

60 Solano Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

60 Solano Adult Education Consortium

Consortium Short Name:

60 Solano

Address:

401 Nut Tree Road | Vacaville, CA | 95687

Website:

<https://solanoadulthood.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$4,408,192

CAEP Funds 2021-22:

\$4,185,125

CAEP Funds 2020-21:

\$4,022,224



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
Benicia Unified	Unified School District	June Regis	(707) 747-8367
Fairfield-Suisun Unified	Unified School District	Elizabeth Kolakoski	(707) 421-4155
Solano CCD	District	Lisa Neeley	(707) 864-7000 ext: 7287
Vacaville Unified	Unified School District	Tiffany Donahue	(707) 453-6018 ext: 102
Vallejo City Unified	Unified School District	Vallejo Regional Education Center Laura Dutch	(707) 556-8850
Solano Co. Office of Education	County Office of Education (COE)	Siobhan Dill	(707) 399-4867

Executive Summary

Executive Summary *

Overview

In accordance with the California Adult Education Program (CAEP) requirements, the Solano Adult Education Consortium (SAEC) developed its Three-year Plan to guide implementation of adult education services during the 2022-2025 period. This plan serves as a road map to guide initiatives and activities that serve to advance the consortium's mission to provide a seamless county-wide system that best serves the educational and career needs of the region's diverse community of adult learners. Strategies detailed in the plan are to enhance the SAEC's capacity to identify and address gaps in services and support students in achieving their academic and career goals. The consortium will utilize annual plan submissions to report on progress toward completion of activities and meeting of targets, remarking on any unforeseen circumstances or learnings that require amendment to any portion of the plan. All SAEC members

actively participated in the development of the plan and agreed to adhere to the implementation goals included within. Members participated in both needs assessment and planning activities to identify key areas of need and targeted strategies to address them.

Consortium Overview

The SAEC is made up of six members that include representatives from four K-12 adult education centers, one community college, and the Solano County Office of Education as listed below.

- Benicia Unified School District (BUSD)
- Fairfield-Suisun Unified School District (FSUSD)
- Solano Community College (SCC)
- Solano County Office of Education (SCOE)
- Vacaville Unified School District (VUSD)
- Vallejo City Unified School District (VCUSD)

Established by the AB86 Legislation of June, 2013, the four adult schools (Benicia Adult Education; Fairfield-Suisun Adult School; Muzetta Throver Adult Education Center formerly known as the Vacaville Adult School; and the Vallejo Regional Education Center), the Solano County Community College District, and the Solano County Office of Education joined to form the Solano County Adult Education Consortium. The Consortium is funded through a California Adult Education Program, or CAEP (formerly the Adult Education Block Grant) allocation. The Consortium is dedicated to working collectively to use these funds in the interest of its adult education students. Members are all institutions in Solano County who receive funding from the State of California for delivery of adult education as described in Assembly Bill 104, Section 39, Article 9, Section 84900. The Consortium meets monthly in formal Executive Board meetings in which six representatives (primary or alternate) represent their member institutions. Formal meetings of the Consortium are public and adhere to Brown Act requirements for public meetings in the State of California.

Previous Implementation Period (2019 – 2022)

During the unprecedented events of the previous implementation period ensuing from the COVID-19 pandemic, including a shift to providing educational services remotely and economic uncertainty. Challenges included:

Challenges:

- Low Enrollment: Enrollment dropped approximately 50% at all site locations due to the COVID-19 pandemic
- Lack of Awareness: All members cited a lack of awareness and/or misconceptions of adult education services
- Economic Uncertainty: Economic need, as well as the job uncertainty for undocumented students, was a significant challenge

However, despite these challenges, the SAEC and its member sites continued to serve the communities of Solano County.

Accomplishments:

- DEI: Implemented DEI/Anti-Racism Initiatives by hiring an external consultant (RSS Consulting) to engage in community dialogues
- Community Needs: Adaptive to responding to community needs throughout the three year period
- Data Processes: Created data integration mechanisms through monthly Data and Accountability Workgroup meetings
- COVID Response: To accommodate students continual learning during the pandemic many schools implemented flexible learning options

Below is a summary of the high-level strategies that have been developed by the SAEC to address the priority needs which emerged from the assessment phase:

Objective 1: Address Student Educational Needs:

- Increase marketing and outreach efforts among SAEC
- Increase support for undocumented students

Objective 2: Improve Integration of Services & Transitions:

- Develop and implement dual enrollment
- Develop pathways to employment

Objective 3: Improve Effectiveness of Services:

- Develop data driven solutions for consortium
- Collaborate to offer consortium wide professional development opportunities

Assessment

Overview and Preparation *

The Solano Adult Education Consortium (SAEC) undertook a pre-planning process that engaged member agencies, partners, and stakeholders in a comprehensive needs assessment and self-evaluation assessment. This process involved the activities described below:

- SAEC Key Informant Interviews: This activity leveraged the existing practice of conducting key informant interviews/small discussion groups (1-3 people) to engage directly with each SAEC site and elicit perspectives on current system/service strengths, challenges, gaps, student barriers, and emerging needs. This was an opportunity to discuss preferences for new Consortium data metrics and support future planning discussions.
- Consortium Program Quality Self-Assessment Survey: This self-assessment tool was created by CAEP to help consortia evaluate their effectiveness in the following key areas: 1.Capacity, Connection, Entry, Progress, Completion/Transition
- Secondary Data Collection: The planning team utilized CAEP fact sheets, previous annual plans, US census data, regional labor market data, workforce development board plans, economic impact study reports to understand the regional educations, workforce, and economic needs experienced across Solano County's communities. The planning team also reviewed SAEC student enrollment, success and transition data from LaunchBoard and TE to identify gaps in service, relevant trends, and compare against regional data to identify gaps in populations served.

At the completion of the data collective activities and preliminary needs assessment findings development, the SAEC conducted the following activities:

- Finding Presentation: Present findings/themes to SAEC board to confirm findings resonate with the board and u
- Strategy Development #1: RDA developed the strategy based on the themes identified and data collected.
- Strategy Review Session: RDA presented the current challenges and past accomplishments to SAEC. In addition, they provided the latest economic and workforce data for Solano County to identify the strategies to address the challenges identified. As a result, RDA facilitated a session to identify the key strategies/activities to develop for the three year plan.
- Strategy Development #2: RDA then developed strategies for each objective (Address Student Educational Needs, Improve Integration of Services & Transitions, Improve Effectiveness of Services). RDA developed the activities, outcomes and selected recommended CAEP metrics for activity identified. RDA met with select member(s) to review the strategies for input and gain buy-in.

- Metric Selection and Presentation: RDA presented the metric selection and findings to the entire board. The recommendations were discussed and agreed upon by the board.

Regional Alignment and Priorities *

During the 2019-2022 implementation period, SAEC and its member agencies continued to participate and collaborate within regional networks of education and workforce development entities to align, coordinate, and bolster the region's adult education and workforce services. This allows for continued input into planning, implementation, and coordination as well as information exchanges that were particularly important due to economic and workforce disruption following COVID-19 and subsequent recovery efforts. Examples of education and workforce service coordination and plan alignment are provided below:

Workforce Development Board of Solano County: The SAEC and its member agencies work closely with the Workforce Development Board of Solano County. The SAEC has direct representation on the Solano WDB with a member that sits on both the Consortium and WDB (Tiffany Donahue, Adult Education Administrator of Vacaville Unified School District). This representation supports information sharing and alignment among both groups. The Regional WIOA Plan highlights a number of collaborative efforts supporting adult education and workforce in Solano County:

- Digital Literacy: Improving digital literacy skills of Solano's talent base through basic skills classes and working with education and workforce partners to embed digital literacy into occupational training programs and workforce programs.
- Manufacturing: Over the past years, the WDB has been partnering with local Career and Technical Education (CTE) and Solano County's Strong Workforce programs to further develop manufacturing career pathways in the county, as well as increasing awareness of manufacturing careers in the local secondary school systems through the Inspire program. In addition, the WDB has utilized Incumbent Worker Training funds to build manufacturing skill sets. These initiatives will continue and be expanded in the next four years.
- Construction: Construction continues to be an industry with tremendous opportunities throughout the county. All WDBS in the North Bay region actively partner with the Trades Introduction Program. The MC3 certified pre-apprenticeship program is sponsored by the North Bay Labor Council.
- English Language Learners: The WDB will also work closely with the Solano County Adult Education Consortium and Solano Community College to develop integrated education and training programs that will afford participants the benefits of enhanced support services and inter-agency referral systems. The Adult School system and the WDB will braid funding and co-enroll participants to implement ELL and technical skill cohorts in demand industries, thereby increasing access for the ELL population to sector pathway programs. As part of this planned cohort, the WDB will provide supportive and retention services for participants.

AJCC: The Workforce Development Board of Solano County operates two America's Job Centers of California (AJCC) in Solano County: North County in Fairfield and South County in Vallejo. These two job center locations serve the county's needs and work closely with the Consortium to meet the needs of job seekers. In particular, during COVID-19, the WDB and AJCC have worked to change how services are delivered to provide both virtual and in-person services.

In addition to the collaboration between the WDB and the Consortium, there are some great pathways to employment within Solano County:

Goodwill Greater East Bay operates two career centers in Solano County, in Fairfield and Vacaville, where the staff assist local job seekers in finding employment within Goodwill Industries or with their local partners.

Solano College Work Experience is a program housed at Solano Community College which aids students in getting course credit for work experience. This helps with a more seamless transition between the community college and local workforce placements.

California Human Development provides services including training and jobs across Northern California including Solano County with an emphasis on immigrants, farmworker services and disability services.

Evaluate the Educational Needs of Adults in the Region *

Background

Solano County is home to 451,716 residents and is considered the #1 most diverse county in the country! The adult education consultation serves 2,375 adults. The largest industries by numbers employed are the government with 31,672 jobs and healthcare with 26,550 jobs. A significant source of the government jobs is Travis Air Force Base. Similar to communities throughout the country, Solano County saw a significant disruption to its economy and workforce as a result of the COVID-10 Pandemic. Per the Regional Workforce and Industry Analytics report for the North Bay, the pandemic affected some occupations more than others. In particular, leisure and hospital, personal services, and government employers continued to be under social restrictions or lacked revenues with which to re-hire workers. Communities in Solano County recovered jobs more quickly than other parts of the North Bay due primarily to having fewer general social restrictions than Sonoma, Napa and Marin counties. However, the analysis of vulnerability suggests that Solano County is where more households may have particular challenges in terms of workers being attracted and retained for available work.

Solano Findings: Throughout the data collection process, RDA identified and summarized key data points under nine findings that addressed educational needs, transition/integration, and service effectiveness. The data presented under each finding statement is derived from CASAS, U.S. census, or stakeholder interviews.

Decreased Enrollment: The enrollment at consortium sites significantly dropped due to the pandemic. According to CASAS data, total enrollment dropped more than 50% from the year 2018-2019 to 2019-2020. While female enrollment increased in the year 2020-21, there was a decreased enrollment among Black, Hispanic, and Asian (excluding Filipino) students.

Lack of Awareness: Prospective learners lack awareness of adult education services despite persistent marketing efforts. In a key informant interview, one board member stated that adult education is “still a gem that not everyone knows about” and another referred to it as the “best kept secret.” In the Self Assessment, Consortium agencies scored themselves 2.5 out of 5 on having resources that promote adult learning and provide high levels of services to communities in need.

Barriers for Undocumented Students: Undocumented students or prospective learners have less viable workforce options/trajectories than their documented counterparts. This represents a considerable challenge since close to a quarter (23%) of the adult education population are foreign born. In the strategy sessions with the Consortium, this was a consistent theme as programs and supportive services were not as available to foreign born and/or undocumented students.

Dual Enrollment: The implementation of dual enrollment within the Consortium has been difficult and delayed. In the self assessment survey: members scored 2.5 out of 5 on the statement ‘Agencies offer robust integrated education and training programs.

Industry/Employer Relationships: There is a varying level of collaboration between members and workforce development entities with a desire to bolster these relationships. SAEC members lack alignment regarding workforce development collaboration. Some growing occupations in the County are:

- Office and Admin. Support
- Sales and Related Occupations;
- Transportation and Material Moving;
- Food Preparation and Serving
- Healthcare Practitioners and Technical
- Construction and Extraction
- Healthcare Support

Availability of Immediate Employment: With 5,177 students living in poverty, SAEC members stated that availability of immediate employment challenges adult learners from investing in longer term investment in career/learning pathways.

Professional Development: Within the consortium, there is a lack of coordinated staff professional development opportunities. The self-assessment results show that only some program staff/member representatives receive limited training and orientation to the consortium or AEBG.

Learning Facilities: Consortium members stated a lack of access to sufficient number of classrooms and other learning spaces appropriate for adult learners. The self-assessment data displays that only some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners.

Data Driven Decision-Making: Based on the self-assessment, members indicated a need to establish performance targets as an area of growth. In particular, smaller sites do not have enough data to track improvement of educational functioning levels or CTE milestones.

Contributions by Entities *

The Solano Adult Education Consortium (SAEC) participated throughout the full development of the consortium three-year-plan. Stakeholder engagement was incorporated at multiple stages in the evaluation and strategizing process. The members include:

- Benicia Adult School
- Fairfield-Suisun Adult School
- Solano County Office of Education (SCOE)
- Solano Community College (CCD)
- Muzetta Thrower Adult Education Center|Vacaville Adult School
- Vallejo Regional Education Center

To begin, consortium members participated in a self assessment survey that addressed the three strategy sections of the three-year-plan: 1) educational needs, 2) transition/integration, and 3) service effectiveness. The survey was divided into five indicators of effectiveness:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

In each of the five sections, there were various measures and examples of evidence for each indicator of effectiveness. Consortium members rated each on a scale of 1-5 (1 being low on effectiveness and 5 being high on effectiveness). Members completed a survey and results were presented at a board meeting as well as incorporated into the three-year-plan.

In addition, members participated in stakeholder interviews that targeted the three strategy sections once again. The aim of the interviews was to understand individual sites' successes and challenges over the last three years, as well as understand potential strategies that could be expanded upon later on. The questions were curated based on specific information/updates from monthly board meetings to analyze how the consortium has been fulfilling its goals.

The findings from the interviews were then presented to the consortium and given the opportunity to concur and/or add to the analyses. Finally, consortium members participated in two strategic planning sessions. During the first session, survey and stakeholder interview data was collated with CASAS census, and Solano economic data to highlight areas of improvement for the consortium.

After the data presentation, members brainstormed solutions by section (educational needs, transition/integration, and service effectiveness) to the challenges of the last three years. In the second session, members reviewed strategies for each section, confirmed outcomes and selected recommended CAEP metrics to prioritize for the coming three years. Individual members then identified targets for the metrics selected. All meeting material was publicly posted and open for public comment.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Benicia Unified	Member Representative	14	18	30	30	0	13	17	47	0
*Fairfield-Suisun Unified	Member Representative	210	383	633	178	26	108	605	0	23
*Solano CCD	Member Representative	0	0	0	0	0	0	0	0	0
*Solano Co. Office of Education	Member Representative	0	0	0	0	0	0	0	19	0
*Vacaville Unified	Member Representative	62	205	193	0	9	0	25	28	0
*Vallejo City Unified	Member Representative	174	296	474	45	43	45	696	488	24
Total Participants		460	902	1330	253	78	166	1343	582	47

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The consortium provides a variety of services and courses to support adult learners. The majority of instruction hours are dedicated to Career and Technical Education (CTE) (41%) and Adult Secondary Education (ASE) (34%).

For the individual member agencies:

Vallejo served 1,102 adults in the academic year 2020-2021. In this year, 42% of students improved one or more educational functioning levels and 26% of students completed a CTE course or training milestone. Outside of HSE/ESL/CTE programs, Vallejo has constructed foundational course cohorts for Adult Basic Education. For career preparation, Vallejo has a Construction Trades Test Preparation Program and is starting a Culinary Kitchen Career Program – both of which are prominent industries in Solano County.

Fairfield's largest program areas are ESL, HSD/HSE and CTE. FSAS serves almost as many CTE students as it does ESL and HSD/HSE. Fairfield served 952 adults in 2020-2021 and 49% of their students improved one or more educational functioning

levels. Fairfield also offers a many in demand healthcare courses including: Certified Nursing Assistant (CNA), Certified Sterile Processing (CST) and in partnership with CalRegional: Phlebotomy Technician, Pharmacy Technician, EMT, Certified Medical Assistant and Medical and Coding Specialist. They round out their offerings with a robust Parent Education program to support K-12 success.

Vacaville's adult education program was completely shut down during flexibility and revived with the AB 86 regional planning grant. In 2017-18, Vacaville became a WIOA grantee. Since then Vacaville has provided services like HSD/HSE/ESL/CTE and also Citizenship Preparation, Community Education courses, and Parent Education courses. Vacaville served 215 adults in the academic year 2020-2021. 42% of students improved one or more educational functioning levels.

Benicia did not have an adult education program leading up to AB 86 and formed a partnership with Benicia City Library to expand its ESL and HSE program. Outside of CTE, HSE and ESL courses, Benicia also offers OSHA Safety, Adult Ed Land and Water Caretakers Certification in its effort to adhere more to the specific needs of the students at Benicia. Benicia has since expanded its course offerings and data accountability mechanisms. In the academic year 2020-2021, Benicia served 112 students – which was a 43% increase in enrollment since the previous academic year

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

× Success: Information on completion of diplomas, certificates, and college credit awards.

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,153	2,375		2,495	2,620	2,751
Student Barriers	English Language Learner (AE 305 - Overall)	1,771	651		684	718	754

Member Level Metric Targets

* Mandatory for all members

Benicia Unified (Reported by Benicia Unified School District (BUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	112	91		91	100	120
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				10.0%	15.0%	20.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				12	17	22
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				25	30	35
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				10	15	20

Fairfield-Suisun Unified (Reported by Fairfield-Suisun Unified School District (FSUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,532	779		1,100	1,150	1,200
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				90.0%	95.0%	100.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	104	86		93	103	110
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	128	140		190	209	230
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	23			75	80	85

Solano CCD (Reported by Solano Community College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0

Solano Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0

Vacaville Unified (Reported by Vacaville USD - Ed Ext Pr - Solano Adult Ed Consortium)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	365	140		300	325	350
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				50.0%	60.0%	70.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	35	12		20	25	30
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				70	75	80
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				40	45	50

Vallejo City Unified (Reported by Vallejo City Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,240	997		1,475	1,520	1,550
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				90.0%	95.0%	100.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	78	59		70	75	80
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	238	106		275	300	320
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	23			25	30	35

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Benicia Unified	100%	69%	0%	70%	70%	70%
Fairfield-Suisun Unified	100%	100%	59%	95%	95%	95%
Solano CCD	100%	37%	0%	75%	75%	75%
Solano Co. Office of Education	100%	100%	50%	100%	100%	100%
Vacaville Unified	100%	130%	73%	70%	70%	70%
Vallejo City Unified	100%	84%	0%	70%	70%	80%

Objectives

Address Educational Needs

Description of Objective *

During the key information interviews, the Consortium identified a need to increase awareness about adult schools and the programs and services available to adult learners. In addition, the interviews identified a need to provide more adaptable schedules and curriculum to meet the needs of adult learners. In particular, undocumented students are unable to access certain services. These barriers have led to decreased enrollment/service utilization. To support student educational needs, the Consortium proposes the following strategies to address the challenges identified:

Strategy 1.1: Increase Marketing and Outreach Efforts Among SAEC

The SAEC will develop an enrollment campaign by creating student testimonials' sharing students' experiences and success stories. Once developed, the videos and marketing content will be shared with local employers to raise awareness of the various adult education programs. In addition, the SAEC will create offerings that match the needs of the student population. They will do so by conducting a survey to identify courses/schedules that work for student schedules. Once the survey is completed, schedules will adjust to create offerings that align with student needs.

Strategy 1.2: Increase Support for Undocumented Students

The SAEC will identify jobs/industries available for undocumented students. Once identified, the Consortium will develop career paths/job offerings to undocumented students they would be eligible for. As a result of the development, marketing material will be created and disseminated among the members to share with eligible students. In addition, the SAEC will identify resources needed for undocumented student. In addition, the SAEC will develop support and seminars for undocumented students.

Improve Integration of Services & Transitions

Description of Objective *

During the key information interviews, the Consortium identified a significant variation in coordination/collaboration between members and workforce development entities/stakeholders. There wasn't a baseline collaboration between local industries and consortium sites. Some schools stated their involvement with the Workforce Board was valuable while others did not. In addition, there seemed to be different understandings of the school's role in the collaboration with the board. In addition, members were challenged with implementing the dual enrollment process. While there are efforts around dual enrollment, it has been difficult to find momentum and make tangible changes. As a result, to improve integration of services and transitions, the Consortium identified the following strategies:

Strategy 2.1: Develop and implement dual enrollment

The SAEC will refine the dual enrollment program by initially assessing the current enrollment process. Once assessed, the Consortium will identify gaps in the process. They will then create standard processes among the consortium. Once the processes are developed, they will create a universal list of courses with reciprocity among the schools. The list will be shared among members and will drive students to make informed decisions on their coursework.

Strategy 2.2: Develop pathways to employment

The SAEC will develop a pipeline between employers and adult education to increase awareness and provide supportive services for the Solano workforce. In addition, the Consortium will strengthen the connection with the Solano Workforce Development Board (WDB) to participate on a consistent basis with the Consortium.

Improve Effectiveness of Services

Description of Objective *

As identified in the key informant interviews and strategy sessions, the Consortium could strengthen its efforts to develop data driven solutions. While there is a Data & Accountability work group that meets monthly, there are opportunities to strengthen this collaboration. In addition, the SAEC identified an opportunity to collaborate to offer consortium wide professional development opportunities. To support improve effectiveness of services, the Consortium identified these strategies:

Strategy 3.1: Develop Data Driven Solutions for the Consortium

The SAEC will review and analyze CAEP data on a consistent basis to develop strategies to enhance learner success. In addition, members will review and analyze pipeline data to identify key trends to make informed decisions about programmatic changes.

Strategy 3.2: Collaborate to offer consortium wide professional development opportunities

The SAEC will identify and share professional development opportunities among the consortium that will result in a shared employee orientation guide. In addition, the members will seek out professional development opportunities that will support ESL instructors that will help English language learners.

Activities & Outcomes

Activity Name *

Create an enrollment campaign

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Create an enrollment campaign: To increase awareness of the various programs and services offered by adult education, Consortium members will identify success stories among current and former students. Once identified, the member agencies will develop media content to highlight their successes. The members will work collaboratively to then share the stories and marketing content online and via social media. Once posted, the members will identify local employers and local community resources to share the information to raise awareness. As a result, SAEC member sites will see an increase in the number of adults served.

Short-Term Outcomes (12 Months) *

Created media content to highlight students' experience and success stories

Intermediate Outcomes (1-3 Years) *

Shared media content and marketing content with local employers and the community to raise awareness of adult education

Long-Term Outcomes (3-5 Years) *

Increased in student enrollment as a result of campaign

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Create offerings that match student needs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Create offerings that match student needs: To strengthen the number of students served, the Consortium will create a survey to better understand student needs including timing of courses. The Consortium will review and analyze the survey findings to determine the best schedule to offer students. Each member agency will then adjust school schedules to accommodate student needs. As a result, SAEC members will see an increase in the number of students who become participants.

Short-Term Outcomes (12 Months) *

Conducted surveys to identify courses that work for student schedules

Intermediate Outcomes (1-3 Years) *

Adjusted schedules based on survey results to increase enrollment

Long-Term Outcomes (3-5 Years) *

Created offerings aligned with student population

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Identify opportunities for undocumented students

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Identify opportunities for undocumented students: To provide further support to undocumented students, the Consortium will research and identify jobs/industries that undocumented students are eligible for. Once identified, the Consortium will prepare marketing material to match students to the identified opportunities. The member sites will share the material with eligible students allowing them to make informed decisions about career pathways. As a result, the number of English Language Learners served will increase among member agencies.

Short-Term Outcomes (12 Months) *

Developed career paths|job offerings to undocumented students that they would be eligible for

Intermediate Outcomes (1-3 Years) *

Created and disseminated marketing material providing eligible career paths for undocumented students

Long-Term Outcomes (3-5 Years) *

Increased job offerings provided to undocumented students

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Identify resources for undocumented students

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Identify resources for undocumented students: To provide further support to undocumented students, the Consortium will develop a survey to better understand the needs of this population. Once the survey is developed, the members agencies will work together to disseminate the survey to students to ensure it represents the total undocumented student population among the Consortium. Once the survey is conducted, the Consortium will review and analyze the survey findings to determine what resources are needed for this population. The Consortium will work together to find resources including where applicable, shared resources (e.g. virtual legal aid session). Once identified, each member agency will work to share material and develop seminars to support undocumented students. As a result, the number of English Language Learners served will increase among member agencies.

Short-Term Outcomes (12 Months) *

Created survey and conducted research to identify resources needed

Intermediate Outcomes (1-3 Years) *

Developed support (e.g. tutoring) and seminars (e.g. legal resources) for undocumented students

Long-Term Outcomes (3-5 Years) *

Created resources needed for undocumented students

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Refine dual enrollment program

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Refine dual enrollment program: The Consortium will work together to review the current dual enrollment process to determine gaps in the process. Once the review occurs, the members will refine the program to create standard processes. The members will then work together to implement the process changes identified. As a result, the number of students who transition by enrolling in a non-developmental credit college course for the first time at any institution within the selected or subsequent year will increase.

Short-Term Outcomes (12 Months) *

Identified current dual enrollment process and gaps in process

Intermediate Outcomes (1-3 Years) *

Created standard processes among consortium

Long-Term Outcomes (3-5 Years) *

Implemented process changes to dual enrollment program

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Identify list of dual enrollment coursework

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Identify list of dual enrollment coursework: Once the dual enrollment program is refined, the member sites will work together to develop a universal list of courses with reciprocity among the schools. The list will be shared among members and will support students to make informed decisions on their coursework. As a result, the number of students who transition by enrolling in a non-developmental credit college course for the first time at any institution within the selected or subsequent year will increase.

Short-Term Outcomes (12 Months) *

Created list of eligible courses among consortium and compare credentials

Intermediate Outcomes (1-3 Years) *

Developed a universal list of courses with reciprocity among the schools

Long-Term Outcomes (3-5 Years) *

Disseminated universal list of courses among members to allow students making informed decisions on coursework selection

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Create a pipeline for adult education

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create a pipeline for adult education: The Consortium will work together to reach out to key industries to share information about the education programs available at the member sites. Through these connections, the Consortium will identify current coursework that is most relevant to employers. The member sites will then work with the employers to develop a cohort of employees to take coursework together to sharpen their skills. In addition, where applicable, courses may be offered at job sites to ease convenience for employees and employers. As a result, the median change in earnings will increase among students.

Short-Term Outcomes (12 Months) *

Created awareness of education programs with surrounding industries

Intermediate Outcomes (1-3 Years) *

Developed a network of industry partners|businesses (e.g. unions, chambers)

Long-Term Outcomes (3-5 Years) *

Created a cohort among employees and/or union workers to offer courses at job site

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Strengthen connection with WDB

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Strengthen connection with Workforce Development Board (WDB): The members will work together to identify opportunities and information to share with the WDB on a regular basis. In addition, the WDB will be invited to join Consortium meetings on a quarterly basis to share upcoming job opportunities and programs that would be relevant to the member agencies. By doing so, job opportunities will be shared among member sites and disseminated to the student population. As a result, the median change in earnings will increase among students.

Short-Term Outcomes (12 Months) *

WDB invited to Consortium meetings on a quarterly basis

Intermediate Outcomes (1-3 Years) *

Increased job placement programs shared among consortium

Long-Term Outcomes (3-5 Years) *

Increased connection with WDB and Consortium

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Review and analyze CAEP data on a consistent basis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Review and analyze CAEP data on a consistent basis: The Data & Accountability work group will identify what processes should be reviewed for data analysis. The work group will then review CAEP data to identify strategies that will help increase learner success. The work group will share findings on a regular basis to the Consortium group. Once shared, the work group will take the lead to develop strategies that lead to enhanced learner success. As a result, the Consortium will see an increase in Participants with Educational Functioning Levels Gains.

Short-Term Outcomes (12 Months) *

Convened work group to identify processes for data analysis

Intermediate Outcomes (1-3 Years) *

Reviewed CAEP data in TE to identify strategies to enhance learner success

Long-Term Outcomes (3-5 Years) *

Developed strategies that will lead to enhanced learner success

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Review and analyze pipeline data for trends

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Review and analyze pipeline data for trends: The Data & Accountability work group will review and analyze pipeline data for trends. The work group will share trends with the Consortium. Once shared, the work group will work with the Consortium to implement findings from data solutions to make programmatic changes. As a result, the Consortium will see an increase in Participants with Educational Functioning Levels Gains.

Short-Term Outcomes (12 Months) *

Reviewed key data reports in NOVA to understand total program areas

Intermediate Outcomes (1-3 Years) *

Reviewed pipeline data to identify student trends

Long-Term Outcomes (3-5 Years) *

Implemented findings from data solutions to make programmatic changes

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Identify and share PD opportunities

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Identify and share Professional Development (PD) opportunities: The Consortium will create a staff survey to better understand professional development needs pertaining to Adult Basic Education instruction. Member agencies will work together to disseminate the survey to ensure it represents all educators. As a result of the survey, the Consortium will work together to develop an action plan based on the survey findings. The members will then develop and disseminate an employee orientation guide. As a result, the number of participants with Educational Functioning Levels Gains will increase.

Short-Term Outcomes (12 Months) *

Created and implemented consortium wide survey on professional development.

Intermediate Outcomes (1-3 Years) *

Developed an action plan based on survey findings.

Long-Term Outcomes (3-5 Years) *

Created a shared employee orientation guide.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Activity Name *

Identify and share ESL PD opportunities:

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Identify and share ESL PD opportunities: The Consortium will create a staff survey to better understand professional development needs pertaining to ESL instruction. Member agencies will work together to disseminate the survey to ensure it represents all ESL educators. As a result of the survey, the Consortium will work together to develop an action plan based on the survey findings. The members will then develop and disseminate an employee orientation guide. As a result, the number of participants who Complete an EL Civics COAPP or Course will increase.

Short-Term Outcomes (12 Months) *

Created and implemented consortium wide survey on professional development.

Intermediate Outcomes (1-3 Years) *

Developed an action plan based on survey findings.

Long-Term Outcomes (3-5 Years) *

Created a shared employee orientation guide.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

Responsible person(s)

Name
Elizabeth Kolakoski
June Regis
Laura Dutch
Lisa Neeley
Siobhan Dill
Tiffany Donahue

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Benicia Unified	\$148,346	Certified
Fairfield-Suisun Unified	\$2,099,544	Certified
Solano CCD	\$0	Certified
Solano Co. Office of Education	\$0	Certified
Vacaville Unified	\$597,434	Certified
Vallejo City Unified	\$1,710,074	Certified
Totals	\$4,555,398	6/6 Certified

Funds Evaluation *

The planned allocations will be distributed to member agencies based on the originally approved percentages. Each member will utilize these funds to support existing Adult Education programs, grow and strengthen existing activities where indicated by increased targets, and implement the activities detailed within the SAEC three-year plan. The Consortium will continue to augment CAEP funding with a variety of local and federal funding sources over the next years included the following sources:

State / Federal Funding

- CalWORKs
- CCD Apportionment
- Jail Funding
- LCFF/District Funds

- Perkins V
- WIOAII

Other Funds

- Fees / Contracted Services
- Strong Workforce
- In-kind resources

On an annual basis, members will develop and approve member allocation budgets through the annual budget development process outlined in the SAEC bylaws. The final allocation budget is entered into the current year's Consortium Fiscal Administration Declaration. This document is reviewed and approved at the SAEC Board meeting, a public meeting, by board-designated, voting members. Lastly, the Consortium utilizes the annual planning process as a mechanism to review consortium goals and strategies and ensure funding allocations are aligned.

Certification

Benicia Unified - Member Representative

June Regis
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Approved by June Regis

06/17/2022 02:06 PM PDT

Fairfield-Suisun Unified - Member Representative

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Approved by Elizabeth Kolakoski

06/17/2022 11:57 AM PDT

Solano CCD - Member Representative

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Approved by Lisa Neeley

06/17/2022 11:37 AM PDT

Solano Co. Office of Education - Member Representative

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06/17/2022 11:32 AM PDT

Vacaville Unified - Member Representative

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06/17/2022 01:42 PM PDT

Vallejo City Unified - Member Representative

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Approved by Vallejo Regional Education Center Laura Dutch

06/17/2022 11:34 AM PDT



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