. Cerasola			
Second by: D. Lerch			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson	X		

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 ¹CAEP Three-Year Plan 2025-28 Guidance

6. Action Items

- 6.1 Approve 2024-2025 contract with Phoenix Design for \$12,600 for website maintenance.

Agenda Item Number: 6.1			
Motion: Approve 2024-2025 contract with Phoenix Design for \$12,600			
Motion by: W. Jackson			
Second by: A. Cerasola			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson	X		

- 6.2 Approve Allocation Amendment of \$8,000 from PUSD to PCOE for Phoenix Design.

Agenda Item Number: 6.2			
Motion: Approve Allocation Amendment of \$8,000 from PUSD to PCOE for Phoenix Design.			
Motion by: A. Cerasola			
Second by: W. Jackson			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson	X		

7. Consortium Director’s Report

- 7.1 CAEP Deadlines

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
 - CWA Meeting of the Minds – Monterey, CA – Sept 3-5, 2024
- 7.3 Plumas USD Program Update (S. Dutton)

Graduated 8 students; 2 nights of ESL in Portola; Jail Program pushed to November start; Outreach to Seneca Health; Discussions about construction course in Portola.
- 7.4 Sierra County Program Update (W. Jackson)

EMT in session; 2 students passed EMT; Culinary program starting in October; In discussion with Aztec for ELL Healthcare Grant.
- 7.5 Feather River College Program Update (D. Lerch)

All going well. Asked to engage with Seneca to avoid duplication.
- 7.6 ^uMarketing & 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
 - 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 ^uClosing the Equity Gap for Adult Learners in California: 7 Promising Practices to Advance Student Outcomes

Adjournment – 1:10 pm



**CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)
THREE-YEAR PLAN 2025-2028
GUIDANCE DOCUMENT**

Release Date: August 12, 2024

.....	33
APPENDIX E: Optional Guiding Questions	34
APPENDIX F: Adult Education Pipeline Resources	37
APPENDIX G: CAEP Data Summary and CASAS Resources.....	39

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@caladulthood.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: <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Evaluate the Educational Needs of Adults in the Region using: <ul style="list-style-type: none"> ● Student enrollment and outcome data ● Regional population data ● Regional labor market data ● Student engagement (surveys, focus groups, etc.) ● Staff engagement 	Summer/Fall 2024

<ul style="list-style-type: none"> ● 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 	
<p>Conduct needs assessment to identify gaps in current services (Section 2)</p> <ul style="list-style-type: none"> ● 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
<p>Assess available Funds and how they will be leveraged (Section 6)</p> <ul style="list-style-type: none"> ● 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
<p>Confirm barriers and Metrics to be addressed, and specific targets (Section 3)</p> <ul style="list-style-type: none"> ● Select Student Barriers ● Select Optional Metrics ● Define Consortium-Level Targets ● Define Member-Level Targets ● Enter information for Section 3 	November 2024 - December 2024
<p>Define Objectives (Section 4)</p> <ul style="list-style-type: none"> ● Convene planning team to define strategies that will be used to achieve each Objective: <ul style="list-style-type: none"> ● Address Educational Needs ● Improve Integration of Services and Transitions ● Improve Effectiveness of Services ● Write narrative descriptions for Section 4 	January 2025 - February 2025
<p>Define activities and their intended Outcomes (Section 5)</p> <ul style="list-style-type: none"> ● 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
<i>Create FY 25-26 Annual Plan</i>	<i>July 1 - August 1, 2025</i>
<i>Members approve FY 25-26 Annual Plan</i>	<i>No later than August 15, 2025</i>
<i>Create member FY 25-26 Work Plans and Budgets</i>	<i>No later than September 1, 2025</i>
<i>Consortium Lead certifies FY 25-26 Work Plans and Budgets, and implementation begins</i>	<i>No later than September 30, 2025</i>
<i>Report on progress toward Three-Year Plan targets using CASAS TOPSPro Enterprise (TE) and Chancellor’s Office Management Information System (COMIS): Datamart</i>	<i>Monthly and at annual planning retreat</i>
<i>Evaluate 2024-2025 activities and outcomes and adjust the Annual Plan and Work Plan, as appropriate</i>	<i>July - August 2025 (and annually)</i>

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.

Optional Resources

[Consortium Program Quality Self Assessment](#)

[WIOA II Teacher Self-Assessment](#)

[WIOA II Administrator Self- Assessment](#)

WIOA Title II CIP

[WASC accreditation application](#)

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.

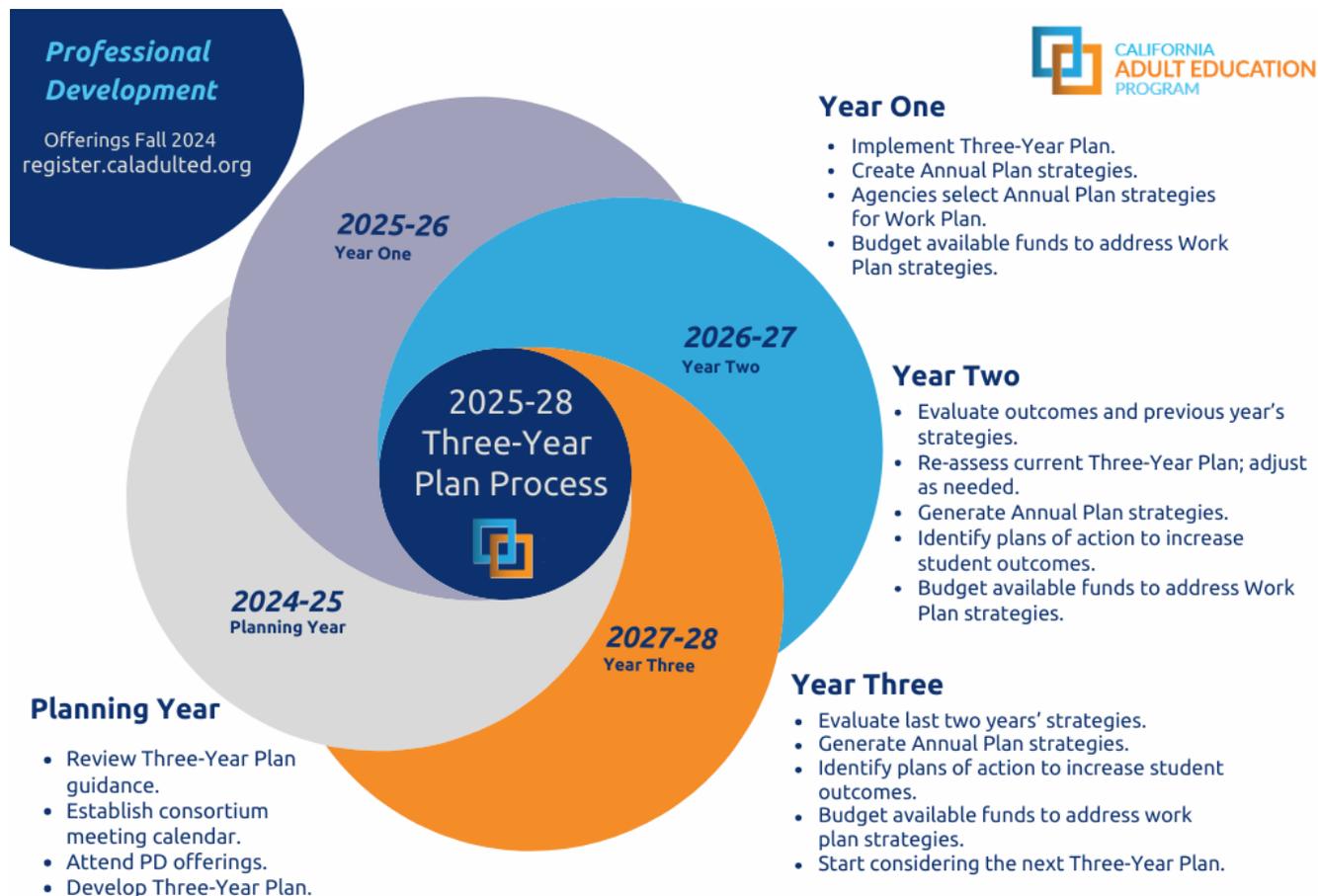
Section 7: Preview & Submit

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



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
<p>WIOA Title II Continuous Improvement Plan (CIP)</p>	<p>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.</p> <p>Access the CIP on the California Adult Education Online Application and Reporting</p>	<p>Due Date: The CIP is due annually on April 30th, two months before the CAEP Three-Year Plan.</p> <p>Needs Assessment: The CIP and the CAEP Three-Year Plan both use the following data sources:</p> <ul style="list-style-type: none"> • TE Data Integrity Report • Priority industry sectors from LWDB Plan • LMI Data (Centers of Excellence or EDD) • LaunchBoard <p>Goals: CIP SMART goals and strategies could be mirrored in CAEP plans, or vice versa.</p> <p>Progress: CIP’s recommended self-monitoring three times/year could inform CAEP Annual Plan development.</p>
<p>Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment</p>	<p>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.</p> <p>Access the Perkins</p>	<p>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.</p> <p>Needs Assessment: The Perkins and CAEP plans use the following data sources:</p> <ul style="list-style-type: none"> • MIS data to examine core indicator information • LaunchBoard <p>Metrics: The optional metrics in the Three-Year Plan align to the metrics included in the Perkins plan.</p>

	Application and Needs Assessment in NOVA .	
Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans	<p>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.</p> <p>Access the WIOA Title I Local and Regional Plans on the CA Workforce Development Board website.</p>	<p>Due Date: Due every three years.</p> <p>Needs Assessment: The WIOA Title I plans and CAEP Three-Year Plan use the following data sources:</p> <ul style="list-style-type: none"> Regional demographic and employment data to identify the number of individuals in need of education and workforce services. <p>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.</p>
California Strong Workforce Program (SWP) Local Plan (in NOVA)	<p>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.</p> <p>Access the SWP Local Plans by College District in NOVA.</p>	<p>Due Date: Annually in November.</p> <p>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:</p> <ul style="list-style-type: none"> Priority industry sectors from LWDB Plan LMI Data (COE or EDD) LaunchBoard MIS student data <p>Metrics: Aligned to CAEP’s optional metrics. Both plans import actuals from prior years and set targets for the upcoming year.</p> <p>Objectives and Strategies: SWP Local Plan goals and strategies could be mirrored in CAEP plans, or vice versa.</p>
K12 Strong Workforce Program (SWP) Plans	<p>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</p>	<p>Due Date: Due annually in January.</p> <p>Needs Assessment: Leverage the data sources used to identify a problem and need for CTE pathways, articulation agreements and dual enrollment with LEAs.</p> <p>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</p>

	<p>from secondary education to postsecondary education to living-wage employment.</p> <p>Access the K12 SWP plans in NOVA.</p>	<p>feed into or align with adult education programs and strategies.</p> <p>Funds Evaluation: Both plans require applicants to examine the leveraged funds used.</p>
<p>Accreditation Institutional Self-Studies (i.e., WASC, COE)</p>	<p>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.</p> <p>Your accreditation self-studies should be available locally. For an example of a WASC self-study, click here.</p>	<p>Due Date: Due every six years.</p> <p>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.</p> <p>Goals: Areas of growth with specific tasks can inform CAEP strategies.</p>

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	

	<p>of these, located within the boundaries of the adult education region, that receives funds from any of the following programs or allocations:</p> <p>(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.</p>	
Possible consortium partners	<ul style="list-style-type: none"> ● 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	<p>Education Code Section 84901(a)</p> <p>Measuring Our Success: Data and Accountability Systems and Common Assessment in the California Adult Education Block Grant Program (page 17)</p>
Service Provider	A consortium member or partner that provides adult education and/or workforce services in the region	

<p>CAEP Program Areas (Types of Education and Workforce Services for Adults)</p>	<p>(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.</p>	<p>CAEP Program Guidance (updated March 2023)</p>
<p>Levels of Education and Workforce Services</p>	<p>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)</p>	<p>Adult Education Pipeline Dashboard (Students and Programs, and Enrollment data)</p>
<p>Types</p>	<p>The seven CAEP Program Areas (see definition above)</p>	<p>CAEP Program Guidance (updated March 2023)</p>
<p>Section 3: Metrics</p>		
<p>Number of Adults Served</p>	<p>Number of adults who have completed 1+ hrs. of instruction or received services.</p>	<p>California Adult Education Program (CAEP) Data Dictionary <i>TE Data</i></p>

		LaunchBoard AE Build 6.0 Metric Definition Dictionary
Student Barriers	<p>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.</p> <p>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.</p>	Regional Funding Formula Variables
CAEP Metrics	Goal setting and target metrics in NOVA and on the AEP dashboard	Guide to Using the Adult Education Pipeline data for Insights Understanding the Score Card of the Adult Education Pipeline (AEP) Dashboard
Students and Programs Metrics	<ul style="list-style-type: none"> ● 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 	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 65-140
Progress Metrics	<ul style="list-style-type: none"> ● Completed One or More Educational Functional Levels ● Carnegie Units/High School Credits Completed a Workforce Preparation Milestone ● Completed an Occupational Skill Gain ● Completed an Immigrant Integration Milestone ● Subsequently Took a Transfer-Level English Course/Math Course 	LaunchBoard AE Build 4.1 Metric Definition Dictionary Pages 141-154

	<ul style="list-style-type: none"> ● Persistence Year to Year ● Time to Completing a Transfer Level English Course/Math Course for the First Time 	
Transition Metrics	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

<p>Success/Completion Metric: Completed a Postsecondary Credential</p>	<p>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.</p>	
<p>Employment and Earnings Metrics</p>	<ul style="list-style-type: none"> ● 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 	<p>LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 181-191</p>
<p>Employment Metric: Employment Two Quarters After Exit</p>	<p>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.</p>	
<p>Earnings Metric: Median Change in Earnings</p>	<p>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.</p>	
<p>Immigrant Integration Milestone: Participants Who Complete an</p>	<p>Immigrant Integration Indicators data from CASAS TE, which captures the EL Civics COAPP, is only available starting in the 2019-2020 academic year.</p>	

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	<ul style="list-style-type: none"> ● 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](#)

16 Feather River Adult Education Consortium DRAFT

2023-24

Written Expenditure Plan



In alignment with Education Code 84914, a consortium with excessive carryover in one or more fiscal years will be required to submit a written expenditure plan and assigned technical assistance to reduce the excess carryover. The consortium will be required to identify the circumstances that have led the consortium to reach the excessive threshold and outline the corrective action plan to reduce the carryover.

Approval & TAP Notes/Documentation

Documentation

Document Title	Type	Fund Year	Uploaded By	Uploaded	Comment
FRAEC MOU 2 023-2 024 EX ECUT ED 6.6. 2023.pdf 	Supporting Documentation	2023-24	Mitch Rosin	6/6/2023, 11:00:27 PM	2023-2024 FRAEC MOU
FRAEC MOU 2 023-2 024 EX ECUT ED 6.5. 2023.pdf 	Supporting Documentation	2023-24	Mitch Rosin	6/5/2023, 11:52:52 PM	2023-2024 Consortium MOU

Feather River CCD - Member Representative

Derek Lerch FRC
VPI/CIO
dlerch@frc.edu
(530) 283-0202 ext: 321

Awaiting Submittal

Plumas Co. Office of Education - Member Representative

Steven Dutton

sutton@pcoe.k12.ca.us
(530) 283-1003

Andrea Cerasola

Director of Student Services
awhite@pcoe.k12.ca.us
(530) 283-6500 ext: 5276

Awaiting Submittal

Plumas Unified - Member Representative

Steven Dutton

sutton@pcoe.k12.ca.us
(530) 283-1003

Andrea Cerasola

Director of Student Services
awhite@pcoe.k12.ca.us
(530) 283-6500 ext: 5276

Awaiting Submittal

Sierra Co. Office of Education - Member Representative

Wendy Jackson

wjackson@spjUSD.org

James Berardi

jberardi@spjUSD.org

Awaiting Submittal

Sierra-Plumas Joint Unified - Member Representative

Wendy Jackson

wjackson@spjUSD.org

James Berardi

jberardi@spjUSD.org

Awaiting Submittal

Fund Project Manager & Reporter

Mayra Diaz
CAEP Program Lead
mdiaz@cccco.edu

Awaiting Member Representative Approval

2023-24 Written Expenditure Plan v.1

In 2023-24, did your consortium have an optional internal member carryover threshold? *

- Yes
- No

(Yes) What was your internal member carryover threshold? *

20%

(Yes) Why did your consortium members decide to have this member carryover threshold? *

State guidance.

Characters : 15/2500

List all of your consortium's funded members and the percentages of their carryover. *

List all of your consortium's funded members and the percentages of their carryover.

- Include all funded members whether or not they exceed the annual 20% consortium carryover threshold or the consortium's internal member threshold. If a member does not have any carryover, enter \$0.
- Include the remaining carryover allocation amount of each member at the time the Q4 expenditure report was submitted and certified.

Up to 20 members can be listed. If there are fewer than 20, then enter "n/a" or "0" in all empty cells. If there are more than 20, see question #3.

	Member Name	Remaining Allocation/Carryover	% Carryover
1.	Feather River College	\$100,264	38%
2.	Sierra County Office of Education	\$41,170	14%
3.	Sierra Unified School District	\$0	0%
4.	Plumas Unified School District	\$106,482	25%
5.	Plumas County Office of Education	\$1,580	11%
6.	NA	\$0	0%
7.	NA	\$0	0%
8.	NA	\$0	0%
9.	NA	\$0	0%
10.	NA	\$0	0%

	Member Name	Remaining Allocation/Carryover	% Carryover
11.	NA	\$0	0%
12.	NA	\$0	0%
13.	NA	\$0	0%
14.	NA	\$0	0%
15.	NA	\$0	0%
16.	NA	\$0	0%
17.	NA	\$0	0%
18.	NA	\$0	0%
19.	NA	\$0	0%
20.	NA	\$0	0%

If your consortium has more than 20 funded members, and you were unable to record them all in the previous question, you may record them in a file and upload the file. If you were able to provide the requested information above, skip this question.

If your consortium has more than 20 funded members, and you were unable to record them all in the previous question, you may record that in a file and upload the file.

- If you were able to provide the requested information about consortia members, allocation, and carryover % in the previous question #2, skip this question.

No documents have been uploaded.

+ Add Document

Describe the circumstances that led the consortium to exceed the Consortium level 20% carryover threshold. Include information about specific members. *

Plumas Unified School District's Feather River Adult School is in an underspent situation due to the difficulty in hiring qualified faculty in a rural location. Hiring qualified teachers in rural areas of California poses significant challenges that directly affect the successful implementation of educational programs and the efficient use of allocated budgets. These challenges stem from a combination of geographic, economic, and systemic factors that create a persistent barrier to addressing the educational needs of these communities. This issue not only disrupts the delivery of quality education but also hampers efforts to optimize budget expenditures effectively.

Rural areas in California are often remote and difficult to access, leading to a limited pool of qualified teaching candidates willing to relocate or commute. Many rural communities lack the amenities and infrastructure that urban or suburban areas offer, such as robust healthcare, entertainment, and social opportunities, making these regions less attractive to potential educators. Additionally, rural school districts often compete with urban areas that have larger populations and more resources to attract qualified teachers. The smaller applicant pool in rural areas means schools frequently struggle to fill vacancies, leaving positions unoccupied for extended periods.

Recruitment and retention of teachers in rural areas are persistent obstacles. Even when districts succeed in hiring educators, retaining them becomes a challenge due to feelings of professional isolation and limited career advancement opportunities. Rural teachers often report difficulties accessing professional development programs or peer support networks, which can lead to burnout and high turnover rates. High turnover disrupts program continuity, requiring districts to repeatedly spend on recruitment, onboarding, and training, thereby straining budgets without yielding sustainable improvements.

The inability to hire teachers in rural areas leads to underutilized budgets and inefficient spending. Funds allocated for salaries, professional development, and program implementation may remain unused, while districts struggle to meet state and federal mandates for educational standards. For programs funded by time-sensitive grants, the inability to hire necessary staff can result in unspent funds being returned or the loss of future funding opportunities. This creates a cycle where districts are unable to fully implement programs or expand educational offerings, perpetuating inequities between rural and urban schools.

Addressing these challenges requires targeted strategies and policy interventions:

- Incentives for Rural Teachers: Offering competitive salaries, loan forgiveness programs, and housing assistance can help attract and retain teachers in rural areas.
- Investment in Professional Development: Providing accessible and robust professional development opportunities can help rural teachers feel supported and engaged in their careers.
- Remote and Hybrid Teaching Models: Leveraging technology to connect rural students with qualified educators in other areas can address immediate staffing gaps. FRAEC has engaged in discussions with CAEP TAP about holding virtual job fairs across the state to bring in virtual teachers. While these discussions are ongoing, a state-wide solutions must be found.

The difficulty of hiring teachers in rural areas of California is a multifaceted issue that undermines program implementation and budget utilization. Without targeted efforts to address the underlying challenges, rural districts will continue to struggle to provide equitable education to their students. Policymakers, educators, and community stakeholders must work collaboratively to develop sustainable solutions that ensure rural schools are adequately staffed and well-equipped to meet the needs of their students. Investing in these solutions not only benefits the students and educators in rural areas but also strengthens the state’s overall education system, fostering equity and opportunity for all.

Characters : 4080/5000

Describe the support the consortium has attempted to provide consortium members to reduce the excess carryover. *

The Consortium is not able to assist in finding teachers for remote, rural communities. Outreach to CAEP TAP is ongoing to possibly host a virtual job fair for teachers to facilitate distance learning courses.

Characters : 210/5000

What is the proposed consortium level corrective action plan and timeline to reduce the excess carryover with members and thus the consortium? *

Please see above related to CAEP TAP discussions about virtual job fairs to assist in hiring remote teachers.

PUSD: To better serve the outlying communities within the service delivery area of Feather River Adult School, Plumas Unified School District will purchase mobile computer labs for the three outlying communities. Additionally, PUSD will replace and expand the computer lab at Feather River Adult School. Lastly, Feather River Adult School will continue to advertise for multiple, unfilled faculty positions, including posting a temporary full-time position as well as trying to get back second teacher.

FRC: Carryover funding is showing in NOVA as it was part of FRC’s allocation but that it has not actually been received by FRC and won’t be until we enter it in NOVA as an expense: at that time we would receive reimbursement from the state for the funding. If it is indeed the case that the carryover funding has not

actually been received by FRC or our consortium, then FRC would be happy to let the state know that they can re-allocate this carryover funding to a different school.

Characters : 1097/5000

What types of processes and protocols will be implemented to ensure that current and future consortium and member level carryover is reduced? *

What types of processes and protocols will be implemented to ensure that **current** and **future** consortium and member level carryover is reduced?

- Include support that the consortium *will* provide members to address excess carryover.

Carryover is not a result of processes and protocols. It is an issue of a lack of qualified teachers in rural areas.

Characters : 117/5000

What kind of support and technical assistance from the State CAEP Office would be helpful to the consortium to assist with the reduction of excess carryover? *

Rural consortia need assistance in hiring teachers for distance instruction including but not limited to virtual job fairs, assistance with inter-agency agreements for supervision, and other frameworks to facilitate providing adult education via remote instructors.

Characters : 266/5000

Please provide the name and contact information of the lead and co-lead representative for this plan. *

Please provide the name and contact information of the lead and co-lead representative for this plan.

- If there is a single lead (no co-lead), type “n/a” or “0” throughout the co-lead column.

	First and Last Name	Role / Title	Organization	Email	Phone (###) ###-####
Lead Contact	Mitch Rosin	Consortium Lead	FRAEC	mitch.rosin2@gn	7083098556
Co-Lead Contact	NA	NA	NA	NA	NA



2024 © California Community Colleges

NOVA Site Version: 8.3



SOCIAL MEDIA REPORT

01 2024

FACEBOOK ACTIVITY



Reach



7,370

[View details](#)



Post engagements



433

[View details](#)



Link clicks



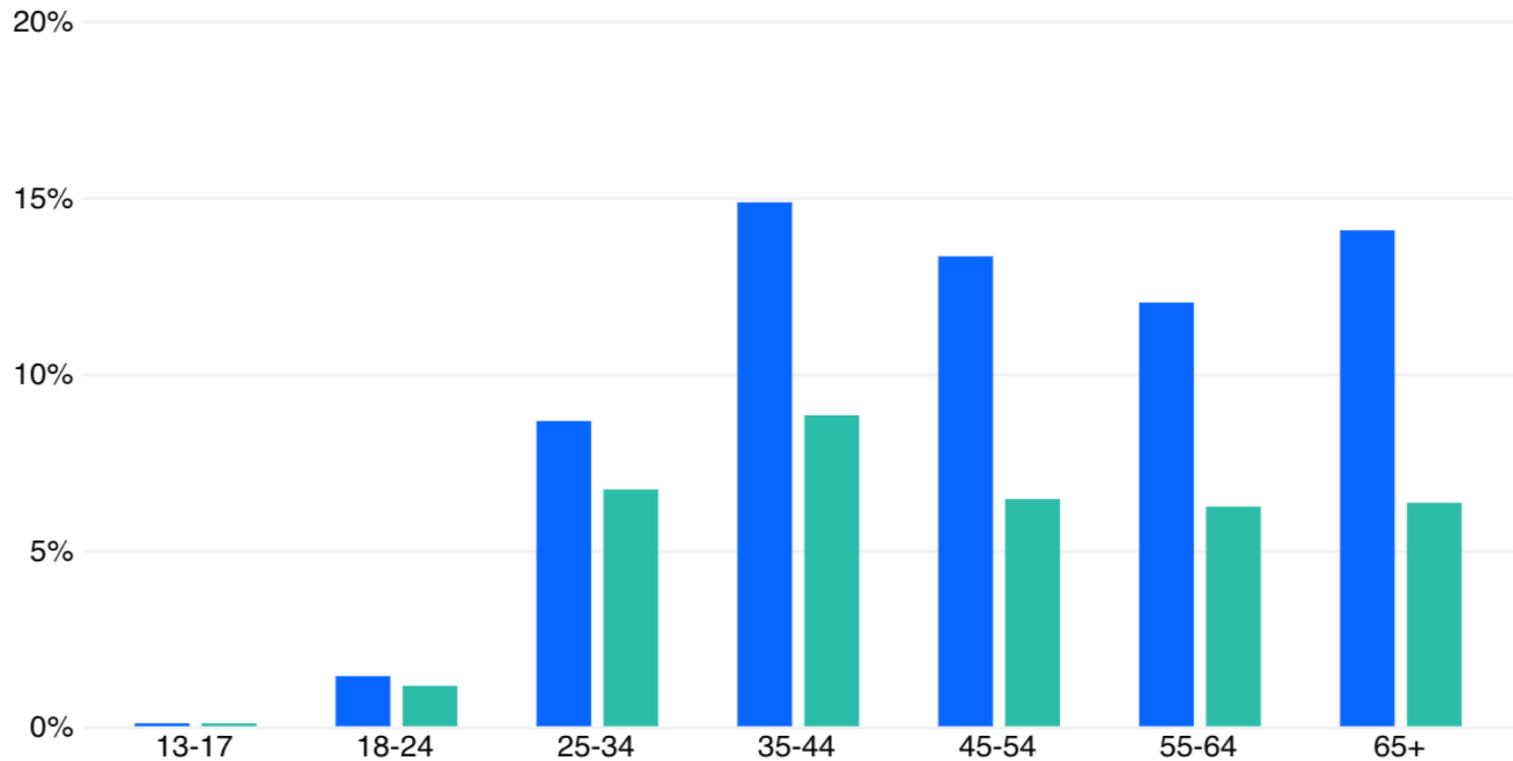
308

[View details](#)

Social Media Audience

– Gender and Age –

64.3% Women 35.7% Men



WEBSITE TRAFFIC



January 26, 2024

Views	37
Visitors	18
Views Per Visitor	2.06

WEBSITE PAGE VIEWS

Posts & pages	Views
Home	224
Programs & Classes	67
Contact Us	31
Consortium Meetings	8
Consortium Documents	2
Home page / Archives	1

REFERRERS TO WEBSITE

Referrers	Views
Facebook	114
Google Search	32
frc.edu	17
fras.pcoe.k12.ca.us	6
casas.org	3
quincychamber.com	1
plumasunderburn.org	1
hitree.shop	1
WordPress Android App	1