

60 Solano Adult Education Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

In accordance with California Adult Education Program (CAEP) requirements, the Solano Adult Education Consortium (SAEC) has developed its 2023-2024 Annual Plan to guide implementation of adult education services during the 2023-2024 period. This Annual Plan is directed by the Consortium's CAEP-required 2022-2025 Three-year Plan.

Accomplishments from the 2022-2023 Program Year

- **Diversity, Equity, and Inclusion (DEI):** Engaged in consortium-wide DEI/Anti-Racism trainings led by an external consultant (RSS Consulting).
- **Dual Enrollment:** Contracted with Career Ladders Project (CLP) to implement dual enrollment as an equity strategy.
- **Enrollment Campaign:** Created videos and other media of current and former students' success stories and shared these via social media to increase awareness of services and enrollment to programs.
- **Data Processes:** Continued to hold monthly Data and Accountability Workgroup meetings with all SAEC board members to review CAEP data and to analyze and understand gaps in data as well as solutions.
- **Flexible Learning:** To accommodate more students' desire for virtual and flexible learning environments, many schools have continued to offer virtual and hybrid learning opportunities for students for class instruction as well as remote testing.

Planned Activities for the 2023-2024 Program Year

- **Dual Enrollment:** Continued work with Career Ladders Project (CLP) to implement dual enrollment as an equity strategy. The gaps and needs assessment will inform strategies to enhance learner success.
- **Enrollment Campaign:** Continue sharing videos and other media of student success stories as they become available and as programs and schedules are updated. SAEC members will also strengthen partnerships with local high schools in order to increase awareness of services.
- **Resources for Undocumented Students:** SAEC will develop and administer a survey to identify the most salient issues for undocumented students. As a result of this survey, the SAEC members will assess what resources can be made more available to undocumented students.
- **Topical Work Areas:** One way for the SAEC to make progress on the activities highlighted in herein is to support more content-focused work with the Career Ladders Project. This would build on the successful structure of the Anti-racism and the Data & Accountability workgroups. These groups are essential for doing consortium work; building on them is key for improved consortium performance. Based on some of the activities the consortium has selected to focus on for 2023-24, the following are some possible work area topics:
 - **Transitions** (Objective 2, Strategy 2.1): Build on dual enrollment work of the Anti-racism working group.
 - **Pathways** (Objective 2, Strategy 2.2)
 - **Instructional Collaboration and Alignment** (Objective 1, Strategy 1.2 and Objective 3, Strategy 3.2)

These work area topic recommendations are described in more detail in the "Strategy Descriptions" sections below.
- **Consortium Operations:** Improving the collaborative structure of the consortium in order to better serve students via simplified transition processes and meeting most salient student needs. The consortium's selection by CAEP's Technical Assistance Project (TAP) for Targeted Technical Assistance (TTA) will also help the consortium to be more effective and will help to guide an improved structure for tracking and use of carryover funds.

Regional Planning Overview

The SAEC worked with a Consortium Manager, RDA Consulting, to develop the annual plan. To ensure the 2023-24 Annual Plan is aligned to the recently submitted Three-Year Plan and 2022-23 Annual Plan, Consortium members met to review the recently developed strategy areas and objectives, and to reflect on ongoing site- and consortium-level accomplishments and needs. The discussion of regional strategies in the sections below captures progress made under the Three-Year Plan as well as proposed consortium activities for the 2023-24 CAEP implementation period.

The 2023-24 Annual Plan is the second year in the 2022-25 Three-Year Plan. As the three-year plan was developed, 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.

As 2022-23 continued to be a challenging year for education providers and students across all levels, the Annual Plan reflects steps taken to address low enrollment, lack of awareness of the programs, challenges implementing dual enrollment and support with data driven decision making impacting adult learners in Solano County.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Decreased Enrollment

The enrollment at consortium sites significantly dropped due to the pandemic. According to CASAS data, total CAEP enrollment dropped more than 50% from the year 2019-2020 to 2020-2021. While female enrollment increased in the year 2020-21, there was a decreased enrollment among Black, Hispanic, and Asian (excluding Filipino) students.

How do you know? What resources did you use to identify these gaps?

Throughout the data collection process, the Consortium identified and summarized key data points under key 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:

- **Consortium 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 new Consortium data metrics preferences 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: Capacity, Connection, Entry, Progress, and 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, and economic impact study reports to understand the regional education, 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 TopsPro Enterprise (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 collection activities and preliminary needs assessment, the SAEC conducted the following activities:

- **Findings Presentation:** Present findings/themes to SAEC board to confirm findings resonate with the board and uncover any missed themes.
- **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 inform the strategies to address the identified challenges. 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 to 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.

How will you measure effectiveness / progress towards meeting this need?

Enrollment will be tracked through TopsPro Enrollment data as well as course waiting lists, both of which are reviewed monthly and quarterly. Enrollment will be tracked through TopsPro Enrollment data as well as course waiting lists, both of which are reviewed monthly and quarterly.

Regional Need #2

Gaps in Service / Regional Needs

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 service to communities in need.

How do you know? What resources did you use to identify these gaps?

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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.

How will you measure effectiveness / progress towards meeting this need?

Members will track progress through monitoring course waiting list data and social media trackers of advertisements and other awareness media.

Regional Need #3

Gaps in Service / Regional Needs

Dual Enrollment

Consortium members recognize the value of dual enrollment opportunities and the current lack of such opportunities and clear pathways for students. The implementation of dual enrollment within the Consortium has been difficult and delayed.

How do you know? What resources did you use to identify these gaps?

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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.

How will you measure effectiveness / progress towards meeting this need?

Consortium members will develop a timeline and then conduct meetings to adhere to the proposed dual enrollment implementation timeline.

Regional Need #4

Gaps in Service / Regional Needs

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.

How do you know? What resources did you use to identify these gaps?

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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.

How will you measure effectiveness / progress towards meeting this need?

Consortium members will conduct quarterly data reporting through data and accountability meetings. 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 persistence. The work group will share their findings on a regular basis to the Consortium group. Once shared, the work group will take the lead to develop strategies that improve learner persistence. As a result, the Consortium will see an increase in Participants with Educational Functioning Levels Gains and other CAEP Outcomes.

Address Educational Needs

2023-24 Strategies

Strategy Name

1.1 Increase marketing and outreach efforts among SAEC

Activity that Applies to this Strategy

Create an enrollment campaign

Metrics that Apply to this Activity/Strategy

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

Strategy Description

2022-23 Activity Highlights

In the fall and winter of the 2022-23 school year, consortium members collected success stories from current and former students, and posted them on social media in order to help increase awareness of adult education opportunities in the community. New success stories are being posted regularly, when schedule or program updates are made.

2023-24 Plans

The members of the consortium are also working on a strategy to partner with counseling offices in local high schools in order to connect with students. The hope is that these outreach strategies will result in increased student enrollment.

Strategy Name

1.1 Increase marketing and outreach efforts among SAEC

Activity that Applies to this Strategy

Create offerings that match student needs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

2022-23 Activity Highlights

Three of the consortium members have conducted needs assessments, via surveys, to help identify courses which may work for student schedules. As a result of these surveys, two of the members have adjusted their schedule based on the survey results with the hope of increased enrollment.

2023-24 Plans

Following more assessment, members may adjust schedules or create new offerings to align with student needs.

The proposed work topic area of ABE-ASE instructors could also address digital inclusion issues related to infrastructure and equipment access and digital skills. This work can help position the County and Consortium to access forthcoming funding from the Broadband Equity, Access, and Deployment (BEAD) Program.

Strategy Name

1.2 Increase support for undocumented students

Activity that Applies to this Strategy

Identify resources for undocumented students

Metrics that Apply to this Activity/Strategy

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

Strategy Description**2022-23 Activity Highlights**

This was not a focus area for 2022-23

2023-24 Plans

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 member 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). Work areas that could focus on this activity include convened teams of ABE-ASE and/or ESL instructors to support collaboration and alignment. The ESL specific team could also focus on increased support for undocumented students.

Improve Integration of Services & Transitions**2023-24 Strategies****Strategy Name**

2.1 Develop and implement dual enrollment

Activity that Applies to this Strategy

Refine dual enrollment program

Metrics that Apply to this Activity/Strategy

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

Strategy Description**2022-23 Activity Highlights**

The consortium has begun working with the Career Ladders Project (CLP) in order to identify gaps in the current dual enrollment process. The next step will be to refine the process with a focus on dual enrollment as a strategy for equity among student populations.

2023-24 Plans

The gaps and needs assessment will inform strategies to enhance learner success. Additionally, member sites have had a renewed focus on enrolling students in counseling classes, Student Life Success and Career/Life Planning, which are transferable to the CSU system. Other possible activities could include building on the dual enrollment work of the Anti-racism working group and expanding to include transitions specialists, counselors or other student support staff from adult schools and community college. A transitions focused work area could address all things related to navigation/transition, career awareness and development, wraparound support services and working with partners to support students.

Strategy Name

2.2 Develop pathways to employment

Activity that Applies to this Strategy

Create a pipeline for adult education

Metrics that Apply to this Activity/Strategy

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

Strategy Description**2022-23 Activity Highlights**

This was not a focus area for 2022-23

2023-24 Plans

The Consortium will work together with the Workforce Development Board of Solano County 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. Additionally, work with administrators and CTE instructors could focus on aligned pathways for local workforce needs as described in the Regional Alignment and Priorities section of the 3-Year Plan.

Strategy Name

2.2 Develop pathways to employment

Activity that Applies to this Strategy

Strengthen connection with WDB

Metrics that Apply to this Activity/Strategy

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

Strategy Description**2022-23 Activity Highlights**

This was not a focus area for 2022-23

2023-24 Plans

The SAEC continues to work in partnership with the Workforce Development Board (WDB) of Solano County, including sharing a member who sits on both the SAEC Board and the WDB. This shared representation facilitates goal alignment and partnership. The WDB has been working on career pathways, especially in the areas of manufacturing and construction. The WDB has identified needs for the workforce around digital literacy and English Language Learners, both of which SAEC is well-positioned to meet. In order to work more closely with the WDB, the members of SAEC will work together in the upcoming year 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.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

3.1: Develop data driven solutions for consortium

Activity that Applies to this Strategy

Review and analyze CAEP data on a consistent basis

Metrics that Apply to this Activity/Strategy

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

Strategy Description

2022-23 Activity Highlights

The consortium has convened a Data & Accountability Workgroup, which meets regularly (~once per month) to review data from TOPSPro Enterprise. Some of the data reviewed so far have been related to barriers to employment, as well as virtual vs. in-person learning. One member presented on “Hy-Flex” learning at the Coalition on Adult Basic Education’s (COABE) 2023 conference.

2023-24 Plans

The Data & Accountability Workgroup will continue to meet regularly, with a continued focus on reviewing data, and a renewed focus on improvements in data quality and consistency, as well as best practices in data-informed decision-making.

Strategy Name

3.2: collaborate to offer consortium-wide professional development opportunities

Activity that Applies to this Strategy

Identify and share PD opportunities

Metrics that Apply to this Activity/Strategy

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

Strategy Description

2022-23 Activity Highlights

This was not a focus area for 2022-23

2023-24 Plans

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.

The Consortium has been selected by CAEP for Targeted Technical Assistance (TTA) and has been matched with a coach for Consortium leadership. Leadership will meet regularly with the coach, both as a group and individually, in order to improve

Consortium management overall. In working with the coach, the SAEC will work to improve overall consortium management, especially in regards to leadership and collaboration, as well as compliance. Activities related to this may include:

- Creation of Vision and Strategy statements;
- Robust partner engagement;
- Review of SAEC Bylaws to address decision-making processes;
- Identification of co-chairs to work as leadership team;
- Organizational structure and roles;
- Review of processes to ensure timely reporting.

Strategy Name

3.2: collaborate to offer consortium-wide professional development opportunities

Activity that Applies to this Strategy

Identify and share ESL PD opportunities:

Metrics that Apply to this Activity/Strategy

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

Strategy Description

2022-23 Activity Highlights

This was not a focus area for 2022-23

2023-24 Plans

The Consortium will create a staff survey to better understand professional development needs pertaining to ESL instruction by the end of the academic year. Member agencies will work together to disseminate the survey to ensure it reaches all ESL educators.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

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.

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.

In addition, a representative from the Solano Office of Education, the fiscal agent, joins board meetings on a quarterly basis to share common cost information. In these quarterly discussions, the Consortium reviews common costs and discusses program updates with potential mutual funding opportunities.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

Members will be advised to spend all carry-over funds from prior years before spending down "new" money (First In First Out). Members will also be advised to develop a sustainable annual budget that does not require the ongoing use of carryover funds

or the ongoing accumulation of carryover greater than 20% of their annual allocation.

SAEC has established a quarterly review process that will occur in the month following fiscal reporting in the public monthly board meeting. In this meeting, the Consortium will identify if there is any carryover and discuss solutions. In addition, at the end of year, SCOE and the Consortium Manager will review member carryover. The members can opt to share their excess funds. The Consortium will then vote to either take a percentage (the same percentage as CFAD) of the carryover or vote to allocate all or a portion to select members in order to use it to best address community needs, either with ongoing structural funding plans, such as hiring new faculty, or one-time costs, such as purchasing new technology. These processes are responsive to the needs of the consortium as a whole, as well as the parameters of AB 1491. The consortium leadership will also be working with their TTA coach to continuously improve their leadership, collaboration, and compliance processes, including the carryover funds process.

Certification

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07/19/2023 03:12 PM PDT

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07/19/2023 10:59 PM PDT

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