

# *Non-Regulatory Guidance*

*Revised September 18, 1998*

*Virginia  
Adult Education*

*Working Papers*

## *Comprehensive Planning Process*

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# Comprehensive Plan

December 12, 1994

An Adult Education Comprehensive plan, developed by public and private provider and support stakeholders, provides direction for the development and delivery of adult education and literacy services for a geographic area (e.g., city, county, planning district, region) for a multi year period. It includes the following:

- An Analysis of the Adult Learning Needs of the Community related to employment, the family, and civic participation,
- Goals and Objectives to Address Some of those Needs,
- An Operating Schedule and Service Delivery System to Accomplish those Goals and Objectives, and
- A Set of Performance Indicators, Measures, and Standards in order to Evaluate Performance and Plan Program Improvements.

Virginia Office of Adult Education

# Comprehensive Planning Rationale

Adult learners are people involved in work, family, and community activities. Like us, they have a number of needs that can become barriers to participation and learning.

A number of community agencies and organizations have adult education as a part of their mission or serve potential and current adult learners with other services.

The *Virginia Adult Learning System* proposes to build a system of those services in order to meet the various needs of adults. An integrated system improves accessibility and impact of services.

The national evaluation of adult education conducted for USDOE by Development Associates found that linkage with at least five other services agencies is essential to successful adult education programs.

Thus, comprehensive planning is the right thing to do. Adult education in isolation of other services limits our potential. In unison with others, our service is enhanced.

## 1998-1999 TENTATIVE Timetable

### Date

### Activity

1998

October An update of the Working Papers for the Comprehensive Planning Process including the Adult Learning System will be mailed to all stakeholder groups including the following:

- public school superintendents
- current adult education program administrators
- community college presidents
- volunteer literacy organization executive directors
- local social service directors
- JTPA SDA administrators
- directors of public libraries

This letter will inform them of (a) the comprehensive planning process, (b) the opportunities to participate in regional information sessions in November, (c) the opportunities to participate in the planning process, and (d) the role of the public schools in facilitating the planning process.

November Regional Information Sessions will inform stakeholders of the 1999-2004 planning and application process.

### **January 1 - - April 2, 1999**

### **The Comprehensive Planning Process**

January Application notices will be mailed from DOE

February Information sessions will be conducted to answer questions regarding the Applications.

April The 1999-2004 Comprehensive Plans and 1999-2000 Application will be due in the DOE Adult Education Office.

June 1 Plans are reviewed and notification letters are mailed

## TENTATIVE Components of a Plan

Depending on the action by the federal government, the plan will potentially have three parts: the Compliance Plan, the Action Plan, and the Collaboration Plan

### A. Compliance Plan

Written by DOE, the draft of this section of the plan will contain all the compliance language required to meet state and federal regulations. After reading the draft, an applicant may include it *en toto* as the first section of their plan.

### B. Action Plan (see the table on following page)

The Action Plan will specify the activities of the first year of the multi year plan including the following:

#### I. Needs

A. Identify the jurisdiction(s) to be served

B. Identify and analyze the distribution of target population in the jurisdiction(s) (Sample chart on page 6).

##### 1. Resources

- a. Census Tract data from the Data Center
- b. Underemployment and unemployment data from Planning District Office.
- c. NALs literacy data

##### 2. Structure of the needs analysis (the Adult Learning System)

- a. Level I
- b. Level II
- c. Level III
- d. Target Population Concentrations/Needs
  1. sheltered workshops and disabled adults
  2. employment needs (pre-employment, work maturity, post-employment, workplace education)
  3. family literacy needs
  4. limited English proficient adults
  5. jail inmates
  6. civic and community participation
  7. low income adults
  8. other
- e. Further training and education
  1. unemployed
  2. underemployed

II. Program Priorities and Evaluation Standards

- A. On which of the needs are you going to focus (assuming you cannot address them all)? Sample format: **Table 1.** below entitled *Comprehensive Plan Needs Assessment Planning Chart*.
- B. What strategies are you going to use to address those needs and meet the Adult Education Core Standards? A sample format is in the appendix entitled *Quality Indicator, Standards, Essentials, Strategies (QuISES) Worksheet; Table 1.*

III. Delivery System

- A. "Operating Schedule" (from the application) that depicts the program components that will be funded by Adult Education funding
- B. Cooperative Arrangements that depict the program components that will be funded by or contributed by other sources, **including all Enabling Grants.**

IV. Professional Development Plan (sample page 7)

- C. Collaboration Plan: A summary of the collaborative arrangements including a signature of commitment from each of the stakeholders. Included will be an acknowledgment page for each stakeholder to sign which indicates (a) their level of participation in the planning process and (b) the opportunity to review and comment on the plan.
- D. Budget:

**Table I. Comprehensive Plan Needs Assessment Planning Chart**

(a)	(b)	© # of current residents	(d) # to be enrolled next year	(e)	(f)
Level I					
Level II					
Level III					
Target Population Concentrations					
1. sheltered workshop and disabled adults					
2. employment needs					
3. family literacy					
4. limited English proficient					
5. jail inmates					
6. civic and community					
7. low income					
8. other					
Further Training and Education					
unemployed					
underemployed					

**(Strategies are included in the Performance Plan, Section V)**

**Table IV. Professional Development Planning Chart**

<b>(a)</b>	<b>(b) Date Needs to be Identified</b>	<b>© PreService Date</b>	<b>(d) Date Plan is to be Completed</b>	<b>(e) Date to be Submitted to CPD</b>	<b>(f) ESM Date</b>	<b>(e) Date to be Completed</b>
<b>New Teacher and Tutors Learning Plan</b> to include: (a) local preservice training (b) baseline training (local or regional -contact CPD) © evaluative staff meeting						
<b>All Teachers and Tutors Learning Plan</b> to include: (a) local preservice training (b) learning activities based on mutually (teacher/tutor and program manager) identified personal or program needs, © evaluative staff meeting.						
<b>Management</b> (administrative and ancillary) Learning Plans to include: (a) attendance of two state-sponsored management meetings (b) learning activities based on personal or program needs, © evaluative staff meeting.						

NOTE: A learning activity may be based on the individuals needs that would enable her or him to be more proficient. It may also be based on a program need (e.g., recruitment strategies) that would both improve the staff member’s understanding of our students while contributing to the development of the entire program.

A learning activity may be done individually or as a member of a learning group or study circle.

Time is provided for each staff member to analyze data and engage colleagues in developing the learning activity.

Time is provided for each staff member to share the results of the learning activity with others.

## Developing the Comprehensive Plan

### *Possible Participants -- Stakeholder Groups*

**Big Group:** There are many organizations and agencies that provide a variety of services for undereducated adults. They have valuable information related to the **needs** of the adults and the **resources** their organization or agency has to contribute.

You will want to involve them in a fact finding activity (a la the Community Analysis Forum or workgroups) to identify those **needs** and **resources**. (*Sample Focused Discussion Questions* below)

The list will vary with each locale but it might include public schools, community colleges, volunteer organizations, VEC, social services, public health, mental health, PIC, public libraries, community action programs, office on aging, cooperative extension, Lutheran Church Women, and others.

**Little Group:** There may be a small steering committee that has the charge of analyzing and prioritizing all the identified **needs** and **resources** identified by the Big Group. This Little Group will be more involved in the **decision making** related to the plan.

The Little Group might include all adult education and literacy providers and any major fund contributors.

HANDOUT  
Possible Activities

- I. Review the Comprehensive Planning materials and securing assistance where needed
- II. Identify stakeholder group representatives
  - A. Big Group
  - B. Little Group
- III. Prepare deliberation materials that include
  - A. Census data of education, gender, ethnic, target groups, and age data by census tract. (Data Center)
  - B. Focused Discussion Questions (Samples attached)
  - C. Underemployment and unemployment by census tract from the planning district office.
- VI. Mail reading material
  - A. Plan outline (Sample on above)
  - B. Census data (Data Center)
  - C. Focused Discussion Questions
  - D. The Adult Learning System as a base
- V. Identify a facilitator (Call CPD for a list of trained facilitators)
- VI. Host the initial, informational meeting of the Big Group
  - A. Establish parameters around the “basic skill needs” of adults in the community and the linkage of our services to other providers.
  - B. Develop a picture of the need using the Adult Learning System as a framework (identifying the extent to which areas of the service area have potential learners that are in need of Level I, Level II, Level III, Special Target Groups, and Continuing Education and Training)(page 12)
  - C. Address discussion questions
    - 1. Address first few questions (Part 1 of the Focused Discussion Questions) as a committee of the whole
    - 2. Establish guidelines and break into workgroups assigned to each question
- VII. Subsequent meetings of the Little Group as necessary
  - A. Identify the resources available to meet the needs (Part 2 of the Focused Discussion Questions)
  - B. Convert the needs into priorities or goals or objectives for each unit of the learning system (Part 3 of the Focused Discussion Questions)
  - C. Develop a service delivery plan (Part 4 of the Focused Discussion Questions)
  - D. Set a performance plan. (Part 5 of the Focused Discussion Questions)
  - E. Write the plan and secure signatures of each stakeholder group. (Part 7 of the Focused Discussion Questions)
  - F. Submit plan by May 1. (Part 7 of the Focused Discussion Questions)

HANDOUT  
CPP Focused Discussion Questions

Part 1. Who is there? -- [Needs Assessment -- Big Group]

- a. How many Level I adults are there and where are they and what other services or support do they need to participate?
- b. How many Level II adults are there and where are they and what other services and support do they need to participate?
- c. How many Level III adults are there and where are they and what other services and support do they need to participate?
- d. How many special population groups (disabled, employment, family, English, inmate, civic/community, low-income) are there, how large are they, where are they, and what other services and support do they need to participate?
- e. How many are underemployed and unemployed and are looking for work and need additional education and/or training? What other services and support do they need to participate?
- f. What are the workplace education needs in the service area?
- g. What are the family literacy needs in the service area?
- h. What are the civic participation learning needs in the service area?

Part 2. What resources do we have to serve these folks for direct services and support services?  
[Resource Identification -- Big Group]

- a. the adult education allocation
- b. the volunteer organization (funding and personnel)
- c. social services (e.g., direct services funds(?), support services funds . . . )
- d. library (e.g., funds, space, reference materials, . . . )
- e. public schools (e.g., Even Start, Chapter 1 parent involvement funds, family literacy support, adult vocational programs . . . )
- f. community college (e.g., space, expertise from the developmental studies reading and math specialists, funds, workplace brokering, pre-employment and job training . . . )
- g. JTPA (funds for basic skills, pre-employment and job training . . . )
- h. other community-based organizations

- I. civic organizations  
(others you identify locally)
- j.
- k.
- l.

Part 3. Assuming we cannot serve all of these folks, how do we divide up our effort? [Priority, goals, objectives setting -- Small Group]

- a. How many Level I adults do we propose to serve?
- b. How many Level II adults do we propose to serve?
- c. How many Level III adults do we propose to serve?
- d. What special population groups do we propose to serve and how many of each?
- e. How many folks do we propose to prepare and/or refer to advanced education and training?

Part 4. If these are our targets, what do we need to do as far as the following? [Service Delivery Plan -- Small Group]:

- a. Recruitment strategies geared to each group.
- b. Providing professional development for our instructional staff members (paid and volunteer) regardless of agency affiliation?
- c. Locating program services in the service area?
- d. Scheduling program services in each location?
- e. Purchasing materials to serve these learners?
- f. Negotiating cooperative agreements with cooperating agencies to
  - 1. Move learners between program points?
  - 2. Move funding between program agencies?
  - 3. Move required record keeping data between program agencies?

Part 5. What are the appropriate Performance Measures and Standards for the population(s) to be served? [Small Group]

- a. Presentation of the Performance Report from the previous year.
- b. Presentation of the Performance Plan for the coming year.

Part 6. Revisit part 2 to see if any other funding or resources have emerged. [Small Group]

Part 7. Put the plan together [manager or workgroup responsibility] following the outline in the ***Components of a Plan*** (as it may be revised by DOE), review the entire plan [Small Group responsibility], distribute the plan to Big Group stakeholders for **review and comment** [manager responsibility], submit the plan to local board, if necessary [manager responsibility], submit the plan to DOE [manager responsibility].

## Appendices

1. The Virginia Adult Learning System
2. The Quality Indicator, Standard, Essential, and Strategies (QuISES) Worksheet.

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adult learning system

## **What will the Comprehensive Planning Process session at the Fall 1997 Management Meeting look like?**

- I. Overview of Comprehensive Planning Process
  - Handout of Non-Regulatory Guidance that includes the following:
    - Updated "Comprehensive Planning Process Timetable" depicting the local, regional, state, and national activities
      - focus on agency letter through May plan due date.
    - Plan Outline
    - Stages of Process
- II. Barriers and Bridges  
(We need to divide this material into sections for deliberation)  
  
For each section
  1. Identify barriers to the successful completion of each section.
  2. Identify the forces that are supporting each barrier and identify the forces that can impact that barrier and identify strategies to (a) circumvent the barrier before it happens, (b) negotiate the barrier if it emerges, and (c) survive the barrier if it persists.
- III. Proposed Timetable
  - By yourself, outline a tentative timetable beginning October 1, 1997, for the Comprehensive Planning Process.
  - If there are others here from your comprehensive plan service area, share your timetables and negotiate and settle on one tentative timetable.
  - Share your tentative timetable with the others at your table and ask for feedback.
- IV. Leave with a "Plan for Planning."
- V. What else do you need?