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Continuous Improvement Plan

Program Year 2020–21

Introduction

The California Department of Education (CDE) has integrated three previously separate deliverables required from Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) funded agencies into a new deliverable called the Continuous Improvement Plan (CIP). The following guide will describe the purpose of the CIP, provide an overview of the process for completing the plan, and outline the steps for achieving continuous improvement goals that lead to student success.

Purpose

The CIP asks agencies to consider current relevant data, write specific performance goals, and identify strategies for achieving continuous improvement and learner success. Replacing the Professional Development Plan, the Technology and Distance Learning Plan, and the Integrated English Literacy and Civics Education Plan, the CIP offers agencies consolidated guidance and resources to ensure successful implementation of performance goals.

Overview

The completion of the CIP requires agencies to follow three general steps.

1. Collect relevant data. Data sources should include the Comprehensive Adult Student Assessment Systems (CASAS) Data Integrity Report, the National Reporting System for Adult Education (NRS) Federal Tables 4, 4b, and 5, the WIOA Implementation Survey results, teacher and learner assessment surveys, student and community needs assessments, employment and wages follow-up survey data, the WIOA, Title II grant application, priority industry sectors identified by the Local Workforce Development Board (LWDB), and any other data relevant to the development of performance goals (Dashboard, California Adult Education Program (CAEP) Launch board, Labor Market Information (LMI), etc.).

2. Review the data to determine areas for improvement. The improvement areas will be defined by Specific, Measurable, Attainable, Relevant, and Timebound (SMART) performance goals. Agencies will choose one to three performance goals and the corresponding targets to meet in the following program year.
3. Once performance goals are defined, agencies will consider how the resources available through the state leadership projects—California Adult Literacy Professional Development Project (CALPRO), Outreach and Technical Assistance Network (OTAN), and CASAS—can support the achievement of the goals. Strategies identified in this section of the plan should include professional development, technology integration and distance learning options, and the contextualization of instruction with career pathways, postsecondary, and workforce training.

**Process**

The CIP should be used throughout the year to guide the agency’s work. Each year the agency will report on the success of the prior year’s performance goals and define new goals to meet in the following program year. Forming a team of stakeholders to undertake the planning and execution of continuous improvement is essential to ensuring efforts remain focused on improving learner success.

The graphic below represents a basic timeline of the CIP. The information provided in the WIOA, Title II grant application serves as the foundation of the plan. In the late fall of 2020, agencies should create reporting teams, gather and review data, and write performance goals. The completed plan is to be submitted to the CDE in April of 2021. The process begins again in the fall of 2021. Agencies assign teams, gather and review data, review performance goals, and evaluate whether the goals were met. New goals can be added or the prior year’s goals revised and continued. The revised plan will be submitted in April of 2022. In the final year of the grant cycle, the prior two years of work done by the agency now serve as the foundation for the next application for the WIOA, Title II grant. Use the data gathered, goals completed, and any additional information to write the new grant application. The new WIOA, Title II grant application will be submitted to the CDE in early 2023 and, in effect, replaces the third and final year of the CIP.
Section One: Before Beginning

The start of the continuous improvement process requires assigning a working team and gathering and reviewing data. The data collection and review will help agencies identify and define specific goals to improve teaching and learning outcomes.

Identify Performance Review Team

Throughout this performance review document, it is necessary to work with agency staff, teachers, and students. Each section may require identifying a unique team. Agencies are strongly encouraged to identify a core leadership team and to assign additional personnel (e.g., subject area experts and data analysts) and students (when appropriate) to join sub-committees to complete the work. It is recommended to include at least one member of the performance review team who will guide the work of the sub-committees.

Do not feel limited by the size of the table; add as many members as needed.

<table>
<thead>
<tr>
<th>Names of Core Leadership Team Members</th>
<th>Position (Admin, Teacher, etc.)</th>
<th>Contact information (email/phone)</th>
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To expand the table for additional members, press the TAB key in the last cell of the last row and column.

Recommended Timeline for Completion of the Continuous Improvement Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Suggested Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign the team</td>
<td>December 2020</td>
</tr>
<tr>
<td>Set regular review meetings</td>
<td>Bi-weekly, monthly</td>
</tr>
<tr>
<td>Teacher Self-Assessment</td>
<td>Winter</td>
</tr>
</tbody>
</table>
Data Gathering

Before agencies can evaluate program goals, data is needed to evaluate and measure the program’s current performance. Through data evaluation, the agency can identify potential areas for improvement. In Section Two, additional guidance is provided on analyzing the data and identifying areas for improvement. The checklist below provides a starting point for the data review. If other data pieces show program performance, be sure to include them.

The goal is first to gather all the pieces of data that indicate agency performance. This list provides essential data to help guide the agency’s plan and is not meant to be exhaustive. The agency may have other data sources that are useful (see Appendix A: Data Sources).

- Data Integrity Report (DIR) from TOPSpro Enterprise (TE)
- NRS Federal Tables 4, 4B, and the Persister report [from the CA Data Portal on the CASAS website], particularly the Persister report that notes the agency persistence rate
- Responses to WIOA Program Implementation Survey questions related to transitions, collaboration, planning for PD, distance learning, and technology
- Employment and earnings follow-up survey feedback and response rates
- Use of data fields such as Social Security Number (SSN) for use in statewide data matching
- Responses to teacher self-assessment (see Surveys/Self-Assessments section, below)
- Responses to Student Technology Intake survey received quarterly from CDE. (See Surveys/Self-Assessments section, below.)
- Priority industry sectors from LWDB Plan

Appendix A: Data Sources lists supplemental data sources that could be useful in the agency’s plan development.

Surveys/Self-Assessments

Student Technology Intake Survey

California annually surveys adult learners to determine their access to technology and how they use it for their learning. The purpose of the Student Technology Intake Survey
is to assist both the adult education field and the State in gathering data related to student access and distance learning barriers. The data is available to agencies to inform program development. The CDE will send quarterly survey results to agency administrators. The survey data on the challenges that adult education students experience with technology helps agencies better respond to students' needs. Trend data will be provided for state and local analysis, but student-level information will be shared only with the agency. The data allows agencies to identify gaps in access to technology and to understand how learners use technology in their day-to-day lives. The Student Technology Intake Survey is a new instrument that supports agencies in sharing learner data with legislators, LWDBs, and other adult education partners. The Student Technology Intake Survey is available year-round. For best results, agencies are encouraged to have most learners complete the survey at least once a year. Agencies can choose which learners complete the survey. For example, learners can be from one program area, several, or the entire learner population.

Additional information and links to the survey are provided on the California Adult Education Online Application and Reporting (OAR) website.

Teacher Self-Assessment

Measuring teacher confidence and competencies in the classroom allows agencies to understand instructors' strengths and identify where they need additional support. The Teacher Self-Assessment must be completed by at least twenty-five percent of teachers.
Section Two: Review of Data

The data gathered in Section One informs decisions on which performance goals to select. Agencies should identify a team to do the initial work in the review process and provide preliminary recommendations for performance improvement goals.

Guiding Questions

Go to the CASAS Data Portal and compare NRS performance levels between the agency versus the state target or use the agency’s most recent NRS Table Four in TOPSpro Enterprise.

The tables below provide space to evaluate program performance by entering percentage data from the Annual Progress Report Effectiveness Data. Add above average performance as a positive percentage (+5%) or, if below average, add a negative percentage (-5%). Use “=” to indicate data equal to NRS levels.

Annual Progress Report Effectiveness Data

<table>
<thead>
<tr>
<th>Education Functioning Level (EFL)</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2018-19</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2019-20</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level One</td>
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<td>ABE Level Two</td>
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<td>ABE Level Three</td>
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<td>ABE Level Four</td>
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<td>ASE Level Five</td>
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<td>ASE Level Six</td>
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<td>ELA/ESL Level One</td>
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<td>ELA/ESL Level Two</td>
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<td>ELA/ESL Level Three</td>
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<tr>
<td>ELA/ESL Level Four</td>
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<tr>
<td>ELA/ESL Level Five</td>
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</table>
Section Two: Review of Data

Continuous Improvement Plan

<table>
<thead>
<tr>
<th>Education Functioning Level (EFL)</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2018-19</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2019-20</th>
<th>Percentage of Students Who Achieved at Least One EFL Gain 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/ESL Level Six</td>
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</tr>
</tbody>
</table>

Use these questions to consider the data and formulate goals to improve agency performance.

1. What NRS program areas has the agency performed at, above, and below the state target?
2. Over the last three years, what NRS program areas has the agency performed at, above, and below the state target?
3. What is the agency’s persistence rate (NRS Persister) compared to the state average?
4. What is the agency’s three-year trend in persistence rate (NRS Persister) compared to the state average?
5. Analyze post-exit data such as transitions to post-secondary education and outcomes from the Employment and Earnings Follow-up Survey + UI Wage Match.
6. How does the agency’s post-exit data compare to the state average?
7. For the Integrated English Literacy and Civics Education (IELCE) program (if applicable):
   a) How many workforce training opportunities is the agency providing students?
   b) How many students are co-enrolled in workforce training?
8. For EL Civics and IELCE programs, what priorities are identified in the student and community needs assessments?
9. Distance and blended learning
   a) What is the current technology need of teachers and/or students for Distance Learning (DL)?
   b) What is the current technology replacement status for DL?
   c) How many students are enrolled in DL programs?
d) Return on Investment (ROI) costs/tech support

10. Teacher self-assessment on professional development needs regarding instruction

a) What data has the agency received from teachers indicating instructional areas where teachers seek additional professional development (e.g., results from CALPRO Instructor Competencies Self-Assessment areas which teachers have identified following teacher observations, peer mentoring meetings, staff meetings, and other trainings on instructional strategies)?

b) How does the teacher self-assessment data correlate to agency data on areas where student performance at the agency has fallen below target goals (e.g., compare the answer to 9a with agency responses to Questions 1, 3, and 7)?

Data should be reviewed regularly (e.g., bi-monthly, quarterly). Careful monitoring allows the agency to notice any trends that emerge and to make course corrections, as needed, to assist teachers and achieve the agency’s performance goals.
Section Three: Goal Setting

After working in teams to review the data and access learner needs, the agency will develop up to three Specific, Measurable, Attainable, Relevant, and Timebound (SMART) goals. Each goal needs all five SMART elements to ensure that it is well defined, that it can be implemented in the time frame indicated, and that it can be successfully measured when reviewed next year. The SMART goals should be geared toward agency performance, staff training, and student learning outcomes, such as measurable skill gains, level completions, certifications, graduations, and transitions to college. Appendix D is a worksheet to help define agency SMART goals. Use the worksheet to plan your goals and then enter the information in the CIP online reporting tool.

SMART Goal Writing Prompts

The prompts and examples below provide a framework for writing goals that address each SMART component.

1. **Specific:** State the specific task targeted for improvement.

   Examples: “Improve high school equivalency graduation rates by 10%.” Or, “Implement a one-to-one computer to student ratio for in-class use.” Other examples: “Increase lemonade sales by 10%,” or “Open two (2) additional lemonade stands in the Rocky Ridge neighborhood.”

2. **Measurable:** What data will support and prove the specific statement provided above will be met? Consider data the agency reviewed in Section Two.

   Examples: “Improve high school equivalency graduation rates from 74% to 84%.” Or another more detailed example: “Improvement rates will be compared to last years’ data on graduation rates.” Or, “Computer inventory data provides the benchmark of which classrooms did not have sufficient computers for learners.”

3. **Attainable/Actionable:** Provide a description of the actions taken, or the likelihood this goal can be achieved.

   Examples: “Through implementation of a new online learning platform, learners will have access to appropriate curriculum to earn the necessary credits to
Section Three: Goal Setting

...graduate with a high school equivalency.” Or, “Provision of the necessary funds is secured through a new equipment fund provided by the district.”

4. **Relevant:** Ensure that the goal is relevant to the program or agency and that it captures the potential growth the agency expects to experience during the program year.

   Examples: “Improved graduation rates…”; “Improve access to technology and digital literacy skills…”

5. **Timebound:** Provide a timeline for how this goal will play out over the course of the year. When are checkpoints scheduled to ensure the goal is on track and on time?

   Examples: “By the end of the program year (i.e. June 2021) ….” Or “By the end of the first quarter….” Or “By the end of the first semester…”

The following provides further guidance for completing this Goal Setting section and includes a sample SMART goal and a sample action plan to reach this goal.

**Sample SMART Goal**

“By the end of the academic year, improve high school equivalency graduation rates from 74% to 84%. Through implementation of a new online learning platform, learners will have access to appropriate curriculum to earn the necessary credits to graduate with a high school equivalency.”

Below is a sample action plan, incorporating benchmarks and supporting strategies, intended to guide an agency toward the successful completion of the above SMART goal.
### Sample Action Plan

<table>
<thead>
<tr>
<th>Supporting Strategies (key action steps)</th>
<th>Measure of Success</th>
<th>Staff Accountable</th>
<th>Due Date</th>
<th>SLP / CDE support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review most recent student data (learner intake survey) for digital literacy skills; Review most recent data (teacher self-assessment) on technology integration skills</td>
<td>Review of Learner Intake survey; Teacher self-assessment: met or exceeded minimum requirement; 25% of teacher population completed self-assessment on technology integration skills; data includes High School Equivalency (HSE) instructors</td>
<td>Assigned Data Review Team</td>
<td>Ongoing</td>
<td>CDE regional consultant for learner data; OTAN for teacher self-assessment data</td>
</tr>
<tr>
<td>Investigate online learning possibilities; review tech requirements</td>
<td>Meets district standards; offers sufficient support for teachers</td>
<td>Technology services, program coordinator</td>
<td>Before start of fall semester</td>
<td>Consult OTAN for resources</td>
</tr>
<tr>
<td>Select/install software</td>
<td>Purchase/Installation completed</td>
<td>Procurement staff, Technology Services</td>
<td>Before start of fall semester</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional development/training for pilot teachers</td>
<td>Certificates issued; training completed</td>
<td>All pilot HSE teachers utilizing the software receive training</td>
<td>Before start of fall semester</td>
<td>CALPRO OTAN</td>
</tr>
<tr>
<td>Pilot software with teachers</td>
<td>Increased student learning outcomes for pilot group</td>
<td>All pilot HSE teachers; Data Review Team</td>
<td>Throughout fall semester</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional development/training for pilot teachers</td>
<td>Certificates issued; training completed</td>
<td>Remaining HSE teachers not</td>
<td>Before start of</td>
<td>CALPRO OTAN</td>
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**Notes:**
- **SLP / CDE support** indicates the support provided by the Special Education Program and the Curriculum Development and Evaluation (CDE) regional consultant.
- **Ongoing** indicates the action is continuous and requires regular review.
- **CDE regional consultant for learner data** refers to the consultancy provided by the CDE regional consultant for learner data.
- **OTAN for teacher self-assessment data** indicates the OTAN (Office of Teacher Academic Network) support for teacher self-assessment data.
- **Procurement staff, Technology Services** denotes the involvement of procurement staff in technology services.
- **Before start of fall semester** specifies the due date for the action.
- **CALPRO OTAN** signifies the involvement of the CALPRO (California Program of Reading Instruction) OTAN (Office of Teacher Academic Network) for consultation.
### Supporting Strategies (key action steps) | Measure of Success | Staff Accountable | Due Date | SLP / CDE support
--- | --- | --- | --- | ---
Full implementation of software with remaining HSE teachers, with early adopters serving as coaches to new adopters | Increased student learning outcomes for all students | All HSE teachers and Data Review Team | Throughout spring semester | N/A
Complete data review of implementation | Data reflects increase of student learning gains | Data Review Team | By end of program year (by June 30) | N/A

## Resources to Help Write Effective SMART Goals

Additional resources to help agencies create and track SMART goals are available online through the California leadership projects. For example, OTAN recorded a short video entitled “SMART Goals for the Adult Education Classroom”. An online search for developing SMART goals will provide additional examples and tutorials.
Section Four: Strategies to Meet an Agency’s SMART Goals

Now that the agency has articulated its performance goals, agency administrators can begin to identify supporting strategies that will help the agency achieve these goals. This is an agency’s opportunity to define the steps necessary to reach the agency goals and to identify the resources available to help the agency. Supporting strategies should include three major areas of focus: professional development, technology integration and distance learning, and contextualized instruction. Contextualization may include Section 231 English Literacy and Civics Education, Section 243 Integrated English Literacy and Civics Education, or other modes of contextualized instruction. Note that agencies receiving Section 243 Integrated English Literacy and Civics Education (IELCE) funding must also complete the online IELCE Report (see Appendix E: IELCE Report).

Based on the analysis of agency data in Section Two and the SMART performance goals set in Section Three, in this section the agency begins to identify effective strategies it will use to meet its SMART goals. These strategies should include how the agency intends to use the free resources available from the CDE’s State Leadership Projects, CALPRO, CASAS, and OTAN (described below), to help meet the continuous improvement goals. As an agency establishes its goals, targets, and strategies, keep in mind that, in the following year, the agency will report on the progress achieved toward these goals by citing data and evidence that demonstrates continuous improvement.

State Leadership Projects (SLP)

- CALPRO - supports the professional development of adult educators at all working levels by focusing on the development and implementation of exemplary instructional and administrative strategies. CALPRO delivers professional development training and resources on evidence-based instruction in areas such as teaching reading, math, writing, English as a second language, critical thinking skills, questioning strategies, standards-aligned instruction, effective teaching, learner motivation and persistence, improving equity practices, Integrated Education and Training [IET], and establishing professional learning communities. Administered by the American Institutes for Research (AIR) since 2001, CALPRO employs multiple methods to deliver this professional development (e.g., face-to-face, online, and blended) and its professional learning opportunities are listed on its website calendar as well as on the CA Adult Education Professional Development Home Page.

- CASAS - provides essential tools and resources for assessment, instruction, and evaluation. CASAS, established under the auspices of the California Department
of Education in 1980, provides and coordinates access to adult education assessment instruments approved on the Federal Register as well as assessments aligned with the CDE implementation of EL Civics programs. CASAS provides support materials to all AEFLA-funded local agencies for all instructional levels of students, from beginning literacy to transition to post-secondary education and training. In addition, CASAS is responsible for collecting, validating, and reporting data at the student, agency, regional, and state levels to meet federal and state requirements. CASAS provides relevant, actionable data for local programs to inform instruction and improve programs and provides the CDE with the most accurate, consistent statewide accountability and data to help inform policy and allocate resources. CASAS provides training and technical assistance to local adult education program administrators and instructional and technical support staff for all aspects of the assessment and accountability system, including the use of actionable data to monitor student progress and outcomes.

- OTAN - provides support and technical assistance under three major areas: electronic collaboration and information, instructional technology, and distance learning. As an agency develops its CIP, OTAN can provide training and support with the integration of technology into the classroom and program development in blended and distance learning practices. Agencies can participate in the Digital Leadership Academy (a two-year technology leadership project); take training through online webinars, face-to-face classes and online courses; and receive referrals to specific resources that would most benefit program goals.

Identify action steps and available resources using the table below.

SMART Goal: _____________________________________

Define the key action steps to implement each SMART goal. The table can be copied and pasted into a separate document for additional space. All goals should have a well-defined set of action steps and measurements for successful completion.

<table>
<thead>
<tr>
<th>Supporting Strategies (key action steps)</th>
<th>Measure of Success</th>
<th>Staff Accountable</th>
<th>Due Date</th>
<th>SLP / CDE support</th>
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14
Section Five: Implementation and Self-Monitoring

Regular follow-up should occur as agencies review their progress on the SMART goals, identify areas that are not moving forward as expected, and put in place the needed changes to help the agency meet its goals. Agency administrators are encouraged to set up a timeline of continuous improvement activities very early in the year for all team members.

Continuous improvement requires timely and ongoing reflection. Set a schedule to review goals and assess progress at least three times within the program year. Discuss the following questions:

- What is going well? What evidence demonstrates this?
- Which areas are not moving forward as expected, if any?
- What changes need to put in place to help meet the goal(s)?

Prepare for next year’s CIP submission by discussing the following questions:

- Which goals have been completed so far?
- Which goals does the agency wish to continue to work on, if any (either as originally written or with specific revisions identified here)?
- What challenges did the agency experience? How might the agency avoid these in the future?
Section Six: Complete and Submit the CIP

Looking Ahead

The CIP is intended to be used throughout the year to guide the agency’s work. It is a working document allowing for change, revision, and reflection throughout the process. It is meant to offer the agency the flexibility to be responsive to changing needs while remaining grounded in evidence and data. After submitting the CIP, the agency should prepare to begin the cycle again by making plans to create new work teams, gather and review data, and determine performance goals for the following year.
Appendix A: Data Sources

This list provides supplemental data sources that could be useful in the agency’s plan development. This is not an exhaustive list, and the agency may have other data sources that are useful.

- For EL Civics-funded organizations, responses to community and learner needs assessments
- Responses to Workforce Innovation and Opportunity Act (WIOA) Grant Application (especially Considerations 6, 7, 8, 9, and 12)
- Results and feedback from Western Association of Schools and Colleges (WASC) report
- Results and feedback from the Council on Occupational Education (COE) Plan
- Other resources: Local Labor Market Information (LMI), California Dashboard, and California Adult Education Program (CAEP) Launch Board
- Program for the International Assessment of Adult Competencies (PIAAC) Skills Map
### Appendix B: Rubric

#### Rubric for Scoring Continuous Improvement Plan

Evaluated on use of data and following a SMART goal format

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Meets</th>
<th>Needs Improvement (include notes as to the improvement needed.)</th>
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</thead>
<tbody>
<tr>
<td>The goal states the specific task targeted for improvement.</td>
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<tr>
<td>The goal is measurable. It includes data points to be used.</td>
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<tr>
<td>The goal is attainable/actionable and provides a description of the actions to be taken or likelihood the goal will be achieved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The goal is relevant to the program or agency and captures potential growth the agency expects to experience during the program year.</td>
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<tr>
<td>The goal includes a timeline and checkpoints during the year.</td>
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<tr>
<td>The goal lists strategies to accomplish the goal.</td>
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<td></td>
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<tr>
<td>The strategies have identified measures of success.</td>
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<td>The strategies have a variety of individuals assigned as accountable.</td>
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<tr>
<td>The strategies have State Leadership Projects (SLP) identified as resources.</td>
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<tr>
<td>The strategies have due dates.</td>
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<tr>
<td>Goal 2</td>
<td>Meets</td>
<td>Needs Improvement (include notes as to the improvement needed.)</td>
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<td>------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>The goal states the specific task targeted for improvement.</td>
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<tr>
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<tr>
<td>The strategies have identified measures of success.</td>
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<tr>
<td>The strategies have a variety of individuals assigned as accountable.</td>
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<tr>
<td>The strategies have SLPs identified as resources.</td>
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<td></td>
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<tr>
<td>The strategies have due dates.</td>
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</tbody>
</table>
### Goal 3

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Meets</th>
<th>Needs Improvement (include notes as to the improvement needed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal states the specific task targeted for improvement.</td>
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<tr>
<td>The goal is measurable. It includes data points to be used.</td>
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<tr>
<td>The goal is attainable/actionable and provides a description of the actions to be taken or likelihood the goal will be achieved.</td>
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<tr>
<td>The goal is relevant to the program or agency and captures potential growth the agency expects to experience during the program year.</td>
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<tr>
<td>The goal includes a timeline and checkpoints during the year.</td>
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<tr>
<td>The goal lists strategies to accomplish the goal.</td>
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<tr>
<td>The strategies have identified measures of success.</td>
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<tr>
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<tr>
<td>The strategies have due dates.</td>
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</tbody>
</table>
Appendix C: Checklist

Use this checklist to help organize the work for the Continuous Improvement Plan.

- Organize staff team to work on CIP
- Gather and review data
  - Data Integrity Report (DIR) from TOPSro Enterprise (TE)
  - National Reporting System for Adult Education (NRS) Federal Tables 4 & 5 [from the CA Data Portal on the CASAS website], particularly Federal Table 4b noting the agency persistence rate
  - Responses to WIOA Program Implementation Survey questions related to transitions, collaboration, planning for PD, distance learning and technology
  - Employment and wages follow-up surveys
  - Responses to teacher self-assessment
  - Responses to Student Technology Intake Survey
  - Priority industry sectors from Local Workforce Development Board (LWDB) Plan
- Supplemental data sources reviewed
- Considered guiding questions in Section Two
- Developed three SMART goals
- Developed strategies including
  - Measures of success
  - Due dates
  - Staff accountable
  - SLP resources
- Used rubric to review SMART goals
- Submit complete CIP by April 30

Note: Agencies receiving Section 243 Integrated English Literacy and Civics Education (IELCE) funding must also complete the online IELCE Report (see Appendix E: IELCE Report) by April 30.
Appendix D: SMART Goal Worksheet

Agencies can use this document to create their SMART goal(s) for the next program year. Be sure to refer to Section Three: Goal Setting for additional information and examples. Note that the goals must be written in the online Continuous Improvement Plan reporting page and the full CIP submitted in April.

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
</tr>
<tr>
<td>A</td>
<td>Attainable/Actionable</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
</tr>
<tr>
<td>T</td>
<td>Timebound</td>
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</tbody>
</table>
Appendix E: IELCE Report

The California Department of Education, Adult Education Office, requires all Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Section 243 funded AEFLA grantees to submit an Integrated English Literacy and Civics Education (IELCE) Report. The report will be accessed separately through a link in the online CIP reporting tool and is also due April 30.

The report includes:

1. Assurances
2. Integrated Education and Training (IET) Components
   a) Adult Education and Literacy
   b) Workforce Preparation Activities
      • Section 243 designated EL Civics Objectives that were offered in program year 2020–21
   c) Workforce Training
      • Industry, state, or nationally recognized postsecondary credentials that were offered in program year 2020–21
3. Single Set of Learning Objectives
   a) The single set of learning objectives should identify specific content from the IELCE/IET components (i.e., Adult Literacy, Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.
4. Workforce Training Provider Contact Information
5. Program Coordination and Support
   a) Part A: (Qualitative)
      • Describe the recruitment and support of students (e.g., counseling, navigation, etc.) in the IELCE/IET Program.
      • Describe the collaboration among staff of the IELCE/IET components (i.e. Adult Literacy, Workforce Preparation, and Workforce Training) to develop, implement, and continuously improve the learning objectives and contextualized instruction.
      • Describe how the courses are conducted concurrently.
   b) Part B: (Quantitative)
      • Describe how your agency tracks attendance in the IELCE/IET program within your agency.
• If your IELCE/IET program partnered with other agencies, describe how attendance was tracked.

Note: Only agencies receiving Section 243 IELCE funding need to complete the IELCE Report.