EXECUTIVE SUMMARY ANALYSIS:

2024-2025 CONSORTIA ANNUAL PLAN REVIEW

Prepared for California Community Colleges Chancellor's Office

July 2025

HANOVER RESEARCH

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INTRODUCTION

The CAEP annual planning process provides consortia an opportunity to review their current Three-Year Plan, assess key accomplishments and challenges, and outline goals and activities for the upcoming program year. Legislation requires each consortium to maintain a Three-Year Plan, with an annual update that is carried out via the Annual Plan; this update is a condition of CAEP funding and must show how allocations remain consistent with the broader three-year strategy.

In this report, Hanover Research analyzes the 2024–2025 Annual Plans from the 71 California Adult Education Program (CAEP) consortia members. The document is structured around central themes—plans and goals, educational needs, integration of services and transitions, effectiveness of services, and financial management—based on the consortium planning guidance issued by the Chancellor's Office.

To support clarity, the Annual Plan's first three sections are designated as Section 1A, 1B, and 1C, which together establish the foundation by summarizing executive visions and funding priorities, describing regional planning efforts, and identifying gaps in service. The remaining sections of the report mirror CAEP's statewide objectives: Section 2 addresses educational needs, Section 3 focuses on improving integration of services and transitions, Section 4 examines effectiveness of services, and Section 5 reviews funding uses.

KEY FINDINGS

- **Overall consortia vision**: Consortia share a unified vision to expand equitable access to adult education by aligning programming with regional workforce needs, strengthening partnerships, and leveraging data-driven decision-making to support adult learners' success.
- **Overall consortia goal**: The overarching goal across consortia is to increase enrollment and completion by delivering student-centered adult education programs that address local labor market demands and promote equity.
- **Funding allocations**: Consortia predominantly adhere to their three-year strategic plans in allocating CAEP funds, with governance structures enabling periodic reallocation and up to 20-percent carryover to address emerging needs and maintain compliance.
- **Progress indicators**: Progress indicators are systematically tracked through enrollment, completion rates, skill-attainment benchmarks, and employer engagement metrics, reported via centralized data platforms and reviewed quarterly by Data Accountability Teams.
- **Program gaps**: Key Gaps in Service include insufficient basic skills program capacity, outdated CTE offerings, and limited advanced ESL and digital literacy opportunities, reflecting systemic barriers to access for diverse adult learners.
- **Metrics**: Across objectives, consortia employ a consistent set of related metrics—such as the number of adults served, transitions to post-secondary education, high school diploma attainment, and English language proficiency gains—to measure performance against targets.
- **Challenges in addressing educational needs**: Consortia face challenges in meeting educational needs due to capacity constraints, resource limitations, and disparities in digital access, necessitating targeted outreach, program expansion, and infrastructure investments.

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- **Strategies for improving effectiveness of services**: Strategies to enhance service effectiveness center on professional development, data-driven continuous improvement, consortium-wide collaboration, and investment in technology and curriculum innovation.
- **Strategies for improving integration of services**: Integration strategies focus on seamless transitions through articulated pathways, centralized counseling supports, coordinated outreach, and aligned CTE-credit agreements to facilitate adult learner progress across educational stages.
- **Funding management**: Financial management practices incorporate structured governance reviews, carryover policies, and data-informed reallocation processes to ensure fiscal responsibility and alignment with both annual objectives and three-year plans.

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SECTIONS 1A, 1B, 1C: PLANS AND GOALS

ANNUAL PLAN INTRODUCTION

Each consortium is required to submit an annual plan as part of the CAEP review process, demonstrating alignment with its three-year plan and statewide goals. The first three sections establish this foundation:

- **Executive Summaries**: Provide background on the process of developing the plan, as well as each consortium's vision, goals, and funding allocations.
- **Regional Planning Overviews**: Detail how consortia are implementing their three-year plan initiatives, the progress indicators used to track outcomes, and the strategies in place to ensure continuous improvement.
- **Gaps in Service**: Identify unmet regional needs, explain how those needs were determined, and outline measures of success to address gaps in programs and services.

Together, these sections highlight both the statewide priorities of CAEP and the region-specific approaches consortia use to strengthen adult education.

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SECTION 1A: EXECUTIVE SUMMARIES

Each annual plan begins with an executive summary which provides background on the process of developing the plan as well as an overview of visions, goals, and allocations.

VISION

Across the CAEP consortia, there is a clear, consistent vision focused on expanding educational opportunities for adult learners by aligning services with regional workforce needs and increasing equitable access. Consortia commonly emphasized improving data-driven decision-making, enhancing support services, and strengthening partnerships with K–12 districts, community colleges, and local employers. A growing emphasis on digital literacy, healthcare pathways, and high-demand technical fields such as electrical and computer systems signals a commitment to aligning adult education with labor market demand. Additionally, many consortia highlighted efforts to increase enrollment, address geographic and demographic disparities, and continue progress toward measurable outcomes from their Three-Year Plans. These shared goals reflect a statewide strategy to promote inclusive, adaptive, and regionally responsive adult education systems.

GOALS

The state's eight adult education regions—Bay Area, Central Valley Mother Lode, Inland Empire, Los Angeles, North/Far North, Orange County, San Diego/Imperial, and South Central—are unified by several common priorities. All regions seek to expand equitable access to adult education, strengthen alignment with local labor market needs, and improve outcomes through student-centered programming, enrollment growth, and stronger inter-agency collaboration.

Within this broad alignment, however, regional priorities vary. Coastal and urban regions, for instance, place greater emphasis on digital literacy and ESL programming, while inland and rural consortia tend to focus on employment pathways, high school equivalency, and wraparound supports such as transportation and counseling. Distinct regional goals include:

- **Bay Area**: Expand access to adult education across member agencies, increase support services and ESL programming, align program offerings with regional workforce pathways, and foster collaboration between consortia members
- **Central Valley Mother Lode**: Improve course offerings and program continuity, support adult learners in completing diplomas or HSE, maintain and enhance inter-district partnerships, increase member alignment and shared service delivery
- **Inland Empire**: Drive enrollment growth across key adult education programs, strengthen partnerships with colleges and employers, provide student support services tailored to local needs, focus on college and career readiness
- **Los Angeles**: Ensure plan alignment among diverse members, prioritize adult learner outcomes through consistent programming, support ESL, high school diploma, and workforce programs, and enhance administrative and operational coordination

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- **North/Far North**: Expand programs to underserved rural communities, collaborate with community partners for wraparound services, increase access to education for adult learners, especially in isolated areas, and build pathways to local employment and credentialing

- **Orange County**: Support student transitions to post-secondary education, expand access to programs and college readiness pathways, focus on adult basic education and program consistency, and increase enrollment, particularly in high-need areas

- **San Diego/Imperial**: Strengthen community collaboration and outreach, promote continuity across adult education programs, expand learner support systems and transitions, and address regional workforce gaps through programming

- **South Central**: Advance student-centered adult education models, sustain program alignment with regional planning goals, deepen collaboration across districts and service areas, and emphasize equity and planning across multiple agencies

FUNDING ALLOCATIONS

Almost all allocations of funding were identified as following the outlined three-year plans developed by the consortia in each region; however, a small subset of consortia explicitly referenced adjustments, changes, or reallocations in their funding strategies. These adjustments typically reflect strategic shifts in enrollment trends, program costs, staffing allocations, or alignment with new goals.

In addition, several consortia noted that reallocations were driven by demonstrated member need, emerging gaps or redundancies, faculty shortages or program closures, and broader changes in the local environment. Some plans even described themselves as "living documents," to be revised when indicators proved misaligned or when environmental scans highlighted shifting priorities. Overall, the allocations of funds were identified as remaining in compliance with approved three-year plans, and members outlined regular quarterly or monthly meetings to make sure funding continues to be appropriately allocated.

- The Bay Area region noted the need for funding reallocations in response to regional needs, program enrollment changes, or realignment with evolving priorities.
- The West End Corridor/Chaffey Regional AE Consortium mentioned that adjustments and one-time funds may be awarded to members who demonstrate need and that adjustments to funding are to "address emerging needs, gaps, or redundancies."
- Some consortia and members within the Los Angeles region reported modifications in member-level allocations when necessary.
- Some members in the North/Far North noted that adjustments were linked to closings due to faculty shortages and funding reallocations for program improvements across Lassen and Modoc counties.
- Ventura County Adult Education Consortium noted shifts in funding in response to immediate community needs.

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SECTION 1B: REGIONAL PLANNING OVERVIEW

In the Regional Planning section of the 2024-2025 annual plan, each consortium was tasked with identifying further details on how plans are meeting the initiatives of the three-year plan and the progress indicators put in place to ensure the initiatives are being met.

REGIONAL THEMES

Across regional summaries, 2024-2025 annual plan efforts often identified leveraging robust, data-driven decision-making processes to continuously refine programs; expanding and aligning career and technical education pathways with regional labor-market demands; implementing targeted enrollment and retention strategies through strategic outreach, marketing, and student support; and deepening partnerships with employers, post-secondary institutions, and community stakeholders to enhance program relevance and sustainability.

Additional common themes across plans include:

- **Professional development** for instructors and staff to support new curricula, instructional strategies, and technology integration
- **Curriculum development and alignment** with regional skill needs and certification standards
- **Integration of technology and digital platforms** to enhance learning delivery and program management
- **Emphasis on equity and access**, broadening services to underrepresented and nontraditional learners
- **Strengthening student support services** (e.g., advising, wrap-around supports, career counseling)
- **Continuous communication and coordination** among consortium partners to share best practices and resources

REGIONAL PROGRESS INDICATORS

When discussing progress indicators, most plans detailed the methods they would utilize to meet the annual and three-year goals. Common methods for reaching these goals included tracking key quantitative and qualitative metrics—such as enrollment levels, completion rates, skill-attainment benchmarks (aligned to Western Association of Schools and Colleges [WASC] action items and Workforce Innovation and Opportunity Act [WIOA] performance measures), and employer-engagement metrics—through a systematic, data-driven cycle. Several plans also include mechanisms to test the perceived efficacy of these indicators—using stakeholder feedback or pilot evaluations to assess whether measures are timely, actionable, and reflective of real outcomes.

To support both annual targets and three-year goals, consortia employ regular needs-assessment surveys (including Community Needs Assessment surveys, American Community Survey [ACS], Environmental Systems Research Institute [ESRI], and Census data), centralized data platforms (e.g., LaunchBoard, CommunityPro), and member-set metric targets. Progress is planned to be reviewed in quarterly Data Accountability Team meetings and consortium-wide steering committees, where Data Integrity Reviews and performance dashboards inform continuous improvement.

While most members indicated broad-level progress indicators, a few regions reported truly distinctive approaches, each implemented by just one or two consortia:

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- **Antelope Valley** – Used a self-study to ensure they were identifying areas of strength and need and maintaining consistency with the three-year plan

- **Napa Valley** – Used a Progress Monitoring chart to identify goals, activities, responsibilities, contacts, and a timeline for current and future years (updated quarterly)

- **ADVANCE Consortium** – Used an integrated case management system to help monitor and assess program impact and effectiveness in its unique mountain resort community

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SECTION 1C: GAPS IN SERVICE

In the Meeting Regional Needs section, consortia were asked to identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. Across the annual plans submitted by the 71 consortia, within the first section of the plans—Gaps in Service—consortia members provided 154 narrative pieces that detailed 572 total gaps, 446 identification methods, and 426 measurements of success.

GAPS IN SERVICE

Of the 572 identified Gaps in Service included in the narrative responses, the gaps were classified into 15 broad categories plus an "Other" category as shown in Figures 1.1 and 1.2. Basic Skills Program Expansion, Career and Technical Education, and ESL/Language Programs emerged as the top identified issues among these 15 categories.

- **Basic Skills Program Expansion** (99 mentions; 17%): Nearly two-thirds of consortia highlighted insufficient capacity for foundational literacy, numeracy, and high-school-equivalency (ABE/ASE) programs—many noting long waitlists, limited class sections, and lack of evening/weekend offerings. This suggests that adults needing to strengthen basic academic skills face systemic barriers in accessing instruction at times and locations that fit their work and family obligations. This gap appeared most prominently in the Bay Area and Central/Mother Lode regions, where large urban and mid-state populations face persistent equity challenges in literacy and diploma completion. By contrast, rural consortia in the North/Far North reported fewer mentions, though the issue remains a barrier for isolated communities.
- **Career and Technical Education** (87 mentions; 15%): A strong emphasis emerged around the need for hands-on, industry-aligned credentialing and short-term training pathways. Respondents flagged a mismatch between local employer skill needs and existing CTE offerings, citing outdated curricula, lack of equipment, and insufficient partnerships with regional businesses. This was especially pronounced in the Bay Area, Inland Empire/Desert, and Los Angeles, where rapidly changing economies highlight the need for aligned workforce pipelines. In more rural South Central and North/Far North consortia, CTE mentions were less frequent but still reflected concern about sustaining programs with limited staffing and employer engagement.
- **ESL/Language Programs** (74 mentions; 13%): Growth in immigrant and multilingual populations has outpaced the supply of advanced ESL offerings. While basic conversational classes exist, consortia noted gaps in high-level writing instruction, workforce-integrated English courses, and bilingual support services, leaving intermediate and advanced learners underserved. This issue was concentrated in the Bay Area and Los Angeles—regions with large immigrant communities—while Orange County and San Diego/Imperial also cited strong demand. Inland and rural consortia reported fewer mentions, but several flagged the lack of advanced or contextualized ESL as a barrier to workforce participation.

Other frequently cited gaps reflect regional distinctions. Transportation and Accessibility Challenges (36% overall) were most pressing in the Central/Mother Lode and Inland Empire/Desert regions, where geography and limited transit options restrict participation. Funding and Resource Allocation Issues (30%) surfaced in nearly every region but were particularly noted in rural counties facing staff shortages (North/Far North, South Central). Meanwhile, Digital/Technology Access Gaps (22%) were

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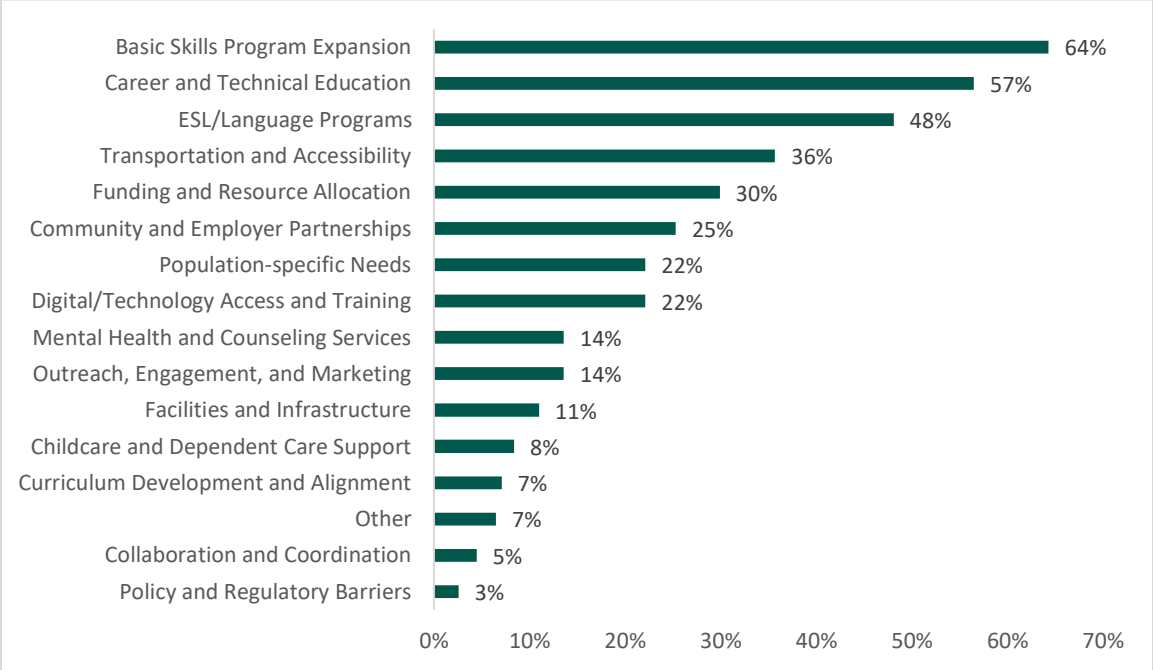
disproportionately identified in mid-state and rural regions, reflecting broadband limitations and uneven digital literacy among adult learners.

Figure 1.1: Categories of Needs Gaps

(n=572 identified needs gaps mentions)



Note: Needs gaps may be classified in more than one category

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Figure 1.2: Categories of Needs Gaps by Region

(n=572 identified needs gaps)

Note: Needs gaps may be classified in more than one category

Region	Bay Area	Central/ Mother Lode	Inland Empire/ Desert	Los Angeles	North/Far North	Orange County	San Diego/ Imperial	South Central Coast
Basic Skills Program Expansion	3.3%	2.3%	1.7%	2.4%	1.4%	1.6%	1.4%	0.9%
Career and Technical Education	3.3%	1.9%	1.7%	1.6%	1.7%	0.9%	1.4%	0.3%
ESL/Language Programs	2.6%	1.4%	1.4%	1.9%	0.5%	1.0%	1.2%	0.3%
Transportation and Accessibility	0.7%	1.2%	0.5%	0.3%	0.0%	0.3%	0.5%	0.0%
Funding and Resource Allocation	1.4%	0.9%	1.0%	1.2%	0.3%	0.5%	0.5%	0.0%
Community and Employer Partnerships	1.7%	0.7%	0.5%	0.5%	1.2%	0.3%	0.5%	0.2%
Digital/Technology Access and Training	2.4%	1.7%	0.5%	1.6%	0.3%	1.2%	0.2%	0.2%
Population-specific Needs	1.4%	0.3%	0.3%	0.3%	0.0%	0.3%	0.2%	0.0%
Outreach, Engagement, and Marketing	1.0%	0.2%	0.5%	0.9%	0.3%	0.7%	0.7%	0.0%
Mental Health and Counseling Services	0.5%	0.5%	0.7%	0.5%	0.2%	0.5%	0.7%	0.0%
Facilities and Infrastructure	0.5%	0.0%	0.3%	0.0%	0.3%	0.5%	0.2%	0.2%
Childcare and Dependent Care Support	0.9%	0.0%	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%
Curriculum Development and Alignment	0.3%	0.2%	0.0%	0.2%	0.2%	0.3%	0.7%	0.0%
Collaboration and Coordination	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.3%	0.0%
Policy and Regulatory Barriers	1.0%	0.7%	0.3%	1.0%	0.2%	0.0%	0.5%	0.2%
Other	0.7%	0.3%	0.2%	1.4%	0.3%	0.2%	0.2%	0.3%

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HOW NEEDS GAPS WERE IDENTIFIED

For each identified gap in service included in the plan narrative, members were given the opportunity to express how they identified these gaps, and specifically what data sources they used. The plans included 446 methods for how Gaps in Service were identified.

The 446 methods for identification included in the narrative responses were classified into 14 broad categories as shown in Figure 1.3. Among these categories, consortia members most often used the tools in methods of Data Collection and Analysis, Reviews of Existing Programs and Services, and Student Enrollment and Transition Data to identify the needs gaps.

- **Data Collection and Analysis** refers to collecting and analyzing data from various sources, including U.S. Census, CAEP reports, and local workforce development boards.
- **Surveys** focus on distributed surveys to students, faculty, staff, and community members to gather data on educational needs, barriers to education, and program effectiveness.
- **Community Surveys and Feedback** are specific to community forums that gathered direct input from the community on perceived needs and priorities.

Based on the recoded responses, the most common approach to gap identification was broad data collection and analysis, cited by nearly half of respondents, reflecting a reliance on synthesizing multiple sources (e.g., Census, CAEP, workforce board data). Close behind were reviews of existing programs and services (37%) and partnership meetings (31%), indicating that practitioners frequently leverage both established internal reviews and stakeholder convenings. Student enrollment and transition data (34%) and educational data analysis (24%) underscore the importance of institutional metrics, while labor market information (LMI) analysis (23%) and demographic analysis (18%) highlight external contextual factors.

Overall, urban centers (e.g., Bay Area, LA) tilt toward large-scale data and program reviews, mid-state regions (e.g., Inland Empire, San Diego) emphasize enrollment metrics alongside stakeholder gatherings, and more rural areas (e.g., Central/Mother Lode, North/Far North) favor community forums and economic planning tools.

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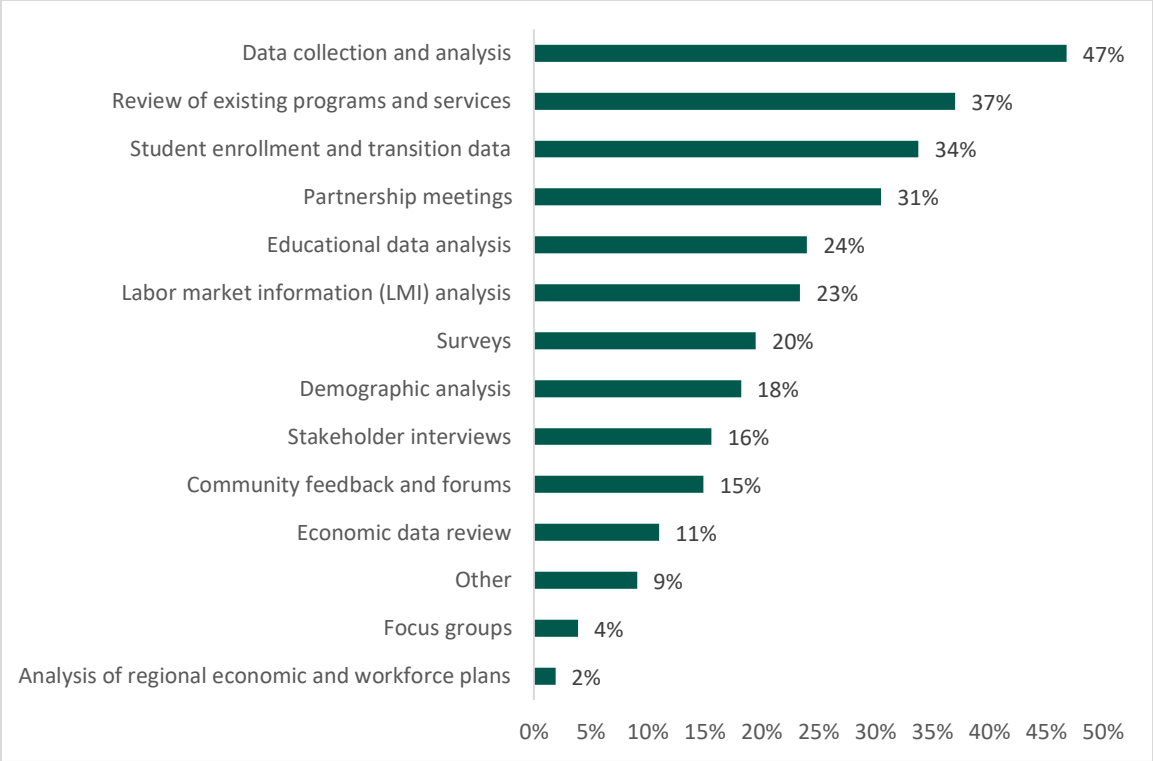
Figure 1.3: How Needs Gaps were Identified

(n=446 identified tools)



Note: Needs gaps may have been identified by more than one source of data

MEASUREMENTS OF SUCCESS

Each narrative also included the opportunity to provide information on how the reporting consortium would measure success in addressing the gap(s) identified. This resulted in the inclusion of 426 identified measures of success that were then classified into 14 broad categories as shown in Figure 1.4. Tracking student enrollment emerged as the consortium's top priority, closely followed by workforce outcomes (employment and earnings) and course completion. Measures of student persistence and retention, along with strategic partnerships, assessment activities (including CASAS testing), and stakeholder surveys, also featured prominently—underscoring a balanced focus on participation, progression, and collaborative quality assurance. In contrast, metrics such as certificate attainment, broader student-outcomes reporting, and local planning indicators appeared far less often, suggesting these areas may be more specialized or still evolving in the consortium's reporting framework.

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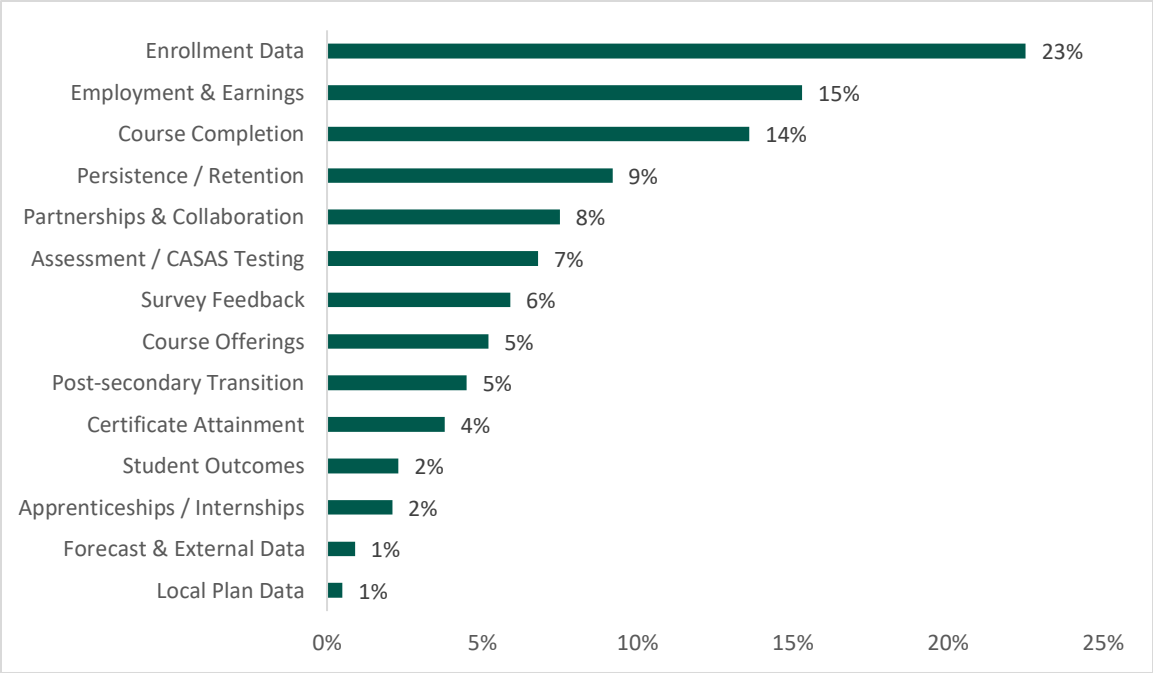
Figure 1.4: Measurements of Success for Addressing Needs Gaps

(n=426 identified needs gaps)



Note: Needs gaps may be measured by more than one measurement of success

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SECTIONS 2, 3, 4: STRATEGIES

ANNUAL PLAN OBJECTIVES

CAEP legislation establishes three objectives that guide both the annual plan and the three-year plan. These objectives define the framework for strategies and activities developed by each consortium to address regional adult education and workforce priorities. The objectives are:

- **Addressing Educational Needs** (937 individual objectives)
- **Improving Integration of Services and Transitions** (627 individual objectives)
- **Improving Effectiveness of Services** (652 individual objectives)

Within the annual plan, each objective is supported by specific strategies, such as **gaps in service** (not directly tied to the needs gaps identified in Section 1C), as well as **related activities** and **related metrics**. These strategies are designed to address the educational and workforce needs of adult education beneficiaries and providers in the region.

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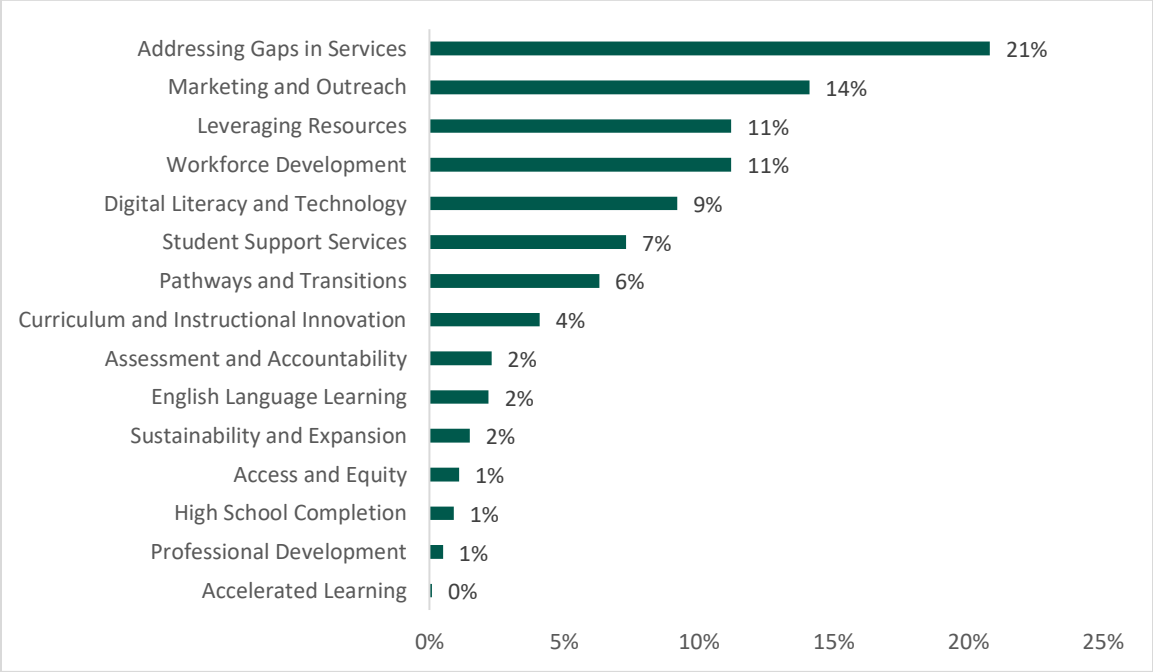
SECTION 2: ADDRESSING EDUCATIONAL NEEDS

STRATEGY CATEGORIES

Across all consortia member responses for the Addressing Educational Needs objective (937 individual responses), 1,409 strategies were identified. These 1,409 strategies were grouped into 15 categories, as shown in Figure 2.1. For example, consortium members most frequently emphasized strategies that close service gaps and boost outreach, often in tandem with efforts to align programs to workforce needs and leverage partnerships and funding; digital-learning initiatives and student support services also featured prominently, as did strengthening post-secondary pathways and innovating curricula, while areas such as equity-focused planning, high-school completion, professional development, and accelerated-learning models were relatively underrepresented.

Figure 2.1: Strategy Categories Related to Addressing Educational Needs

(n=1,409 identified strategies grouped into 15 categories)



RELATED ACTIVITIES

The predominant strategies combine scaling up offerings with targeted supports (completion initiatives), all underpinned by community engagement and digital equity. This suggests that stakeholders see both supply-side expansions (more courses, certificates) and demand-side enablers (marketing, connectivity, scheduling flexibility) as essential to meeting diverse educational needs.

Overall, the consortia's strategic aims center on both expanding and refining educational capacity, by broadening program offerings, boosting student completion, and strengthening digital access, while simultaneously deepening community and stakeholder engagement, and introducing more flexible, workforce-aligned delivery models.

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Key strategic activities include:

- **Expand Course Offerings** (167 mentions; 18%): Broaden program options by increasing course offerings, developing programs of study, and creating new certificate and pathway options.
- **Marketing & Outreach** (91 mentions; 10%): Raise awareness via targeted marketing campaigns and community outreach events.
- **Digital Infrastructure & Literacy** (84 mentions; 9%): Ensure equitable access by enhancing internet connectivity and delivering digital-literacy training.
- **Boost Program/Completion Rates** (78 mentions; 8%): Improve student success through initiatives that enhance completion rates and build capacity for persistence.
- **Career & Post-secondary Pathways** (67 mentions; 7%): Facilitate smooth transitions by aligning programs with workforce requirements and strengthening post-secondary pathways.
- **Stakeholder Engagement & Needs Assessment** (42 mentions; 5%): Solicit input by participating in local meetings and deploying consortium-wide surveys.
- **Extended Service Delivery** (25 mentions; 3%): Meet regional needs by expanding service hours, instructional sites, and offering flexible scheduling.
- **Community Education & Site-Based Classes** (25 mentions; 3%): Bring learning into communities by offering locally hosted educational programs and site-based classes.
- **Short-Term CTE Certificate Programs** (18 mentions; 2%): Address immediate workforce needs by developing focused, career-technical certificate offerings.

METRICS

Metrics commonly associated with the 937 consortia narratives related to the Addressing Educational Needs objective included Number of Adults Served, Participants with a Transition to Post-secondary Education (Career and Technical Education, CTE), Adults Who Became Participants, and Participants Who Earn a High School Diploma or Equivalent. These 17 predetermined metrics (not coded by theme, but as written verbatim in the plans) seen in Figure 2.2 are standard across consortia responses and were not recategorized but instead included as written.

Figure 2.2 includes counts of mentions and the percentage of the strategies related to Addressing Educational Needs that identified a particular metric to measure success. For example, of the 937 narratives related to addressing educational needs, 10% indicated that Number of Adults Served would be a measure of the success of that objective.

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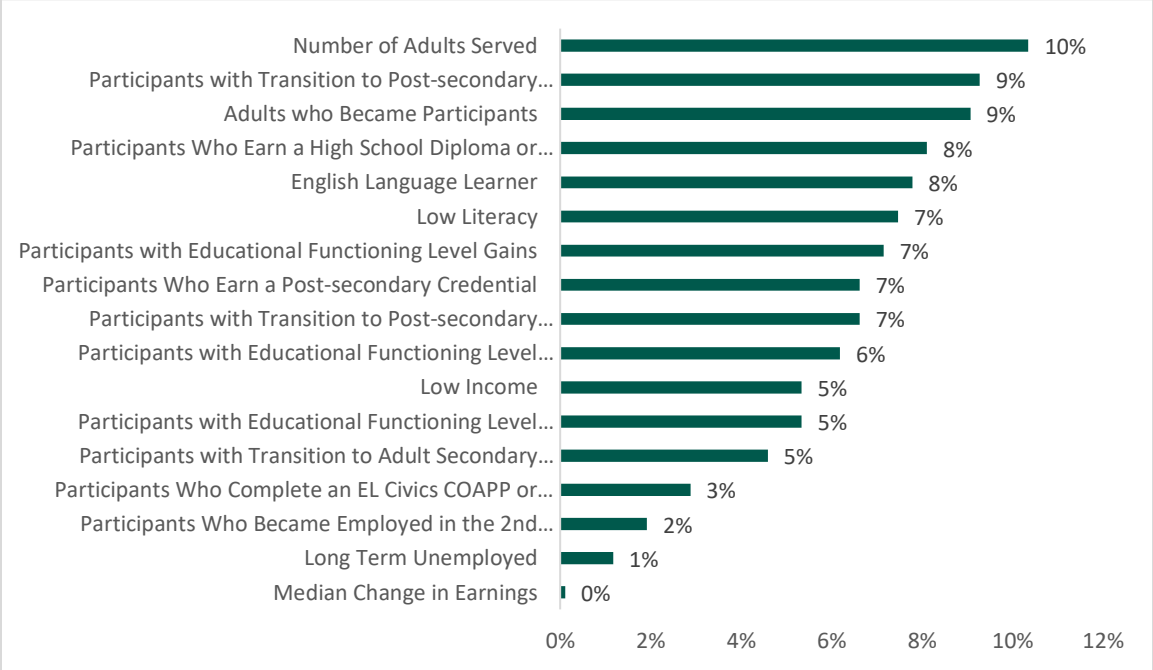
Figure 2.2: Metrics to Measure Success of Objectives Related to Addressing Educational Needs

(n=937 metrics related to measuring success of addressing educational need across 17 categories)



ADDRESSING EDUCATIONAL NEEDS BY REGION

The regional trends for strategy categories (excluding "Other"), along with the most frequent activities and metrics for Addressing Educational Needs, include:

- **Bay Area:**
  - **Strategy Categories:** Pathways and Transitions (69 mentions; 74%); Workforce Development (20 mentions; 22%); Digital Literacy and Technology (4 mentions; 4%)
  - **Top Activities:** Strengthen Career Pathways (6 mentions; 7%); Expand Short-term CTE Offerings (4 mentions; 4%); Develop Differentiated ESL Pathways (4 mentions; 4%); Expand Industry Offerings (4 mentions; 4%); Expand Program (ESL/ABE/ASE/CTE) Access & Support (4 mentions; 4%)
  - **Top Metrics:** Number of Adults Served (19 mentions; 20%); Adults Who Became Participants (17 mentions; 18%); English Language Learner (15 mentions; 16%)
- **Central Valley Mother Load:**
  - **Strategy Categories:** Addressing Gaps in Services (73 mentions; 47%); Pathways and Transitions (54 mentions; 35%); Marketing and Outreach (28 mentions; 18%)
  - **Top Activities:** Consortium-wide Survey Development (14 mentions; 9%); Broaden Community Education Offerings (13 mentions; 9%); Tailor Service Hours and Locations to Regional Needs (13 mentions; 9%); Expand Employer Based Education Offerings (12 mentions; 8%)

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- **Top Metrics:** Participants Who Earn a High School Diploma or Equivalency (16 mentions; 11%); Participants with Transition to Post-secondary (CTE) (16 mentions; 11%); Low Income (15 mentions; 10%); English Language Learner (13 mentions; 9%)

- **Inland Empire:**
  - **Strategy Categories:** Addressing Gaps in Services (132 mentions; 66%); Leveraging Resources (44 mentions; 22%); Marketing and Outreach (24 mentions; 12%)
  - **Top Activities:** Enhance Digital-literacy Initiatives (24 mentions; 12%); Increase Course Offerings and Programs of Study (23 mentions; 12%); Provide College Courses at Adult-education Sites (12 mentions; 6%); Provide Site-based Classes (12 mentions; 6%)
  - **Top Metrics:** Participants with Transition to Post-secondary (CTE) (19 mentions; 11%); Participants Who Earn a High School Diploma or Equivalency (16 mentions; 9%); Participants with Transition to Post-secondary (Credit College) (14 mentions; 8%)
- **Los Angeles:**
  - **Strategy Categories:** Student Support Services (32 mentions; 64%); Workforce Development (12 mentions; 24%); Digital Literacy and Technology (6 mentions; 12%)
  - **Top Activities:** Set and Meet Annual Student-performance Goals (7 mentions; 14%); Grow CTE Programs and Pathways System-wide (6 mentions; 12%); Expand Online CTE Offerings (4 mentions; 8%); Growth of Adult Secondary Education Program (RACE) (4 mentions; 8%); Program Map Review, Development and Marketing (4 mentions; 8%)
  - **Top Metrics:** Number of Adults Served (13 mentions; 26%); Adults Who Became Participants (8 mentions; 16%); English Language Learner (7 mentions; 14%)
- **North/Far North:**
  - **Strategy Categories:** Addressing Gaps in Services (116 mentions; 49%); Leveraging Resources (73 mentions; 31%); Marketing and Outreach (48 mentions; 20%)
  - **Top Activities:** Expand Course Offerings (66 mentions; 29%); Increase Program Completion Rates (30 mentions; 13%); Provide Internet Access (19 mentions; 8%)
  - **Top Metrics:** Participants with Transition to Post-secondary (CTE) (29 mentions; 12%); Participants Who Earn a Post-secondary Credential (29 mentions; 12%); Participants with Transition to Post-secondary (Credit College) (27 mentions; 11%); Participants Who Earn a High School Diploma or Equivalency (23 mentions; 10%)
- **Orange County:**
  - **Strategy Categories:** Student Support Services (19 mentions; 43%); Workforce Development (17 mentions; 39%); Digital Literacy and Technology (8 mentions; 18%)
  - **Top Activities:** Increase Capacity to Maximize Student Completions (16 mentions; 36%); Develop Student Retention and Support Plan (5 mentions; 11%); Conduct Student/Teacher Digital Literacy Surveys (4 mentions; 9%)
  - **Top Metrics:** Number of Adults Served (17 mentions; 39%); Adults Who Became Participants (14 mentions; 32%); English Language Learner (4 mentions; 9%)
- **San Diego/Imperial:**
  - **Strategy Categories:** Pathways and Transitions (74 mentions; 78%); Marketing and Outreach (13 mentions; 14%); Workforce Development (8 mentions; 8%)
  - **Top Activities:** Launch New and Updated Courses and Certificates (10 mentions; 11%); Labor Market Information and Workforce Engagement (8 mentions; 8%); Quarterly Goal

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Review (8 mentions; 8%); Promote Digital Equity and Inclusion (8 mentions; 8%); Marketing and Outreach (7 mentions; 7%)
    - **Top Metrics:** Adults Who Became Participants (19 mentions; 20%); Number of Adults Served (15 mentions; 16%); English Language Learner (14 mentions; 15%)
- **South Central**:
    - **Strategy Categories:** Student Support Services (48 mentions; 80%); Workforce Development (10 mentions; 17%); Marketing and Outreach (2 mentions; 3%)
    - **Top Activities:** Drive Enrollment Growth in Targeted Locales (23 mentions; 37%); Increase Course Offerings (14 mentions; 23%); Expand Online/Hybrid/Distance Learning (11 mentions; 18%)
    - **Top Metrics:** Number of Adults Served (11 mentions; 18%); Low Literacy (10 mentions; 17%); Participants With Educational Functioning Levels Gains ESL (9 mentions; 15%)

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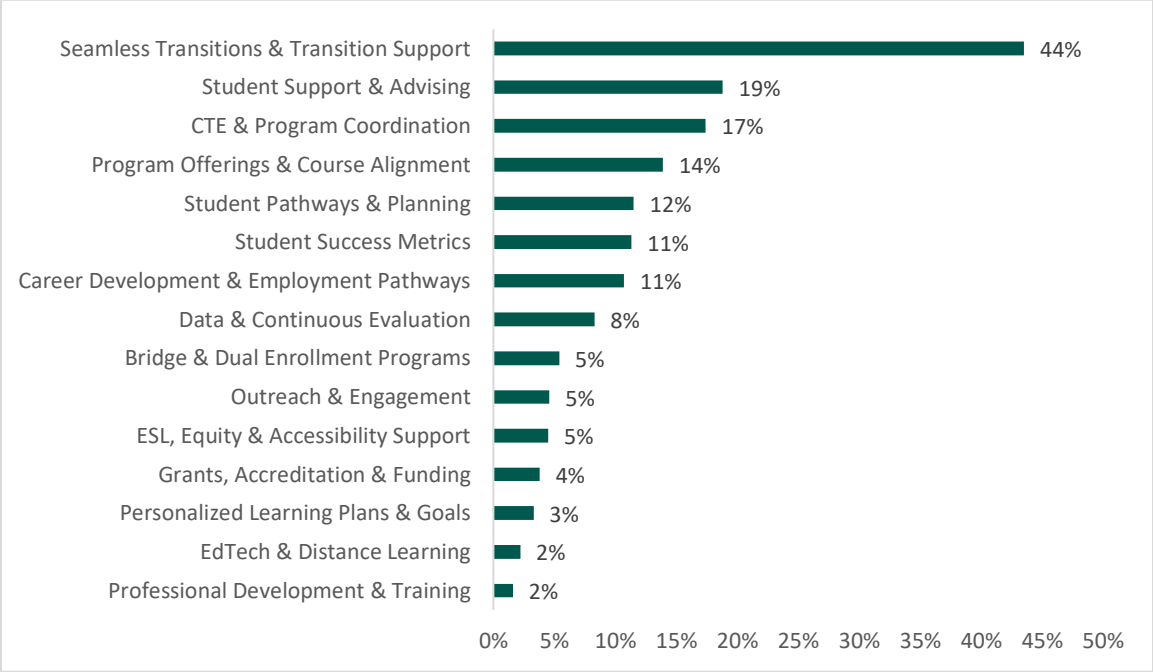
SECTION 3: IMPROVING INTEGRATION OF SERVICES AND TRANSITIONS

STRATEGY CATEGORIES

Across all consortia member responses for the Improving Integration of Services and Transitions objective (627 individual responses), 1,009 strategies were identified. These 1,009 strategies were grouped into 15 categories, as shown in Figure 3.1. For example, the most pervasive emphasis is on ensuring seamless transitions, supported by a strong undercurrent of student advising and program coordination. These core efforts are reinforced by calls for better course alignment and clear learner pathways, alongside systematic outcome tracking and targeted bridge or dual-enrollment supports. At the same time, participants highlighted the importance of outreach to raise awareness of available offerings, equity-driven support services, and faculty development to sustain these reforms, illustrating a holistic, interconnected approach to bolstering student success.

Figure 3.1: Strategy Categories Related to Improving Integration of Services and Transitions

(n=1,009 identified strategies grouped into 15 categories)



RELATED ACTIVITIES

Across all consortia, there is a clear drive to both expand and integrate: members are working to broaden program offerings and measures of success while, at the same time, building coherent, student-centered pathways. This involves adding more diverse programs and supports to reach a wider range of learners, while also aligning curricula, formalizing articulation agreements, coordinating student services, and

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conducting joint outreach—so that learners can move more easily and predictably from one stage of education or training into the next.

Key strategic activities include:

- **Designing credit-pathway transitions** (117 mentions; 19%): Includes aligning noncredit and adult-education programs with credit-bearing curricula for seamless advancement.
- **Expanding program offerings** (116 mentions; 19%): Includes diversifying course portfolios and delivery modalities to meet varied learner needs.
- **Boosting completion outcomes** (63 mentions; 10%): Includes implementing targeted supports and progress monitoring to guide students through credential attainment.
- **Forging post-secondary and workforce linkages** (60 mentions; 10%): Includes partnering with industry and higher-education institutions to facilitate transitions into employment or further study.
- **Strengthening career and academic planning** (37 mentions; 6%): Includes offering robust counseling, guided educational plans, and goal-based navigation.
- **Enhancing marketing and outreach** (29 mentions; 5%): Includes deploying strategic recruitment campaigns and engagement initiatives to attract and retain learners.
- **Tracking enrollment and transition data** (22 mentions; 4%): Includes establishing coordinated metrics systems to monitor student progression across partners.
- **Aligning articulated programs** (16 mentions; 3%): Includes formalizing CTE and adult-education pathways through shared standards and articulation agreements.

METRICS

Metrics commonly associated with the 627 individual objectives related to Improving Integration of Services and Transitions included Participants with Transition to Post-secondary (CTE), Number of Adults Served, Participants with Transition to Post-secondary (credit college), Adults Who Became Participants, and English Language Learners.

Figure 3.2 displays the percentage of the objectives related to improving the integration of services and transitions that identified a particular metric to measure success. For example, of the 627 objectives related to improving integration of services and transitions, 13% indicated that Participants with Transition to Post-secondary (CTE) would be a measure of the success of that objective.

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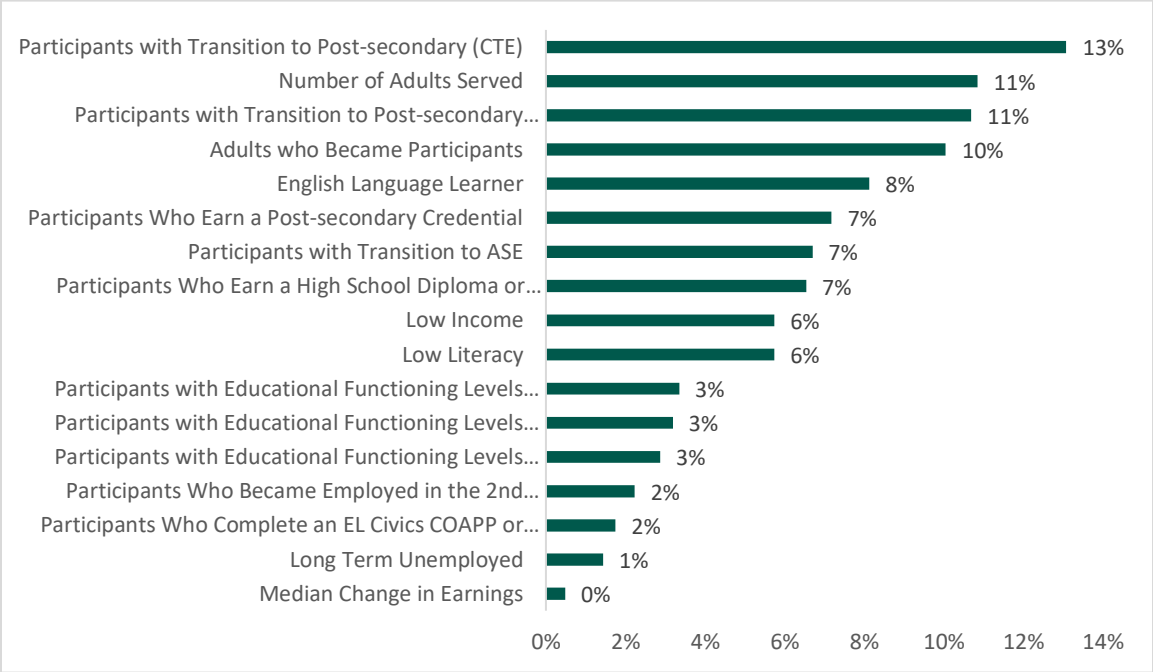
Figure 3.2: Metrics to Measure Success of Objectives Related to Improving Integration of Services and Transitions

(n=627 objectives related to improving integration of services and transitions)



IMPROVING INTEGRATION OF SERVICES AND TRANSITIONS BY REGION

The regional trends for strategy categories (excluding "Other"), along with the most frequent activities and metrics for Improving Integration of Services and Transitions, include:

- **Bay Area:**
  - **Strategy Categories:** Transitions & Transition Support (42 mentions; 53%); Data & Continuous Evaluation (27 mentions; 34%); Student Pathways & Planning (10 mentions; 13%)
  - **Top Activities:** Goal-based Pathway Navigation Protocol and Tool (9 mentions; 11%); Link Career Pathways in Priority Sectors (7 mentions; 9%); Strengthening Career Pathways (5 mentions; 6%)
  - **Top Metrics:** Number of Adults Served (12 mentions; 15%); Adults Who Became Participants (11 mentions; 14%); English Language Learner (11 mentions; 14%); Participants with Transition to Post-secondary (Credit College) (9 mentions; 11%)
- **Central Valley Mother Load:**
  - **Strategy Categories:** Student Success Metrics (39 mentions; 45%); Seamless Transitions & Transition Support (28 mentions; 32%); Student Pathways & Planning (20 mentions; 23%)
  - **Top Activities:** Increased Completion Rates (16 mentions; 18%); Increased Course Offerings (13 mentions; 15%); Increased Enrollment, Completions, Transitions (12 mentions; 14%)

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- **Top Metrics:** Participants with Transition to Post-secondary (CTE) (10 mentions; 12%); Participants with Transition to Post-secondary (Credit College) (8 mentions; 9%); Adults Who Became Participants (7 mentions; 8%); Participants Who Earn a High School Diploma or Equivalency (7 mentions; 8%); Low Literacy (7 mentions; 8%)

- **Inland Empire:**
  - **Strategy Categories:** Seamless Transitions & Transition Support (65 mentions; 81%); Student Support & Advising (10 mentions; 13%); Student Success Metrics (5 mentions; 6%)
  - **Top Activities:** Increased Completion Rates (12 mentions; 15%); Increase Course Offerings (11 mentions; 14%); Transition Counseling (8 mentions; 10%); Ongoing Data Training (8 mentions; 10%)
  - **Top Metrics:** Participants with Transition to Post-secondary (CTE) (11 mentions; 14%); Number of Adults Served (9 mentions; 11%); Adults Who Became Participants (8 mentions; 10%); Participants with Transition to Post-secondary (Credit College) (8 mentions; 10%)
- **Los Angeles:**
  - **Strategy Categories:** Seamless Transitions & Transition Support (21 mentions; 53%); Student Support & Advising (11 mentions; 27%); CTE & Program Coordination (8 mentions; 20%)
  - **Top Activities:** Post-secondary and Employment Transitions (All) (5 mentions; 13%); Increase GED & HS Completers (5 mentions; 13%); Career Pathways for Priority Populations (4 mentions; 10%); Regional Employment Plan (4 mentions; 10%); Clear Pathways and Access to Support Services (4 mentions; 10%)
  - **Top Metrics:** Adults Who Became Participants (7 mentions; 18%); Number of Adults Served (7 mentions; 18%); Participants with Transition to Post-secondary (Credit College) (6 mentions; 15%); English Language Learner (5 mentions; 13%)
- **North/Far North:**
  - **Strategy Categories:** Seamless Transitions & Transition Support (113 mentions; 72%); Program Offerings & Course Alignment (21 mentions; 14%); CTE & Program Coordination (21 mentions; 14%)
  - **Top Activities:** Increase Program Completion Rates (20 mentions; 13%); Articulated CTE Programs (12 mentions; 8%); Increased Course Offerings (10 mentions; 7%); Marketing and Outreach (10 mentions; 7%); Transitions to Post-secondary and Workforce (10 mentions; 7%)
  - **Top Metrics:** Participants with Transition to Post-secondary (CTE) (21 mentions; 14%); Participants with Transition to Post-secondary (Credit College) (21 mentions; 14%); Participants Who Earn a Post-secondary Credential (19 mentions; 12%); Participants Who Earn a High School Diploma or Equivalency (17 mentions; 11%)
- **Orange County:**
  - **Strategy Categories:** Program Offerings & Course Alignment (27 mentions; 50%); Student Support & Advising (17 mentions; 31%); Student Success Metrics (10 mentions; 19%)
  - **Top Activities:** Adult Education/Noncredit Transition to Credit (21 mentions; 39%); Develop Student Retention and Support Plan (5 mentions; 9%); Research Contextualized and Integrated Curriculum (5 mentions; 9%); Increase Capacity to Maximize Student

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Completions (4 mentions; 7%); Promote SB554 Opportunities for Students (4 mentions; 7%); Develop Roadmaps for Transitions Between Agencies (4 mentions; 7%)
    - **Top Metrics:** Participants with Transition to Post-secondary (CTE) (11 mentions; 20%); Number of Adults Served (10 mentions; 19%); Participants with Transition to Post-secondary (Credit College) (9 mentions; 17%)
- **San Diego/Imperial:**
    - **Strategy Categories:** Seamless Transitions & Transition Support (43 mentions; 38%); CTE & Program Coordination (39 mentions; 35%); Student Support & Advising (31 mentions; 27%)
    - **Top Activities:** Career Planning, Guidance and Educational Plans (12 mentions; 11%); Consortium Partner Agency Transitions (9 mentions; 8%); High School Diploma Programming & Partnerships (8 mentions; 7%); Engage Students Strategically – Onboarding (8 mentions; 7%)
    - **Top Metrics:** English Language Learner (16 mentions; 14%); Number of Adults Served (16 mentions; 14%); Low Income (15 mentions; 13%); Participants with Transition to Post-secondary (CTE) (13 mentions; 12%)
- **South Central**:
    - **Strategy Categories:** Seamless Transitions & Transition Support (12 mentions; 60%); Bridge & Dual Enrollment Programs (5 mentions; 25%); Outreach & Engagement (3 mentions; 15%)
    - **Activities:** Improve Academic or Career-Planning Supports (12 mentions; 60%); Comprehensive Career and Education Planning (3 mentions; 15%); Increase Seamless Transitions (2 mentions; 10%); Quarterly Meetings to Improve Services, Transition (1 mention; 5%); Support Education Transitions, Transfers, Pathways (1 mention; 5%)
    - **Metrics:** Adults Who Became Participants (4 mentions; 20%); Participants with Transition to ASE (4 mentions; 20%); Participants with Transition to Post-secondary (CTE) (4 mentions; 20%); Number of Adults Served (4 mentions; 20%); Low Literacy (3 mentions; 15%); Participants with Educational Functioning Levels Gains ESL (1 mention; 5%)

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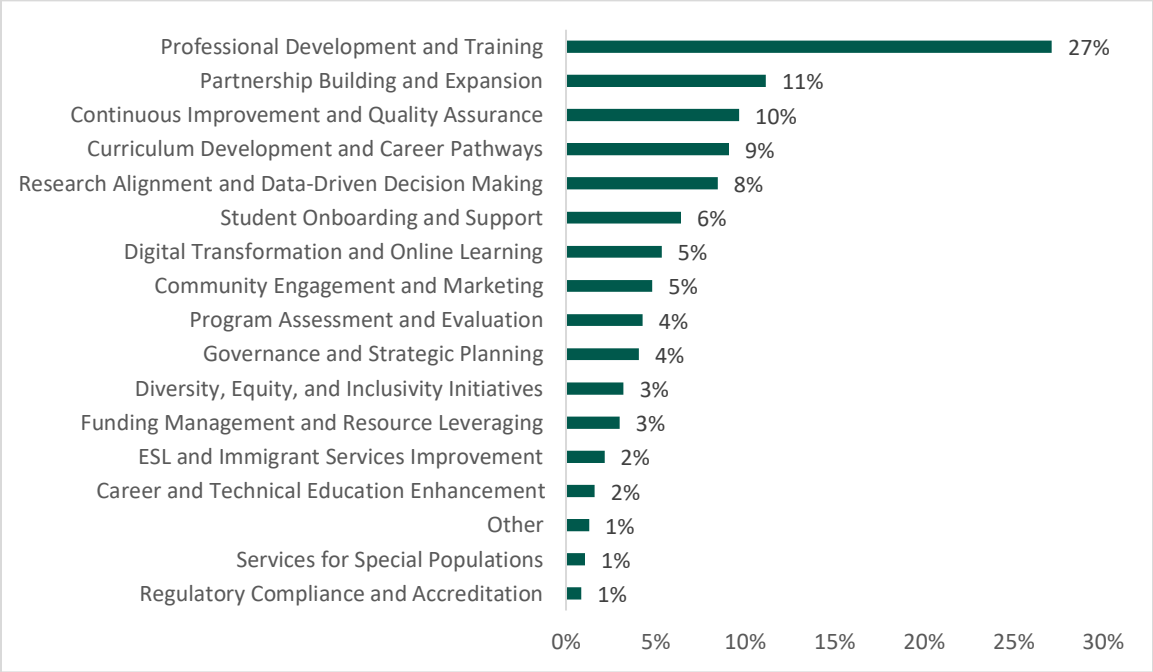
SECTION 4: IMPROVING THE EFFECTIVENESS OF SERVICES

STRATEGY CATEGORIES

Across all consortia, member responses to the Improving Effectiveness of Services objective generated 652 submissions, which in turn produced 932 strategies. These strategies were organized into 18 categories, as shown in Figure 4.1. Consortium members placed the greatest emphasis on building internal capacity—for example, by investing in professional development and training—while also prioritizing the cultivation of partnerships and collaborative networks.

Figure 4.1: Strategy Categories Related to Improving the Effectiveness of Services

(n=932 identified strategies grouped into 18 categories)



RELATED ACTIVITIES

Consortia are principally focused on strengthening their collective capacity—through both people and processes—to deliver more effective services, emphasizing robust professional learning, clear pathways for learners, sound governance and planning, the strategic use of technology and data, and a spirit of collaboration that leverages their shared scale.

Key strategic activities include:

- **Professional Development** (176 mentions; 27%): Includes consortium-wide and regional learning events, targeted workshops, ongoing data training, and tools to assess impact.
- **Career Pathways and Transitions** (142 mentions; 22%): Encompasses support for student persistence, post-secondary and employment transitions, and expansion of course offerings.

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- **Governance and Strategic Planning** (83 mentions; 13%): Entails enhancing consortium governance structures, member subcommittees, finance oversight, and formal strategic planning exercises.
- **Data-driven Accountability** (76 mentions; 12%): Involves developing consortium-wide surveys, data collection processes, research and analysis functions, and accountability tools for professional learning.
- **Technology and Distance Education** (44 mentions; 7%): Covers expansion of online learning supports, implementation and optimization of learning management systems, and other digital platforms.
- **Consortium-wide Collaboration** (35 mentions; 5%): Spans increased inter-member collaboration, shared marketing initiatives, employer partnerships, and economies-of-scale service models.

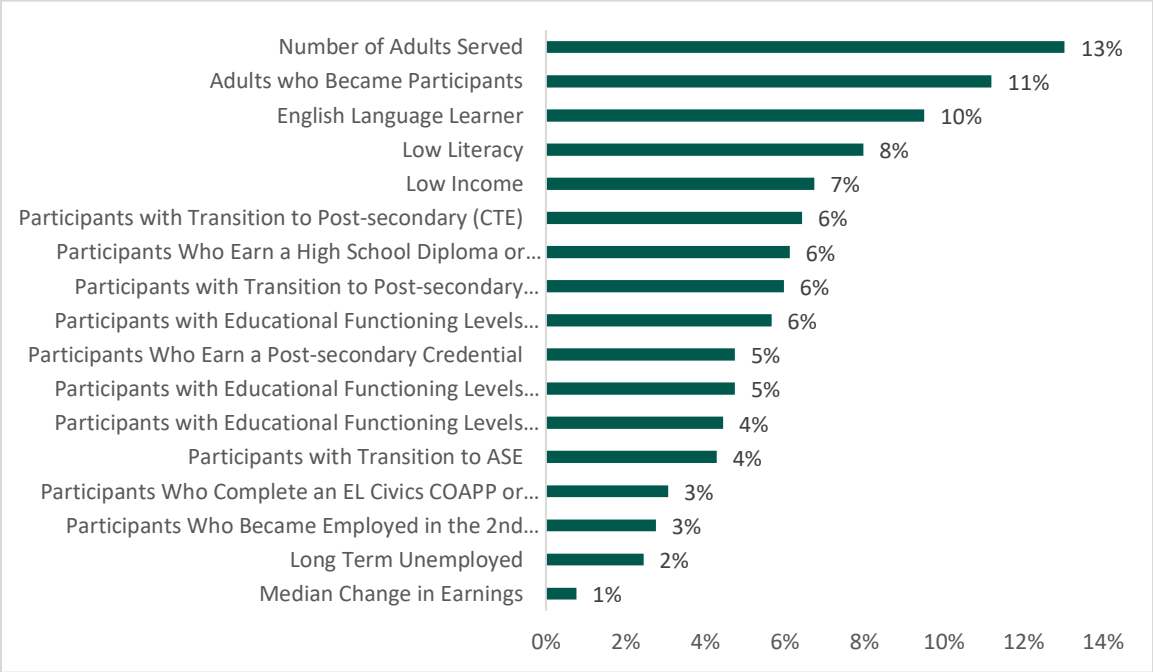
METRICS

Metrics commonly associated with the 652 individual objectives related to Improving Effectiveness of Services included Number of Adults Served, Adults Who Became Participants, English Language Learner, and Low Literacy.

Figure 4.2 displays the percentage of the objectives related to Improving the Effectiveness of Services that identified a particular metric to measure success. For example, of the 652 objectives related to Improving Effectiveness of Services, 13% indicated that the Number of Adults Served would be a measure of success for that objective.

Figure 4.2: Metrics to Measure Success of Objectives Related to Improving the Effectiveness of Services

(n=652 objectives related to Improving the Effectiveness of Services)



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IMPROVING THE EFFECTIVENESS OF SERVICES BY REGION

All of the consortia included activities and metrics related to Improving the Effectiveness of Services. The activities and metrics (in order of frequency) for Improving the Effectiveness of Services are summarized below, focusing on the most commonly referenced activities and metrics.

- **Bay Area:**
  - **Strategy Categories:** Continuous Improvement and Quality Assurance (40 mentions; 46%); Professional Development and Training (31 mentions; 35%); Partnership Building and Expansion (17 mentions; 19%)
  - **Top Activities:** Targeted Professional Development (11 mentions; 13%); Member Effectiveness / Finance Subcommittee (11 mentions; 13%); Customized Student Support Services (8 mentions; 9%)
  - **Top Metrics:** Number of Adults Served (20 mentions; 23%); Adults Who Became Participants (11 mentions; 13%); English Language Learner (8 mentions; 9%)
- **Central Valley Mother Load:**
  - **Strategy Categories:** Professional Development and Training (57 mentions; 54%); Governance and Strategic Planning (33 mentions; 31%); Partnership Building and Expansion (16 mentions; 15%)
  - **Top Activities:** Professional Development (19 mentions; 17%); Regional Professional Development (13 mentions; 12%); Strategic Planning (12 mentions; 11%); Learning Management Systems (12 mentions; 11%)
  - **Top Metrics:** English Language Learner (12 mentions; 11%); Low Income (11 mentions; 10%); Low Literacy (11 mentions; 10%)
- **Inland Empire:**
  - **Strategy Categories:** Curriculum Development and Career Pathways (62 mentions; 48%); Professional Development and Training (47 mentions; 36%); Partnership Building and Expansion (20 mentions; 16%)
  - **Top Activities:** Career Pathways (40 mentions; 30%); Professional Development Regional Events (24 mentions; 18%); Professional Development (12 mentions; 9%)
  - **Top Metrics:** Low Literacy (12 mentions; 9%); Low Income (11 mentions; 9%); Participants with Transition to Post-secondary (CTE) (11 mentions; 9%)
- **Los Angeles:**
  - **Strategy Categories:** Continuous Improvement and Quality Assurance (23 mentions; 48%); Professional Development and Training (16 mentions; 33%); Research Alignment and Data-Driven Decision Making (9 mentions; 19%)
  - **Activities:** Professional Development (11 mentions; 23%); Post-secondary and Employment Transitions (All) (8 mentions; 17%); PAC TOPSpro Enterprise Coordinator Meetings (4 mentions; 8%)
  - **Metrics:** Adults Who Became Participants (9 mentions; 19%); Number of Adults Served (8 mentions; 17%); English Language Learner (7 mentions; 15%)
- **North/Far North:**
  - **Strategy Categories:** Professional Development and Training (50 mentions; 48%); Student Onboarding and Support (27 mentions; 26%); Research Alignment and Data-Driven Decision Making (27 mentions; 26%)

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- **Top Activities:** Professional Development (46 mentions; 45%); Increase Program Completion Rates (10 mentions; 10%); Increase Collaboration (9 mentions; 9%); Ongoing Data Training (9 mentions; 9%)
- **Top Metrics:** Low Literacy (10 mentions; 10%); Participants with Educational Functioning Levels Gains (ASE) (10 mentions; 10%); Participants Who Earn a High School Diploma or Equivalency (9 mentions; 9%)

- **Orange County:**
  - **Strategy Categories:** Professional Development and Training (26 mentions; 76%); Digital Transformation and Online Learning (5 mentions; 15%); Student Onboarding and Support (3 mentions; 9%)
  - **Top Activities:** Expansion of Distance Education Support Services (19 mentions; 58%); Adult Education / Noncredit Transition to Credit (6 mentions; 18%); Evaluate Member Effectiveness (2 mentions; 6%)
  - **Top Metrics:** Number of Adults Served (12 mentions; 35%); Adults Who Became Participants (6 mentions; 18%); Participants with Educational Functioning Levels Gains (ASE) (5 mentions; 15%); Participants with Educational Functioning Levels Gains (ABE) (5 mentions; 15%)
- **San Diego/Imperial:**
  - **Strategy Categories:** Performance Improvement and Accountability (61 mentions; 57%); Professional Development and Training (24 mentions; 22%); Research Alignment and Data-Driven Decision Making (23 mentions; 21%)
  - **Top Activities:** Consortium Governance Effectiveness (30 mentions; 25%); Support Student Persistence and Transitions (18 mentions; 15%); Data, Research, and Analysis (16 mentions; 13%)
  - **Top Metrics:** Adults Who Became Participants (20 mentions; 17%); English Language Learner (18 mentions; 15%); Number of Adults Served (18 mentions; 15%); Long Term Unemployed (13 mentions; 11%)
- **South Central**:
  - **Strategy Categories:** Student Onboarding and Support (6 mentions; 35%); Continuous Improvement and Quality Assurance (8 mentions; 47%); Diversity, Equity, and Inclusivity Initiatives (3 mentions; 18%)
  - **Top Activities:** Comprehensive Career and Education Planning (6 mentions; 35%); Improve Data Collection and Analysis (3 mentions; 18%); Increase Seamless Transitions (2 mentions; 12%)
  - **Top Metrics:** Adults Who Became Participants (7 mentions; 41%); Number of Adults Served (4 mentions; 24%); Low Literacy (3 mentions; 18%)

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SECTION 5: FUNDING USES

In the examination of the Financial Management data, CAEP consortia across California consistently align their funding allocations with both their three-year strategic plans and their annual operational plans. They deploy a mix of state allocations, supplemental grants, and carefully managed carryover funds to enhance program continuity, professional development, and targeted service expansions. A common practice is to set aside or cap unspent carryover—often around 10–20% of allocations—to incentivize timely expenditure while retaining a contingency reserve for emergent needs. Governance structures, including leadership boards, consortium committees, and formal bylaws, provide regular review cycles (monthly, quarterly, or annual) to reallocate carryover toward priorities such as equity initiatives, career pathway development, and technology upgrades. This collaborative, responsive financial approach underscores a statewide commitment to fiscal responsibility, program integrity, and continuous improvement in adult education.

- **Bay Area:** Across the Bay Area region, each consortium explicitly maps its Annual Plan activities and budget to the objectives in its Three-Year Strategic Plan, with quarterly or public-meeting governance reviews that compare year-to-date expenditures against both one-year deliverables and multi-year goals. Allocations have funded core instructional programs (i.e., adult basic literacy and ESL), career technical education pathways, student supports (i.e., counseling, outreach, orientation), professional development and leadership training for faculty and staff, technology and digital-literacy upgrades, and workforce engagement efforts (i.e., job fairs, work-based learning partnerships, employer outreach).
    - **Carryover Funding:** Unspent allocations—typically capped (e.g., up to 20% of the annual allocation)—are reviewed by member effectiveness or leadership committees and then rolled into the next year's budget to sustain the strategic priorities outlined in both the annual and three-year plans.

- **Central Valley Mother Lode:** Central/Mother Lode allocates CAEP funds across its members to both immediate annual objectives and its three-year strategic goals by investing in staffing (e.g., pathway specialists for ELL learners), industry-aligned CTE lab expansions, one-time student initiatives, and facility upgrades. Quarterly financial reviews by fiscal agents and consortium boards ensure all expenditures, and any unspent carryover, are realigned to priority projects, keeping the region on track with both its annual plans and long-term workforce readiness targets.
    - West Kern Consortium's use of carryover dollars to launch short-term CTE labs for 150 waiting ESL students exemplifies nimble, student-centered responsiveness**.**
    - **Carryover Funding**: All consortia subject remaining funds to formal review—via leadership committees or board votes—and reallocate them to one-time, high-impact projects, while adhering to the 20% carryover limit.

- **Inland Empire:** In the Inland Empire region, CAEP funds are allocated by consortium executive committees to align precisely with the CAEP 2022–25 strategic plan and each district's annual operational plan. Expenditures are focused on governance and administrative processes;

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expansion of core adult education offerings (i.e., ESL, basic skills, CTE pathways); targeted, labor-market-informed professional development; upgrades to instructional equipment and technology; wraparound student supports to advance equity; and cross-sector collaborative planning to ensure all allocations directly drive both annual goals and three-year objectives.

    - Several consortia, most notably the West End Corridor and About Students consortia, have implemented pioneering, evidence-based funding models, using data analytics to guide focused staff professional development and to support wraparound services (e.g., childcare and educational technology), as well as cross-sector instructional collaboratives to boost career readiness.

    - **Carryover Funding**: Unspent funds are held within CAEP-prescribed maximum thresholds, reviewed regularly by executive committees under a first-in, first-out approach, and reallocated midyear to member districts based on evolving service-area needs, ensuring fiscal flexibility and alignment with both annual and three-year plans.

- **Los Angeles:** In the Los Angeles region, CAEP funds have been allocated in direct alignment with both the 2022–25 three-year strategic priorities (i.e., increasing access, building capacity, and strengthening partnerships) and the 2024–25 annual objectives (i.e., curriculum enhancement, professional development, data systems, and student support). Allocations to the member districts and the regional office have primarily supported instructional and non-instructional salaries and benefits, consortium coordination (i.e., staffing, deliverables, reporting), professional development workshops, program oversight, data-driven outreach, and partnership development activities. Rigorous monitoring procedures, updated in October 2023, ensure that spending milestones for both the three-year plan and the current year's operational plan are met on schedule.

    - **Carryover Funding**: All unspent funds are reviewed on a case-by-case basis by the LARAEC executive board after Q4 reporting; member-district carryover plans are evaluated for technical assistance needs before any reallocation, rather than applying a blanket policy.

- **North/Far North:** Across the North/Far North Region's eleven consortia, CAEP funds are allocated through member districts or fiscal agents in direct alignment with both annual operational plans and three-year strategic plans. Allocations support and expand adult education programs by funding existing and new initiatives, staff training and professional development, student assessment activities, marketing refreshes, and oversight measures tied explicitly to strategic goals. Year-end carryover funds are reviewed by consortium boards or leadership committees and folded into the following fiscal year's CFAD process to finance one-time or emergent initiatives that advance the same operational and strategic priorities.

    - The Capital Adult Education Regional Consortium's formal "Reallocation of Unspent Funds Policy" withholds and redistributes allocations only after needs are confirmed, enhancing both transparency and fiscal agility.

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- **Carryover Funding**: Across the region, consortium leadership or finance committees capture unused funds in year-end reviews and fold them into the next fiscal year's CFAD process, targeting carryover toward one-time investments, emergent program needs, or strategic plan initiatives with defined utilization deadlines.

- **Orange County:** Orange County's adult education consortia have each structured their CAEP allocations to align tightly with both their annual operational plans and their three-year strategic plans. They employ regular governance reviews, adherence to AB104 and CAEP plan submissions (RSAEC), annual decision-making frameworks (NOCRC), and a shift to a direct-funding fiscal model (SOCRC) to ensure that funds are used in accordance with state guidelines and local priorities. Across the region, allocations have been directed primarily toward workforce development initiatives, administrative and learner support services, and community-responsive programming.

    - South Orange County's transition to a direct-funding fiscal model, which reallocates funds previously held by a fiscal agent directly to service providers, has enhanced operational efficiency and accountability.

    - **Carryover Funding**: Each consortium applies unspent funds via its governance rules: 10 Coast's Executive Committee approves uses; NOCRC's CFAD requires committee sign-off on spends over $60K; RSAEC/GGAE mandate full spend-down before accessing new allocations; and SOCRC lets districts manage carryover under updated fiscal-agent agreements.

- **San Diego/Imperial:** Consortia in the San Diego/Imperial region demonstrate strong alignment between their three-year strategic goals and this year's operational plans. Allocations have been used to foster a balanced regional approach, supplementing core CAEP funding with CTE program fees and LCFF dollars, while underwriting external audits, convening member agencies for data-driven annual reviews, expanding professional development and partnerships, and accelerating learner transitions. Collaborative selection of consortium activities ensures that spending on curriculum development, outreach initiatives, and fiscal governance directly supports both multi-year objectives and current-year targets.

    - The Education to Career Network engages an external auditor annually to review consortium finances, leveraging audit insights to streamline processes and accelerate adult learner transitions.

    - **Carryover Funding:** Carryover funds are managed within CAEP parameters—some consortia (e.g., CNCAEC) target a 2% annual increase in carryover rates and then reinvest unspent allocations into partnerships, professional development, and program enhancements under oversight from fiscal declarations, audit agendas, and consortium bylaws.

- **South Central**: Across the South Central Coast, all six consortia align their CAEP funding with both annual operational goals and three-year strategic plans by directing dollars toward pathway development, fiscal and governance infrastructure, capacity building, and community

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partnerships. For instance, Allan Hancock & Lompoc and Antelope Valley prioritize outreach and member services; San Luis Obispo invests in fiscal-management tools and hiring; and Ventura County leverages its district fiscal agent to match allocations with local priorities. Each consortium also uses formal processes to channel unspent carryover funds into program enhancements and critical staff positions.

- San Luis Obispo's dedicated tracking tool systematically reallocates carryover funds into service enhancements and new staff roles**.**

- **Carryover Funding**: All consortia apply structured approval frameworks—ranging from policy-driven reviews to automated tools—to ensure leftover funds bolster pathways, support services, and operational capacity.

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APPENDIX

METHODOLOGY

- **Section 1 Coding:** Each narrative section of the Annual Plan was analyzed for themes. "Identified Gaps in Service," "Methods for Identifying Gaps in Service," "Success Measurement Tools," and "Strategies" were assigned into categories that best approximated the responses and took into consideration variability in how consortia members adhered to the planning guidance.

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