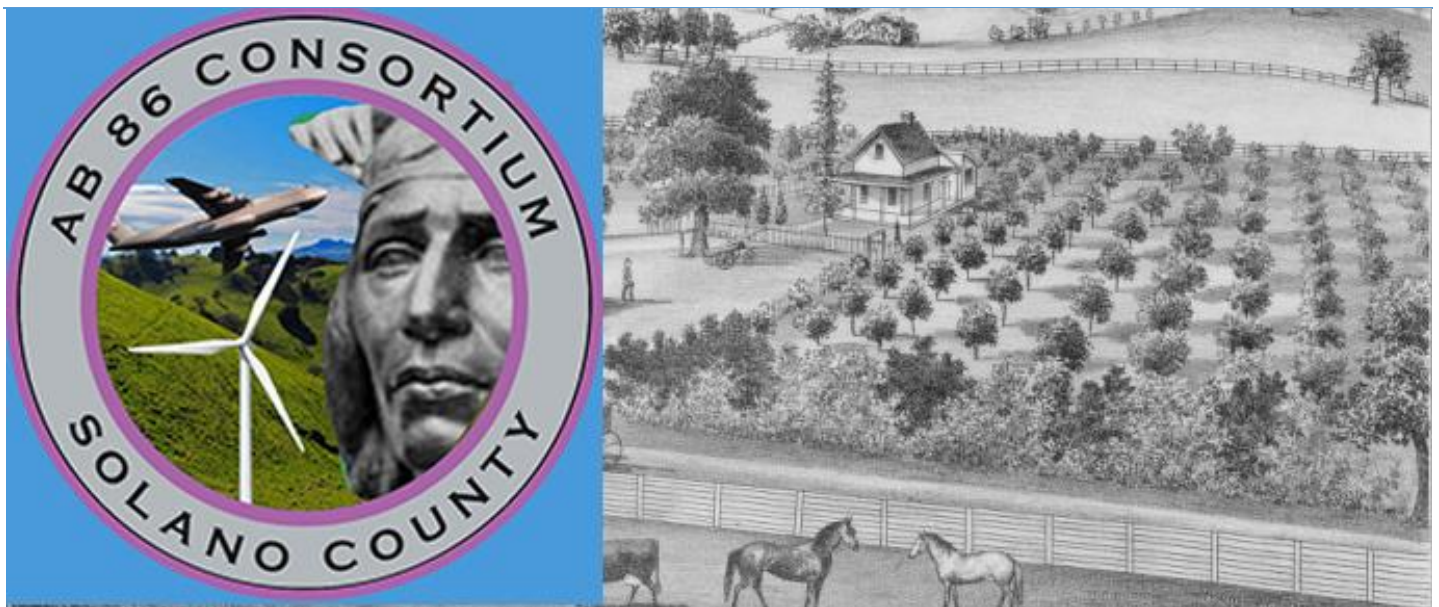


# AB 86 SOLANO CONSORTIUM

# AB 86 Solano Plan



Kay Hartley, Program Manager

2/22/2015

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## Organizational Structure

Organizational Structure			
<b>CONSORTIA MEMBERSHIP</b>			
<i>Describe existing collaborative relationships between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process.</i>			
Community College District	School District	Collaborative Relationship	Relationship Informs Planning Process by:
SOLANO COMMUNITY COLLEGE	BENICIA	Echo Academy Financial Aid Workshops	Collaborative relationships between individual districts and Solano Community College that inform each institution of the structure, academic requirements and processes that have laid a solid understanding for continued work on Adult Education.
	DIXON	Middle College at High School (MOU)	
	FAIRFIELD-SUISUN	Early College High School (MOU)	
	TRAVIS		
	VACAVILLE	Early College High School (MOU)	
	VALLEJO CITY	Career Academies (Grant in progress)	
		Working on Early College	
	WINTERS JOINT	Engineering Pathway (Project Lead the Way)	
	ALL SOLANO COUNTY SCHOOL DISTRICTS	English Learners	
		Meet with high school principals regarding articulation	
		Outreach to high school seniors	
		Outreach to Adult Ed students	
		Adult Ed campus tours	
	Adult Ed Financial Aid Workshops		
SCOE	Facilities for adult students with disabilities (MOU)		
<p>NARRATIVE: The school districts in our consortium and Solano Community College (SCC) have individually developed strong and vital connections. Three districts (Dixon, Fairfield-Suisun and Vacaville) have developed memoranda of understanding for Early College High School or Middle College programs in which students enroll in high school and college coursework simultaneously. Vallejo is developing a similar program. Vallejo and Benicia have established a working articulation agreement between Solano Community College and their Career Academies. Although not specific to adult education, these efforts have laid the groundwork for continued collaboration as our consortium works together to support the needs of adult learners in our communities.</p> <p>A contract with Solano County Mental Health Services continues education for psychologically at risk Adults to continue education through Adult Ed or SCC students and helps them gain employment.</p> <p>SCC English Learner Department has made a concerted effort to establish working relationships with Adult Education to encourage seamless transition of adult EL students to the</p>			

college.

The SCC president has established meetings with all of the consortium's high school and adult education principals to open dialogue about student needs and transitions to community college. Focused efforts are in place to support students who may be intimidated by college experience to make easy access.

Adult Ed students eligible for Department of Rehabilitation services are provided College and Career counseling which links appropriate students to Adult Ed, Community College and/or employment.

Our consortium is eager to work together to design a coordinated, integrated approach to Adult Education that will focus on student needs and provide the programs and services that will support their future success.

## Partnerships

<b>PARTNERSHIPS</b> <i>List any identified partners and describe how these relationships may inform the planning process.</i>	
<b>Partner</b>	<b>Relationship Informs Planning Process by:</b>
Children’s Nurturing Project	Parent education
Solano County Library	Reading programs, adult classes
First 5 Solano	Parent education
Child Haven	Partner with parent education grant
Chamber of Commerce	Education committee
Laurel Creek Living Center	Clinical site for CNA students
Solano County Superior Court	Refer parents to parent education classes
North Bay Hospital	Externships
PACE Solano	Workplace training program
Adventus Education	Technical expertise about short term career prep programs
Kaiser Permanente	Knowledge of needs in health care field
Sutter Health	Knowledge of needs in health care field
CSU Maritime	Knowledge of needs to create career pathways to four year college
Corey Delta	Incorporates welding education and acts as a pipeline to related job market. Provides skill updates
Matrix Services	
HMT	
Travis Air Force Base	Jimmy Doolittle Air and Space Museum and Training Center- new training facility
P G & E	Winters Training Facility
North Bay Hospital	Nursing program
UC Davis	Nursing
David Grant	Nursing
Solano County Sheriff’s Office	Staff training, management training
The Yarborough Foundation	Horticultural Program

Travis Credit Union	Scholarship Program
Genentech-Mariani	Spanish classes, ESL Classes
Diablo Valley Packaging	Software training
Aldea	Provides mental health clinicians to assess identified adults in transition to employment (youth through age 22)
Solano County Jail	GED test prep through Solano County Office of Education
Youth & Family Services	Drug counseling, transition from incarceration to education/job market
International Aeronautics	Training Project
Carpenters Union	Welding classes
United Heart Training Center	EMT Certification
SYAR Industries	OSHA Training
Waste Connections, Inc Potrero Hills Landfill	Career pathway
Western Wine Services	Soft Skills Training, Sexual Harassment Training
Workforce Investment Board - Solano Employment Connection	The Solano Employment Connection is the local One Stop Career Center for our county and is an enthusiastic partner in the work of this consortium with its affiliates: Area Agency on Aging , California Indian Manpower , California Department of Human Development , Community Action North Bay (CAN-B), DreamCatchers , Employment Development Department, Experience Works, Fairfield/Suisun Adult School, Global Success Center , Goodwill Industries Independent Living Resources, LIFT3 Support Group Solano Community College Career and Employment Services Center, Solano College Small Business Development Center Solano County Health & Social Services, Solano County Library, Solano County Office of Education – Career Technical Education, Solano Diversified Service, Vacaville Education Extension Program, Vacaville and Solano County Housing Authorities, Vallejo Adult School, Vallejo Housing Authority, Youth and Family Services
Salvation Army Kroc Center	Committed to supporting Adult Education services with their facility and resources.
<p>NARRATIVE: Representatives from each school district, Solano Community College, the Solano County Office of Education and several current community partners created the above list of current partners that will inform our planning process. This is only a preliminary list.</p>	

## Shared Leadership Strategies

*Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision making processes (including resource allocation), advisory groups and consortia member and partner agreements.*

The Solano Community College Adult Education Consortium is dedicated to planning collaboratively to determine a course of action leading to a plan that will seek out and address the needs of potential and current adult students throughout our service area. We will conduct regular meetings that are announced to all consortium members and others as applicable. We are committed to reaching consensus in decision making as we design a plan for our consortium as we conduct a thorough search for information about the needs of adult learners through surveys, interviews and community meetings. We will include all stakeholders, including current students, potential students, Adult Education teachers, adult education classified staff, business community members and others who will inform our plan.

Our budget includes funds to support the gathering of information and also reflects our inclusion of instructional and support staff to be compensated for their time on this important work. The use of MOUs and partner At our meetings to prepare this document, our team agreed that we will need one lead person to take the role of Project Director. Kay Hartley, principal of Fairfield-Suisun Adult School, has many years of adult education experience in two of our consortium's districts. She is recognized as a knowledgeable advocate for Adult Education and an excellent administrative leader. By consensus, Kay Hartley was chosen by the consortium to be the Project Director and to include funds in our budget to allow release time from her district duties to take on the responsibilities of that role. Fairfield-Suisun Unified School District has agreed to allow a support position to relieve her from a portion of her current duties and allow her to do the work of the Project Director.

<b>Project Planning Roles and Responsibilities</b>			
<i>Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project and describe the roles and responsibilities that they will assume, including the timely submission of required reports. Identify other staff necessary for planning.</i>			
<b>Role</b>	<b>District</b>	<b>Name</b>	<b>Roles/Responsibilities</b>
Project Director	FAIRFIELD-SUISUN	Kay Hartley	Create calendar, Schedule Meetings, Conduct meetings, Set up visits to exemplary programs, Communicate with Adult Education leaders throughout the state, Timely submission of reports, Gather information, Budget oversight, Assign tasks, Communicate to Key Contacts and other stakeholders, Report to all groups
Key Contacts	BENICIA	June Regis	Point of contact for each district. Liaison between Project Director and district and/or partnering agencies, Steering Committee
	DIXON	Sue Girimonte	
	TRAVIS	Sue Brothers	
	VACAVILLE	Mark Frazier	
	VALLEJO CITY	Cheri Summers	
	WINTERS JOINT	Brent Cushenbery	
	SCOE	Gillie Miller	
	SCC	Leslie Fay	
Co-Chairs	BENICIA	June Regis	Participants at all planning meetings, Follow grant guidelines, Communicate with other members and project director, Build consensus, Internal/External communication
	VACAVILLE	Mark Frazier	
	VALLEJO CITY	Cheri Summers	
	SCC	Leslie Fay	
All Members and Partners			More responsibility as plan moves forward, Advisory roles, Needs assessments, Education providers, Community Representatives, Include



## Communication

*Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region. Describe strategies that might be used for outreach to regional stakeholders.*

The Project Director will schedule and announce regular meetings and will distribute agendas that will be sent to Key Contacts and Co-Chairs prior to meetings. They will be responsible to communicate information back to their home institutions. Minutes from the meetings will be distributed to Members and Partners as applicable. "Town Hall" meetings open to the community will be advertised on district websites, social media and other outlets. Surveys will be available online and in hard copy as necessary. An email list of all interested parties will be maintained and pertinent information will be submitted as applicable.

BOG, CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S  
OFFICE (CCCCO)

**AB86, Section 76, Article 3  
Consortium Planning Grant**

REGION: SOLANO

FISCAL AGENT: SOLANO COMMUNITY COLLEGE

### PRELIMINARY BUDGET SUMMARY

Object of Expenditure	Classification	Line	TOTAL PROGRAM FUNDS REQUESTED	
			#N/A	
1000	INSTRUCTIONAL SALARIES	1	\$	45,000
2000	NONINSTRUCTIONAL SALARIES	2	\$	40,000
3000	EMPLOYEE BENEFITS	3	\$	36,600
4000	SUPPLIES AND MATERIALS	4	\$	19,837
5000	OTHER OPERATING EXPENSES AND SERVICES	5	\$	114,990
6000	CAPITAL OUTLAY	6	\$	0
7000	OTHER OUTGO	7	\$	0
TOTAL DIRECT COSTS:		8	\$	256,427
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		9	\$	10,257
TOTAL COSTS:		10	\$	266,684

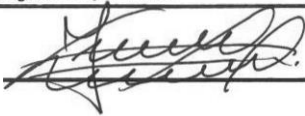
#N/A

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

District Chief Business Officer (or authorized designee):

Name: Jowel C. Laguerre, Ph.D.

Title: Superintendent-President



Authorized Signature:

Date: 6/23/15

## AB 86 Solano Final Submission: February 24, 2015

### Introduction

Solano County adult educators and partner agencies have participated in the California AB86 planning initiative examining and planning strategies to support adult learners in the Solano Community College district since December of 2013. The goal of AB86 Solano is to rethink and redesign strategies to provide more effective education to adults to better prepare them to become economically self-sufficient, improve their career prospects, and become active citizens contributing to the economic and social development of Solano County.

The AB86 Solano Consortium was formed at the end of 2013 in a series of meetings facilitated by the Assistant Superintendent of Human Resources and Career Technical Education of the Solano County Office of Education. Attendees at the meetings were introduced to the AB86 legislation and the planning guidelines. In accordance with AB86 guidelines, qualifying members of the AB86 Solano Consortium are:

- Solano Community College District
- Benicia Unified School District
- Dixon Unified School District
- Fairfield-Suisun Unified School District
- Vacaville Unified School District
- Vallejo City Unified School District

- Winters Joint Unified School District

Each of the above districts is a full member of the AB86 Consortium, though Benicia Unified School District, Dixon Unified School District and Winters Joint Unified School District do not currently provide classes for adults.

The consortium members selected the following people to serve as a leadership team for AB86 Solano:

- Leslie Faye; Coordinator of Workforce Development, Solano Community College
- Mark Frazier; Chief Academic Officer, Vacaville Unified School District
- Kay Hartley; Principal, Fairfield-Suisun Adult School
- June Regis; Child Care Director (in this context, focusing on parent economic self-sufficiency), Benicia Unified School District
- Tom Reid; Coordinator of Adult Education, Vallejo City Unified School District

Consortium members asked Kay Hartley, principal of Fairfield-Suisun Adult School, to serve as program manager. (Ms. Hartley has been keeping up-to-date on AB 86 since its initial passage.) Solano Community College was selected as the consortium fiscal agent. Consortium members agreed that decisions for the consortium would be made by the leadership team through a consensus model. The primary focus of the AB 86 Solano leadership team is on planning for an effective and efficient delivery system that will meet the needs of adult learners, particularly needs required for economic self-sufficiency. The AB86 Consortium leadership team has been meeting together regularly since January 2014. Work on the AB86 planning objectives was done by eight Solano Community faculty members and eight K12 adult education teachers and administrator. The teacher/faculty planning team met weekly from the

middle of September through the end of December. Solano Community College chose a faculty member to be the primary communicator with the planning committee, the AB86 Solano leadership team and the Solano Community College Faculty Senate. This faculty member made monthly presentations to the faculty Senate on the progress of the planning team. The president of the Faculty Senate commended the AB86 Solano leadership for the collaborative nature of the planning process, and they voted unanimously to accept the AB86 Solano Plan.

In addition to the regular AB 86 Solano consortium members, planning activities have included the participation of several local agencies recruited to provide essential input for the planning process. Those agencies are also involved in assisting adults in the process of becoming economically self-sufficient. The Director of the Solano Workforce Investment Board and representatives of the Solano County Office of Education have been actively participating partners since the AB86 Solano Consortium began meeting. The Solano County Library literacy program, Goodwill Industries, and Pace Solano are also participating in providing information for planning. Additionally, the AB 86 Consortium is reaching out to the Carpenters Union, Plumbers, Steamfitters & Refrigeration Mechanics, Ironworkers, Landscape, Utility& Irrigation, and Sheet Metal Workers apprenticeship programs in the region to determine how adult education efforts in Solano County can best prepare adult learners to participate in apprenticeship programs.

Touro University and California Human Development: Agricultural Workers Project have also expressed interest in consortium participation.

## Demographics of the Region:

Solano County is a county located in the U.S. state of California. As of the 2010 census, the population was 413,344. Solano County is the northeastern county in the nine-county San Francisco Bay Area region. Solano County is the easternmost county of the North Bay.

Population, race, and income		
Total population	411,620	
White	214,436	52.1%
Black or African American	60,130	14.6%
American Indian or Alaska Native	2,427	0.6%
Asian <sup>[10]</sup>	59,143	14.4%
Native Hawaiian or other Pacific Islander	3,390	0.8%
Some other race	43,064	10.5%
Two or more races	29,030	7.1%
Hispanic or Latino (of any	97,268	23.6%

race)			
Per capita income	\$29,367		
Median household income	\$69,914		
Median family income	\$79,316		

### Economic Profile of the Region

Health care remains a growth industry for Solano County as it was before the 2007-10 recession.. Growth in health care jobs sector from 2005 to 2013 was larger than any other sector. Construction has grown since 2010, slowing a bit in 2013, but continuing to recover. The public sector helped support some construction through federal and state projects early in the 2007-10 recession. New, private growth is coming from the private sector in 2012 and 2013. Retail jobs have made a comeback, walking hand-in-hand with American consumers who are also recovering and spending again. Jobs in hospitality, such as those in bars and restaurants, have also grown in 2013. These are signs that local residents are eating out more. Solano County economic forecasts predict that more tourism will be coming to Solano County. Additionally, Solano County has seen an extensive growth of wind farms providing alternate sources of energy for the region. The Sacramento Municipal Utility District has completed 3 phases of a windfarm project in the Solano County Montezuma Hills, with a total production of 230 megawatts, serving as a model for future alternative energy

production in the region. In 2009, the Solano County Economic Development Agency pointed out that Solano County is an “energy cluster” region, with natural gas, wind, and solar resources with significant potential for energy business development.

Solano County is projected to grow more quickly than California on average and also the rest of the Bay Area. Through 2050, Solano County will see continued shifts toward more ethnic diversity and an aging population. However, after 2030, Solano County should experience uniform population growth between the ages of 18 and 64, the classic working-age population, and some accelerated population growth based on younger residents of working age.

## Agency Profiles

### **Characteristics of Solano County agencies that deliver adult education and support services to adults:**

**K-12 Adult Schools:** Students attend K-12 adult schools in Fairfield, Vallejo, and Vacaville to take advantage of educational opportunities leading to economic self-sufficiency. Students gain literacy skills, English language skills, high school diploma, high school equivalency, and skills leading to employment. K-12 adult schools offer classes at varying times to meet the needs of their students. K-12 adult school teachers are credentialed and participate in robust staff development enhancing their skills. They deliver education that engages their students. Instruction is aligned with the College and Career Readiness standards and integrates technology. Adult school students are given the opportunity to complete interest assessments, research career options, and develop professional skills. K-12 adult school students are prepared and encouraged to



continue their education in postsecondary to seek a career technical education certificate, academic degree, enter apprenticeship training, or enter the military. The teachers, counselors and staff help students create goals and learn of supportive resources that will help them reach their goals.

**Solano Community College:** Solano Community College offers (1) a basic skills education program to assist students by bringing academic skills to a level in which students will successfully enter and complete either the (2) career technical education training program or (3) academic program in preparation for transfer to a four year college or university. The college offers rigorous courses in multiple pathways and provides counseling and support services for students. College career technical education teachers have developed relationships with regional businesses and industries to assure that programs meet employer's needs. There are also work experience and employment opportunities available to students on the college campus.

### **Community Partners:**

Agencies in the county provide targeted educational services to adults. The Family Resource Center in Dixon and one Family Resource Center in Fairfield offer English as a Second Language (ESL) classes taught by volunteers. Goodwill Industries offers career development and job placement assistance for at risk adults. The Solano County Library literacy program provides literacy tutoring, and the library literacy program offers an ESL class one night a week at the library in Vacaville. The Benicia Library also offers an ESL class. The Global Center for Success in Vallejo offers life skill classes and tutoring services to homeless and at risk adults in Vallejo.

**Faith-based Organizations:** The Salvation Army provides a wide range of community services at the KROC center in Suisun City. The Leaven, in Fairfield, provides tutoring for at risk youth and support services for their parents.

The AB86 Solano Consortium has brought together representatives of each of these agencies to plan for development of a program that recognizes the diverse needs of the adults in the region, assists with their successful entry into and progress through educational programs and leads to attainment of career goals.

### **AB86 Goals to Meet Regional Needs:**

- Expansion of English as a Second Language instruction in Solano County communities.
- Additional offerings of high school equivalency preparation & accompanying adult basic education instruction in Solano County Communities.
- Successful transition of K-12 adult education students to postsecondary education that enable them to meet individual career goals.
- Provision of counseling and support services that enable students to stay focused on reaching career and academic goals.
- Expansion of short term career technical offerings preparing students for self-sufficiency wages.
- Development of career technical education training programs for adults with disabilities.

**Program Design:**

Population	Potential Program Area	Potential Learner Outcomes
<p>English Language Learners:</p> <p>Low</p>	<p>Library based English as a Second Language</p> <p>K-12 adult school English as a Second Language (Life skills instruction aligned with College and Career Readiness Skills)</p> <p>Citizenship Preparation</p> <p>Career awareness: contextualized learning</p>	<p>Foundation in English speaking &amp; reading</p> <p>Foundation in English reading, speaking and listening</p> <p>Citizenship</p> <p>Entry into adult secondary programs</p>
<p>English Language Learners:</p> <p>Intermediate &amp; High</p>	<p>Speaking, listening, reading and writing English (Life skills instruction aligned with College and Career Readiness Skills)</p> <p>English preparation for entry into career technical training programs and post secondary academic programs</p> <p>Citizenship preparation</p>	<p>Entry into adult secondary programs</p> <p>Successful entry into career technical training programs and post secondary education</p> <p>Successful completion of citizenship exam</p>
<p>Low Skill English speaking learners: (1-7 grade levels - Adult Basic Education)</p>	<p>Literacy development in math and English language arts</p> <p>Contextualized to career technical education preparation</p>	<p>Successful transition into career technical training</p>

	Contextualized to adult secondary education	Successful transition into adult secondary education.
Low Skill English speaking learners: (8 - 12 grade levels)	<p>Adult Secondary Education: High school diploma or high school equivalency</p> <p>Classes contextualized to career pathways</p> <p>Completion of career pathway program to assist with transition to postsecondary education or the workforce</p>	<p>High school diploma or equivalency</p> <p>Identification of career pathway leading to AA/AS, BA/BS or career technical education certificate</p> <p>Successful entry into postsecondary education or the workforce</p>
Adults with Disabilities	<p>Development of a career plan</p> <p>Development of occupational skills</p>	<p>Career pathway in a chosen occupation</p> <p>Continuing education</p>
Returning Adults	<p>Development of a career plan</p> <p>Identification of supports needed &amp; assistance with obtaining those supports</p>	<p>Career pathway leading to postsecondary career technical education certificate</p> <p>Career pathway leading to AA/AS and BA/BS degrees</p> <p>Economic self-sufficiency</p>

**Expansion of Career Technical Education Options:**

### Current Offerings:

Solano Community College:

Solano Community College offers certificate programs in 24 career pathways. Each certificate program has prerequisite academic courses that students must complete prior to entering the career technical education training programs. The career sector of emphasis for the Career Pathways Trust grant in Solano County is biotechnology. High school programs will familiarize students with career options in biotechnology. The students will learn of the biotechnology program at Solano Community College and learn of the field from regional biotechnology businesses.

**K-12 Adult Schools:** The K-12 adult education programs in Vallejo and Fairfield-Suisun offer short term career education offerings in the medical sector and computer applications. The AB 86 consortium has proposed to the Solano Workforce Investment Board that we implement **sector partnership** planning with regional healthcare businesses.

**Sector Partnerships:** Sector partnerships are partnerships of companies, *from the same industry*, with education, workforce development, economic development and community organizations that focus on key issues related to the target industry in their *natural labor market region*. Traditionally, sector partnerships have been driven by of the workforce development system, but today's sector partnerships also take on issues related to economic development. (<http://www.sectorssummit.com/toolkit/>)

Ideally, workforce development, education and economic development partners are joined at the hip when approaching industry, versus independently approaching

industry members. Sector partnerships make this possible. The partnership becomes the “go-to” for companies to get their needs met, allowing companies to use the sector partnership to improve worker skills and productivity.

Ideally, public partners do not “sell their wares” to companies in a sector partnership. Instead, the convener acts as a facilitator to find out industry needs, public partners jointly listen, and jointly develop shared solutions. Sector partnerships never put the cart before the horse by assuming any “solutions.” The process is driven by data from industry and business.

The K-12 adult education programs and Solano Community College will be participants in *sector strategy planning* and are prepared to develop career technical education programs with articulated course offerings that will address employment needs of employers within the medical sector.

**Objective # 1 – Existing Adult Education Services**

The AB86 Consortium in Solano County is comprised of the following agencies that provide adult education services in Solano County: Solano Community College, Vallejo Regional Adult Center, Fairfield-Suisun Adult School, and Vacaville Education Extension Program. Benicia Unified School District is a consortium member and is considering adding adult education if funding is available. Winters Unified School District and Dixon Unified School District are also considering adding adult education services if funding becomes available. Additionally, there are services provided by partner agencies including Solano County Library, Dixon Family Resource Center, and Goodwill Industries.

Solano Community College offers the following programs that are a part of AB86: basic skills English, basic skills math, English as a Second Language, and classes for adults with disabilities.

<b>Solano Community College</b>	
English as a Second Language	85 (FTE's)
Basic Skills English	2,249 (FTE's)
Basic Skills Math	1,575 (FTE's)
Adults With Disabilities	33 (FTE's)

Vallejo Regional Adult Center offers adult basic education (ABE), adult high school diploma (ASE) and GED test preparation, English as a second language, one class for adults with disabilities, and short-term career technical education.

<b>Vallejo Regional Education Center</b>	
English as a Second Language	300
Adult Basic Education	262
Adult Secondary Education	580
Adults With Disabilities	28
Career Technical Education	418

Fairfield-Suisun Adult School offers adult basic education (ABE), adult high school diploma (ASE) and GED test preparation, English as a Second Language, and short-term career technical education.

<b>Fairfield-Suisun</b> (attending more than 40 hours)	
English as a Second Language	399
Adult Basic Education	343
Adult Secondary Education	849
Career Technical Education	855

Vacaville Education Extension Program offers adult high school diploma classes (ASE), and one class for adults with disabilities.

<b>Vacaville Education Extension Program</b>	
Total enrollment	433

The adult education programs that are affiliated with K-12 school districts all have been substantially reduced since the beginning of flexibility in 2008- 09. The numbers of adults in adult education programs in 2008-09 were:

<b>Total Enrolled Students and Average Daily Attendance Solano County K-12 Adult Education Programs 2008-09</b>		
	Enrolled Students	Average Daily Attendance
Fairfield-Suisun Adult School	3470	883.83
Vacaville Adult School	2214	N/A
Vallejo Adult School	5007	1131.56

Fairfield-Suisun Adult School (FSAS) has eliminated classes for adults with disabilities due to funding reduction. Vallejo Regional Adult Center and Vacaville Education Extension Program each offer only one class for adults with disabilities.

When the Fairfield-Suisun Unified School District last swept funds, the school



principal was directed to eliminate all but ABE, ASE, and “anything that pays for itself.” That has resulted in dramatic reductions in English as a Second Language classes.

In the community of Dixon, CA, the Family Resource Center provides a parent education ESL class and there is an ESL class offered by a local church. Both of these classes are taught by volunteers.

The Solano County Library, through its library tutoring program, offers an ESL class in both Benicia and Vacaville. These classes meet once a week and are taught by library literacy staff with support and assistance by volunteers.

Goodwill Industries does individualized support for job seekers, providing assistance with resume development and practice with interviewing skills.

The Workforce Investment Board has a contract with Fairfield-Suisun Adult School to provide remedial math support and to offer classes in computer operations. Those eligible for WIB services can take Introduction to Microsoft Word and Introduction to Microsoft Excel that are offered at the One-Stop Centers in Vallejo and Suisun City. Remedial math is offered at the Suisun City One Stop Center.

### Objective # 2 – Needs for Adult Education Services

Solano County, which is located on the Northeast edge of the San Francisco Bay approximately halfway between San Francisco and Sacramento, has a population of 415,900 people and a total of 120,700 wage and salary jobs. The average wage per job in 2013 is \$47,372, and the per capita income in 2012 was \$39,566.

In Northern California, employment increased by 2.4% in 2012; the greater Bay Area grew by 3%, and *Solano County grew by 1.8%*. The rate of economic recovery in Solano County has been slower than surrounding areas. There was, however, a drop in the unemployment rate from 11.5% in 2011 to 10.1% in 2012. The current unemployment rate is 8.6%.

Most industry sectors gained jobs. The largest gains were in healthcare and education (+550 jobs), wholesale and retail trade (+380 jobs), and transportation (+290 jobs). The largest losses were in the public sector (-180 jobs) and professional services industry (-150 jobs).

Economic forecasts are that salaries will grow faster in Solano County than the rest of the state. It is predicted that the largest employment increases will occur in construction, wholesale and retail trade, education and healthcare, and professional services. Each of these sectors will create more than 2,000 jobs and account for 73% of net employment growth across the county. It is expected that there will be an increase of migration into the county. The per capita income is projected to rise 3.2% a year between 2013 and 2018. Taxable sales are expected to increase as is industrial production.

## County Economic and Demographic Indicators

### Projected Economic Growth (2013-2018)

Expected retail sales growth: 22.9 %  
Expected job growth: 11.0%  
Fastest growing jobs sector: Professional Services  
Expected personal income growth: 21.6 %

### Demographics (2013)

Unemployment rate (April 2013): 8.1 %  
County Rank in California (58 counties): 19<sup>th</sup> with 1 being the lowest rate.  
Working age (16-64) population: 66.5 %

### Quality of Life

Violent Crime rate (2010): 438 per 100,000 persons  
County Rank in California (58 counties): 38<sup>th</sup> with 1 being the lowest rate.  
Average Commute Time to work (2013): 31.8 minutes

### County Economic and Demographic Indicators

Expected population growth: 3.8 %  
Net migration to account for: 39.8 %  
Expected growth in number of vehicles: 1.4 %

Population with B.A. Degree or higher: 23.3 %

Median Home Selling Price (2012): \$193,000  
Median Household Income: \$66,598

High School dropout rate (2011): 17.9 %

Households at/below poverty line (2013): 8.8 %

According to the 2009 American Community Survey by the US Census Bureau, 10.6% of the population of Solano County is living at or below the poverty level. The economic recession had a strong impact on Solano County. The percentage of receiving general assistance rose between 2007 and 2012 from 15.1% to 18.8%.

Solano County is enjoying resurgence in jobs and taxable sales, but still is feeling the effects of high home foreclosure rates. Taxable sales are up, but employment is not keeping pace with the size of the available labor force. An aging population is pressuring labor and housing. Fewer local options for workers result in more people having to travel outside of Solano County for work.

In an article written in March 2013, an economic analyst stated, *“There is a need to provide a pipeline for new workers. The education data point on the trend toward more imported labor indicates a need for better job training.”*

In Solano County there is a significant percentage of the population not speaking English in their homes, the majority of whom are Hispanic or of Latin descent, which indicates a need for English as a Second Language classes. In Solano County there are English as a Second Language (ESL) classes at Solano Community College, at Fairfield-Suisun Adult School, and at Vallejo Regional Education Center. At Fairfield-Suisun Adult School, there have been waiting lists of over 100 for both morning and evening classes. In the community of Dixon, there is an ESL class at the Family Resource Center taught by a volunteer. In Vacaville, there is an ESL class at the Solano County Library as a part of the library literacy program. There are substantial unmet needs in Solano County for English as a Second Language classes.

In four communities in Solano County more than 15% of the adults over the age of 18 do not have a high school diploma. The economic costs of dropping out of high school significantly impact individuals, communities and the state, as reduced earning capacity often produces a greater reliance on government services. California sustains \$46 billion in total economic losses from each cohort of 120,000, 20-year olds who

never complete high school. (“California’s High School Dropouts – Examining the Fiscal Consequences,” Stutt & Springer, 2010) This economic impact is based on cost of services, loss of taxes paid on higher earnings, and higher incidences of incarceration. Dropouts report worse health than graduates and require more public health resources. Close to 20% of California high school dropouts report fair or poor health, and close to half receive Medicaid. (“California’s High School Dropouts – Examining the Fiscal Consequences,” Stutt & Springer, 2010).

In a publication entitled “Adult Literacy in California” (1994), the authors stated. “On each literacy scale, the average scores of school dropouts in California who had studied for a GED or high school equivalency diploma were at least 65 points higher than those of dropouts who had not participated in such a program. Nearly three-quarters of the GED program participants in California were age 25 or older.”

The percentage of high school dropouts in Solano County confirms the need for continued and expanded programming for adult secondary education, including adult high school diploma classes, and test preparation for high school equivalency (GED, TASC or HISET) high school equivalency certification approved in California. The communities of Dixon, Rio Vista, Vacaville, and Benicia do not have test preparation classes. The high school diploma programs in both Vallejo and Vacaville have been dramatically reduced. The program in Vacaville has four teachers and a coordinating counselor. Vacaville offers classes four evenings a week. Vallejo has 6 teachers and a much reduced schedule. Fairfield-Suisun Adult School has had waiting lists averaging 45 candidates for test preparation classes for the past two years.

The AB86 Solano Consortium plans to explore the possibility of reinstating, at the

Vallejo Regional Education Center, the National External Diploma Program. (NEDP)

The National External Diploma Program (NEDP) is an applied performance assessment system that assesses the high school level skills of adults. The NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts.

- Assesses high school level skills awarding a traditional diploma so graduates can meet their academic and career goals.
- Designed for self-directed youth and adults with life and work experiences and a general familiarity with the computer.
- Offers flexible scheduling and confidentiality.
- Evaluates 70 competencies in ten content areas including Financial Literacy, Health Literacy, Civic Literacy, Geography, History, Science, and Twenty-First Century Workplace.
- Evaluates competencies that are based on skills outlined in the Common Core College and Career Readiness standards.

Of the total population in Solano County (418,333), 15.8%, or 66,380, are low literacy. Only Vallejo Regional Education Center and Fairfield-Suisun Adult School offer adult basic education classes. Fairfield-Suisun Adult School has had a waiting list for adult basic education classes during the 2013-14 school year. Based on the research referred to below, providing expanded adult basic education classes should have a substantial positive impact the economy of Solano County.

The following research outlines the impact of low literacy (Source: National Institute for Literacy, National Center for Adult Literacy, The Literacy Company, U.S. Census Bureau):

- There is a correlation between illiteracy and income at least in individual economic terms, in that literacy has payoffs and is a worthwhile investment. As the literacy rate doubles, so does the per capita income.
- 3 out of 4 people on welfare can't read.
- 20% of Americans read below the level needed to earn a living wage.
- 50% of the unemployed between the ages of 16 and 21 cannot read well enough to be considered functionally literate.
- Between 46 and 51% of American adults have an income well below the poverty level because of their inability to read.
- Illiteracy costs American taxpayers an estimated \$20 billion each year.
- School dropouts cost our nation \$240 billion in social service expenditures and lost tax revenues.
- 3 out of 5 people in American prisons can't read.
- To determine how many prison beds will be needed in future years, some states actually base part of their projection on how well current elementary students are performing on reading tests.
- 85% of juvenile offenders have problems reading.
- Approximately 50% of Americans read so poorly that they are unable to perform simple tasks such as reading prescription drug labels.

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<b>Community</b>	<b>Hispanic or Latin Descent</b>	<b>Speak a Language Other Than English at Home</b>	<b>Adults Over 18 Without a High School Diploma</b>	<b>People Below the Poverty Level</b>	<b>% of Female Heads of Households</b>
<b>Solano County</b>	24.8%	29.4%	13.8%	10%	25.1%
<b>Benicia</b>	12.0%	15.1%	6.2%	2.7%	9%
<b>Dixon</b>	40.5%	31/6%	16.1%		
<b>Rio Vista</b>	27.3%	16.2%	6.5%		
<b>Suisun City</b>	24.0%	33.8%	14.3%	9.5%	20%
<b>Vacaville</b>	22.9%	19.7%	13.7%	7.8%	22.9%
<b>Vallejo</b>	22.6%	39.4%	13.9%	14.4%	29.3%
<b>Fairfield</b>	24.7%	36.9%	13.8%	13.8%	24%



**Objective # 3 Table:**

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment among Consortium Participants**

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Method of Assessment
<p>I. Determination of specific skills needed for students to successfully transition to post secondary.</p>	<p>K-12 adult education teachers will meet with Solano Community College to identify skills students need for success at Solano Community College:</p> <ol style="list-style-type: none"> <li>1. Placement assessment requirements.</li> <li>a. Administer college intake assessments at k-12 adult schools to give students clear information about where they could enter Solano Community College</li> </ol>	<ol style="list-style-type: none"> <li>1. Paid time for faculty including time to develop and test assessments and to work to align k-12 adult school classes with SCC courses.</li> <li>2. Paid time for k-12 adult teachers including time to develop and test assessments and to work to align k-12 adult school classes with SCC courses.</li> </ol> <p><b>(Curriculum</b></p>	<p>Math:</p> <p>2 faculty@5 hours to review Edready assessment</p> <p>5x\$66= \$330 2 x \$330 = \$660</p> <p>TOTAL \$ 660</p> <hr/> <p>English:</p>	<p>Solano Community College faculty: English, Math, English as a Second Language, Career Technical, College counseling</p> <p>k-12 adult school administrators</p>	<ol style="list-style-type: none"> <li>1. College placement assessments</li> <li>2. Documentation of students successful entry into Solano Community College (<b>Progress Indicator</b>)</li> <li>3. Documentation of student success as demonstrated by completion of a college course. (<b>Progress</b></li> </ol>

	<p>pathways.</p> <p>b. Share common <b>CME</b> rubric with k-12 adult school English and ESL faculty.</p> <p>c. Include k-12 adult school faculty in selection of normed readings.</p> <p>d. Solano Community College math faculty will review Edready Assessments to determine if they are appropriate for placement into Solano Community College math courses. (Edready is an <b>online college preparation math course.</b>)</p> <p>e. Students wishing to enter Solano Community College career technical education (CTE) programs will complete reading and math assessment at levels that will assure success in CTE classes.</p> <p>2. Personal management skills to include: -</p> <p>a. Time management skills. Develop the ability to meet</p>	<p><b>Mapping/Matching)</b></p> <p>3. College placement assessments</p> <p>4. College textbooks</p> <p>5. Sample English syllabi</p> <p>6. Paid time for counselors.</p> <p>7. Record-sharing mechanism between k-12 adult schools and Solano Community College. <b>(Data/record sharing)</b></p>	<p>3 k-12 adult education English teachers</p> <p>2 hours to review Solano CC assessments</p> <p><math>3 \times 2 = 6 \times \\$40/\text{hr} = \\$240</math></p> <p>+ \$ 77 (benefits) \$317</p> <p>3 teachers @ 10hrs</p> <p><math>30 \times \\$40.00 = \\$1200</math></p> <p>benefits \$ 384</p> <p>\$1584</p> <p>TOTAL \$ 1901</p> <hr/> <p>Counseling:</p> <p>k-12 counselors</p> <p>3 x 6 hours assessment evaluation time</p>	<p>K-12 adult school counselors</p> <p>k-12 adult school adult secondary education math and English instructors and ESL instructors</p>	<p><b>Indicator)</b></p> <p>4. Common assessments and mutually understood cut scores to enable cross-program advising and referral.</p> <p><b>(Data collection/record sharing)</b></p>
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	<p>deadlines and understand the consequences of not meeting deadlines.</p> <p>b. Training for students to understand financial aid options and deadlines</p> <p>c. Training to help students identify and utilize resources. <b>(Student Support Services: Transition counseling)</b></p> <p>3. Appropriate reading level:</p> <p>a. Reading that contains a basic to moderate level of academic vocabulary.</p> <p>b. Academic reading comprehension skills using college texts <b>(Contextualized Learning)</b></p> <p>c. Career-oriented reading skills. Ability to read industry-related texts.</p> <p>4. Requisite writing skills –</p>	<p>FAFSA application</p> <p>Printed information from Solano Community College on financial assistance options.</p> <p>College texts to use in K-12 adult education high school courses.</p>	<p>18 x \$40/hr=\$ 720</p> <p>benefits = \$ 230</p> <p>\$ 950</p> <p>Solano CC counseling 3 hours meeting time with k-12 counselors</p> <p>3 x \$66/hr = \$ 198</p> <p>k-12 counselors</p> <p>3 x3 x\$40/hr= \$360</p> <p>benefits = \$115</p> <p>\$475</p> <p>\$198</p> <p>\$950</p> <p>TOTAL \$1,623</p> <hr/> <p>College Readiness Instruction (Time management,</p>		<p>2. Student completion of College Readiness course competencies. <b>(Progress Indicator)</b></p>
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	<p>a. Academic writing skills: Students should be able to construct complete sentences of various lengths: simple, compound; and understand the use of punctuation and the proper mechanics, primarily comma usage and capitalization.</p> <p>b. Career Technical writing skills: professional email, summary of tasks, research reports</p> <p>5. Technology Skills:</p> <p>a. Basic computer skills, including typing math equations into word or other programs like interactmath.com/ calculators.</p> <p>b. Career Technical Education: Students need familiarity word processing, spreadsheet, data management, and presentation applications, and use of scientific calculators.</p>	<p>Employment manuals, insurance information, etc. for use as reading texts.</p>	<p>financial aid &amp; resource management):</p> <p>50 hours instruction a 3 k-12 adult schools</p> <p>150 x \$40/hr = \$ 6,000</p> <p>\$ 1,920</p> <p>\$ 7,920 TOTAL</p> <hr/> <p>Writing Instruction see above</p> <p>5. Solano Community College CTE teachers in selected certificate programs</p> <p>5 hours assessment development time</p> <p>5 X \$66/hour \$330</p>		<p>3. Student demonstration of comprehension using a college level text book. <b>(Progress Indicator)</b></p> <p>Students successfully use college level vocabulary. <b>(Progress Indicator)</b></p> <p>Students able to read workplace texts: manuals, directions &amp; safety documents. <b>(Progress Indicator)</b></p> <p>4. Evaluation of student writing using rubrics from Solano Community College English writing course at transferrable</p>
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	<p>6. Appropriate ESL Adult School and Solano Community College ESL instructors first need to define the skills and levels taught at each institution. <b>(Curriculum mapping/matching)</b> Then a coherent plan should be built that will allow students to transition from one to the other. Specific attention should be paid to the transition phase. Some overlap (of skills practiced and levels served, at the higher end of adult school and the lower end of SCC) is optimal, since (1) recursiveness is an important factor in language learning and (2) academic expectations will likely be higher at the college level. Vocabulary and skills lessons can be taught by CTE or ESL faculty.</p> <p>8. When appropriate: Identifying students who belong in the DSS program when transferring to SCC, and aiding students with completion of requirements to join the program.</p>		<p>(per teacher)</p> <p>5 hours assessment development time</p> <p>k-12 CTE teacher</p> <p>5 hours x \$40</p> <p>6. Planning time to identify skills taught in both k-12 adult ESL classes and Solano Community College ESL classes.<b>(Curriculum Matching/Mapping)</b></p> <p>8 hours SCC faculty@ \$66/hour</p> <p>8 hours x 2 k-12 adult teachers @ \$40/hour</p> <p>SCC \$ 528</p> <p>k-12 \$1024</p> <p>benefits \$ 328</p> <p>\$1880</p>		<p>credit level.</p> <p><b>(Progress Indicator)</b></p> <p>Students compose portfolio of workplace writing: email, summary of tasks, etc. <b>(Progress Indicator)</b></p> <p>5. a. Students demonstrate ability to use technology to solve mathematical problems.</p> <p><b>(Contextualized Learning)</b></p> <p>b. Students compose error free document using Microsoft Word.</p> <p>c. Students demonstrate ability to use Excel to produce a spread sheet and calculate totals.</p> <p><b>(Progress Indicator)</b></p> <p><b>(Contextualized Learning)</b></p>
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	<p><b>(Student Support Services: counseling)</b></p> <p>9. k-12 adult education teachers and Solano Community College faculty will work together to compare the content in the algebra courses offered at k-12 adult school and SCC and aligning the k-12 courses with SCC courses. <b>(Curriculum Matching/Mapping)</b></p> <p>10. Create a learning community to meet the needs of entering k-12 adult school students to continue their sense of community on the college campus and help ease the transition.</p> <p><b>(Staff Development: Professional Learning Community)</b></p> <p>11. For CTE: prepare a collection of videos of the various departments found within CTE to</p>		<p>8. Counseling for ESL students making transition to Solano Community College from k-12 adult schools.</p> <p style="padding-left: 40px;">k-12 adult –</p> <p style="padding-left: 40px;">2 counselors @ 5 hours x \$40/hour</p> <p style="padding-left: 40px;">\$ 400</p> <p style="padding-left: 40px;">benefits \$ 128</p> <p>SCC 5hours@ \$66/hr</p> <p style="padding-left: 40px;">\$ 330</p> <p style="padding-left: 40px;">TOTAL \$ 858</p> <p>9. 2 x 5 x \$66 =</p> <p style="padding-left: 40px;">\$ 660</p> <p style="padding-left: 40px;">3 x 5 x \$40 =</p> <p style="padding-left: 40px;">\$ 600</p> <p style="padding-left: 40px;">\$ 192</p>		<p>6. K-12 adult school students will demonstrate reading, speaking and listening skills at a level determined to indicate successful transition into Solano Community College ESL classes.</p> <p><b>(Progress Indicator)</b></p>
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show students examples of what will be studied at the college level. Videos may also include presentations from people already in the workforce sharing their experiences

12. Schedule speakers from different industries or instructors from the college come to the Adult Ed classrooms and talk about what is expected of them as students/learners. **(Work with community partners)**

\$ 792

TOTAL \$1452

10. 5 hours SCC counseling

5 x \$66 = \$ 330

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			12. 4 hours coordinating time x 3 schools x \$40 =  \$ 480  \$ 153  \$ 633		
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<p>II. Determination of specific skills needed for students to successfully enter the workforce.</p>	<p>1. k-12 adult educations teachers will meet with Solano Community College career technical education faculty, Workforce Investment Board staff and regional business leaders to identify specific skills needed for students to successfully enter the workforce.</p> <p>a. Develop a Career Technical Education (CTE) preparation math course to prepare students for success in CTE certificate programs.</p> <p><b>(New course development)</b></p> <p>b. Work with Solano Community College career technical faculty to develop pre-certificate training classes. Explore developing articulation agreements to give students college credit for such courses.</p> <p><b>(Articulation agreements)</b></p> <p>c. ESL Instructors should work</p>	<p>1. Solano Community College certificate program requirements</p> <p>2. Paid time for Solano CC faculty</p> <p>3. Paid time for k-12 adult school teachers</p> <p>3. Paid time for Workforce Investment Board staff</p> <p>4. Paid time to develop CTE programs and recruit faculty to teach in programs.</p>	<p>1. a. 3 hours paid time for faculty in CTE certificate programs to share pre-requisite skills with k-12 adult school teachers.</p> <p>3 x \$66 x 8 certificate programs = \$1,584</p> <p>3 x 2 (K-12 counselors) =</p> <p>6 x \$40 x 8 =</p> <p>\$ 1,920</p> <p>benefits \$ 403</p> <p>\$ 2,923</p> <p>b. 8 x 8 x \$66=</p> <p>\$ 4,224</p> <p>2 x 15 x \$40 =</p> <p>\$ 1,200</p> <p>benefits \$ 384</p>	<p>Solano Community College career technical faculty</p> <p>Workforce Investment Board staff</p> <p>k-12 adult school administrators</p> <p>Fairfield-Suisun Adult School (FSAS) teachers</p> <p>Vacaville Education Extension Program (VEEP) teachers</p> <p>Vallejo Regional Career Center (VRCC) teachers</p>	<p>CASAS Workforce Skills Certification Assessment</p>
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	<p>with industry consultants/CTE Instructors to determine the language skills and specialized vocabulary needed for success in that field (sample fields: nursing, landscaping, retail, food preparation, etc.)</p>		<p>\$ 1,584</p> <p>c. 3 x 5 x \$66/hr (SCC faculty ESL instructors)</p> <p>\$ 990</p> <p>2 x 5 x \$40 (k-12 adult ESL teachers)</p> <p>\$ 400</p> <p>\$ 128</p> <p>\$ 528</p>		
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<p>III. Implementation of assessment/interest inventories to assist students with determining post secondary or workplace readiness path.</p>	<p>1. FSAS, VEEP and VREC counselors will review interest inventories and decide on one to be used by all three programs. <b>(Student Support Services: Counseling)</b></p> <p>2. FSAS, VEEP &amp; VREC counselors will develop a plan for administering the assessment to adult secondary education and advanced English as a Second Language students. <b>(Student Support Services: Counseling)</b></p> <p>3. FSAS, VEEP &amp; VREC counselors will work together to develop a student college readiness or workforce readiness plan form<b>(Student Support Services: Counseling)</b></p> <p>4. k-12 adult education teachers and Solano Community College faculty will work together to develop a tour of campus</p> <p>a. see the structure of the college,</p>	<p>Interest inventories to review</p> <p>Paid time for counselors to meet together to designate which inventory will be used.</p> <p>Paid time for counselors to meet together to develop a student workforce readiness plan and a college readiness plan.</p> <p>Paid time for counselors to administer interest inventory and supervise student work on plans.</p>	<p>1. <math>3 \times 3 \times \\$40 = \\$360</math> \$ 115 \$ 475</p> <p>2. <math>3 \times 2 \times \\$40 = \\$240</math> benefits \$ 77 \$317</p> <p>3. <math>3 \times 6 \times \\$40 =</math> \$ 720 benefits \$ 230 \$ 950</p> <p>4. <math>2 \times 6 \times \\$66 = \\$792</math> <math>3 \times 6 \times \\$40 = \\$720</math> benefits \$230 \$950</p>	<p>Administrators of k-12 adult education programs</p> <p>Counselors from Fairfield-Suisun Adult School, Vallejo Regional Career Center and Vacaville Education Extension Program</p>	<p>Student completion of interest inventories</p> <p>Student workforce readiness or college readiness plans</p>
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	<p>b. meet with instructors, c. sit in on several classes and d. meet with a counselor. <b>(Student Support Services: Counseling)</b></p> <p>5. FSAS, VEEP &amp; VREC counselors will maintain a copy of the student plan. <b>(Student Support Services: Counseling)</b></p>				
<p>IV. Development of student goal setting activities: preparation for transition to post secondary or transition to work.</p>	<p>1. FSAS, VEEP, &amp; VREC teachers and counselors will work together to develop and teach goal setting lessons. Goal setting lessons should include short and long term educational/ workforce goals, and a plan of action to reach stated goals. <b>(Student Support Services: Counseling)</b></p>	<p>1. Sample goal setting lessons</p> <p>2. Paid time at each individual school for counselor to work with teachers on development of goal setting lessons.</p>	<p>2.</p> <p>3 x 5 x \$40 = \$ 600</p> <p>benefits \$ 192</p> <p>\$ 792</p>	<p>k-12 adult education administrators</p> <p>Counselor from FSAS, VEEP and VREC.</p> <p>Teachers from FSAS,</p>	<p>Student goals recorded on their individual workforce readiness or college readiness plan.</p>

	<p>2. Students will record their goals on workforce readiness plan or college readiness plan.</p> <p>3. Students will submit plans to teachers online for review and comments. In some cases, students will submit work for peer review and sharing of comments within the online course structure.</p> <p><b>(Online learning)</b></p>			VEEP, & VREC.	
<p>V. Activities to familiarize students with post secondary education options.</p>	<p>1. Each school community, FSAS, VEEP, &amp; VRCC , will plan activities to make students aware of post secondary options. The design of activities will be determined by the K-12 adult education administrator, counselor and teachers working together to plan activities for their school.</p> <p>a. Schedule “table talks” with SCC recruiters at the k-12 adult schools to familiarize students with options and programs at SCC.</p> <p>b. Schedule a Solano Community College campus tour for k-12 adult</p>	<p>1. Names of regional post secondary institutions and the appropriate contact person.</p> <p>2. Catalogues and brochures from local post secondary programs.</p> <p>3. Paid time for counselor or teachers to plan for and conduct activities.</p>	<p>1. 3 hours coordinating time at 3 schools</p> <p><math>3 \times 3 \times \\$40 = \\$ 360</math></p> <p>benefits \$ 115</p> <p>\$ 475</p>	<p>Outreach staff from regional post secondary programs.</p> <p>FSAS, VEEP, &amp; VRCC administrators.</p> <p>FSAS, VEEP, &amp; VRCC counselors</p> <p>FSAS, VEEP, &amp; VRCC</p>	<p>Students complete evaluations of activities.</p>

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	<p>school students.</p> <p>4. Notify Adult Ed schools of upcoming SCC off-campus gatherings to inform students of classes/certificate/degrees offered.</p>		<p>b. 2 hours Solano CC counseling</p> <p style="text-align: right;"><math>2 \times \\$66 = \\$132</math></p> <p>3 hrs coordinating and chaperoning for k-12 adult ed tchrs— 3 schools</p> <p style="text-align: right;"><math>9 \times \\$40 + \text{benefits}</math></p> <p style="text-align: right;">\$ 475</p>	teachers	
<p>VI. Presentations by partner agencies in support of post secondary education options and short-term career training options.</p>	<p>1. Each school community, FSAS, VEEP, &amp; VRCC will invite community members to make presentations to students:</p> <ul style="list-style-type: none"> <li>● Workforce Investment Board</li> <li>● Apprenticeship training committee</li> <li>● Goodwill Industries</li> </ul>	<p>Paid time for staff to contact and schedule presenters and to research the needs of the students and opportunities in the community (and to find new partner agencies)</p>	<p>1. 4 hours coordinating time – 3 schools</p> <p style="text-align: right;"><math>4 \times 3 \times \\$40 = \\$ 480</math></p> <p style="text-align: right;">benefits    \$ 154</p> <p style="text-align: right;">\$ 634</p>	<p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p>	<p>Students complete evaluation form after presentations</p> <p>Revisit the workforce readiness plan forms so that students can determine if what was presented pertains to</p>

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	<p>etc.</p> <p>Representatives from local businesses and industries</p> <p>2. Research is needed to determine additional CTE needs/opportunities of our community so graduates can find career related jobs in their field post graduation.</p>		<p style="text-align: right;">3. 5 hours</p> <p style="text-align: right;">Solano CC faculty</p> <p style="text-align: right;">5 hours x 3 schools</p> <p style="text-align: right;">k-12 adult schools</p> <p style="text-align: right;">\$ 330</p> <p style="text-align: right;">\$ 600</p> <p style="text-align: right;">benefits \$ 192</p> <p style="text-align: right;">TOTAL \$1122</p>		<p>their own career goals.</p>
<p>VII. K-12 adult education and post secondary programs build relationships with potential regional employers.</p>	<p>1. Each school community, FSAS, VEEP, &amp; VRCC will develop relationships with potential employers in their community.</p> <ul style="list-style-type: none"> <li>● Representatives from local businesses and industries</li> </ul> <p>2. The regional consortium will hire a job placement specialist who will assist students who are</p>	<p>Salary for job placement specialist.</p> <p>Paid time for CTE instructors to make contact and build relationships with regional employers.</p>	<p>\$56,000 annually</p> <p>\$17,920 benefits</p> <p>\$73,920</p> <p>10 hours 4 CTE</p>	<p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p>	<p>Log of business contacted and name of person contacted</p> <p>Record of students successfully completing short-term CTE programs</p>

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	<p>completing short-term career technical training programs with job seeking.</p> <p>3. k-12 adult school teachers and counselors and Solano Community College faculty regularly share employment potential information about potential employment with students. <b>(Student Support Services: Counseling)</b></p>		<p style="text-align: center;">instructors</p> <p style="text-align: center;">10 hours x 2 instructors x 2 schools</p> <p style="text-align: center;">10 x 4 x \$66=\$2640</p> <p style="text-align: center;">20 x \$40 = \$ 800</p> <p style="text-align: center;">benefits \$ 256</p> <p style="text-align: center;">TOTAL \$3696</p>		<p>Record of business contacts by employment specialist</p> <p>Record of successful student job attainment</p>
<p>8. Expansion of short-term career technical education offerings with potential for employment within the region.</p>	<p>With assistance from the Workforce Investment Board, staff from k-12 adult schools will interview regional employers to determine need for short-term career technical training.</p>	<p>Paid time for staff to:</p> <p>Meet with Workforce Investment Board staff</p> <p>Contact regional employers</p> <p>Qualified teacher(s)</p> <p>Publicity to recruit students</p>	<p style="text-align: center;">Planning time</p> <p style="text-align: center;">5 hours x \$66 per CTE area</p> <p style="text-align: center;">5 hours x 3 schools x \$40/hour k-12 adult school</p> <p style="text-align: center;">5 x \$66 = \$ 330</p> <p style="text-align: center;">15 x \$40 = \$ 600</p> <p style="text-align: center;">benefits \$ 192</p> <p style="text-align: center;">TOTAL \$1122</p> <p style="text-align: center;">Publicity \$500/ class</p>	<p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p> <p>Solano Community College</p>	<p>Meeting minutes:</p> <ol style="list-style-type: none"> <li>1. Meeting with Workforce Investment Board</li> <li>2. Meetings of k-12 adult schools and Solano CC to discuss development of training program</li> </ol> <p>Student evaluations of short-term career technical classes</p>



<p>9. Development of workplace readiness programs in k-12 adult schools and post secondary.</p>	<p>1. Review of skills employers listed as necessary in employees</p> <p style="padding-left: 40px;">a. Prepare a generalized survey for industry-related companies that could provide information of what employers are looking for in new-hires.</p> <p>2. Development of workplace readiness curriculum which addresses that job/profession’s terminology, technology challenges/email etiquette/human resource knowledge/customer relations/etc., areas more specific to that jobs/careers. <b>(Student Support Services: Counseling)</b></p> <p><b>(New Course Development)</b></p> <p>3. Selection of teacher for workforce readiness class.</p>	<p>Paid time for staff to:</p> <p>Review skills</p> <p>Develop curriculum for course</p> <p>Develop job shadowing program</p> <p>Develop assessment rubric &amp; evaluate job shadowing students</p>	<p>Review of skills listed above.</p> <p>Curriculum development</p> <p>10 hours</p> <p>10 x \$66 = \$660 per community college course</p> <p>10x \$40 = \$400 per k-12 adult school course</p> <p>Job shadowing: set up</p> <p>10 hours per course 10 x \$66 (SCC)</p> <p>10 x \$40 (k 12 adult)</p> <p>\$660</p> <p>\$400</p>	<p>Solano Community College</p> <p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p>	<p>Developed course for instructing workforce readiness</p> <p>Course evaluation by completing students</p> <p>Rubric for evaluation of job shadowing students</p> <p>Revisit the workforce readiness plan form so that students can determine if what was shadowed pertains to their own career goals.</p>
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	<p>4. Development of lessons.</p> <p>5. Contact local employers seeking job shadowing sites enabling students to see if their industry-related goals are realistic in the sense that they are interested in what tasks the particular company performs on a day-to-day basis.</p> <p>6. Develop selection criteria for students to be eligible for job shadowing.</p> <p>7. Select students for job shadowing.</p> <p>8. Implement job shadowing program.</p> <p>9. Evaluate success of job shadowing program.</p>		<p>\$1060</p> <p>Course development:</p> <p>10 x \$66 (SCC)</p> <p>10 x \$40 (k 12 adult)</p> <p>\$660</p> <p>\$400</p> <p>\$1060</p> <p>Supervision of job shadowing:</p> <p>4 x \$66 (SCC)</p> <p>4 x \$40 (k-12adult)</p> <p>\$264</p> <p>\$160</p> <p>\$424</p>		
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			<p style="text-align: center;">Follow up with employers:</p> <p style="text-align: center;">3 x \$66 (SCC)</p> <p style="text-align: center;">3 x \$40 (k-12adult)</p> <p style="text-align: center;">\$198</p> <p style="text-align: center;">\$120</p> <p style="text-align: center;">\$318</p>		
10. Development of college readiness programs in local k-12 adult schools.	<p>1. See “Transition to be addressed” #1</p> <p>2. Teachers will develop college readiness course. (Once again, this is where a scaffolded assessment is key in order to “plug” students into classes which are a win/win for them as well as timely and relevant towards their career goals. )</p>	<p>Paid time for counselors &amp; teachers in k-12 adult schools to develop the course</p> <p>Paid time for Solano Community College counselors to plan and conduct tour for k – 12 adult school students.</p>	See above	<p>Solano Community College</p> <p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p>	<p>Development of College Readiness course</p> <p>Completing students – evaluation of course</p>

	<p>3. Teachers will work with Solano Community College counseling department to arrange a visit to college campus.</p> <p>4. This may be extended to a bridge session which is a week in length.</p> <p>4. Course will include a completion of "College Readiness Plan." See <i>Strategy/Approach to be Employed #4</i></p> <p>5. Course will include instruction in academic readiness skills.</p>				
<p>11. Development of relationship with social service agencies that can provide support for students' successful transition into post secondary, short-term career</p>	<p>k-12 adult school administrators meet with social service agencies and consortium partners to discuss ways that agencies can provide support to students.</p>	<p>Development of shared goals for supporting adult learners in college and career readiness.</p>		<p>Vallejo Regional Career Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p>	

technical training, apprenticeship training or the workforce. <b>(Student Support Services: Counseling)</b>					
12. The Solano Consortium recognizes the need for a range of student support services.	<p>1. Provision of child care at member K-12 adult schools. <b>(Student Support Services: Child Care)</b></p> <p>2. Transportation support <b>(Student Support Services: Transportation)</b></p>	<p>1. Materials/toys for a child care center</p> <p>2. (a) Make transportation schedules available for students.</p> <p>(b) Do activities to teach students how to access and use public transportation.</p> <p>(c) A consortium member will meet regularly with representative of public transportation to make them aware of student transportation needs.</p>	\$5000 to purchase furniture and toys for child care center.	Fairfield-Suisun Adult School	
13. Development of articulation agreements. <b>(Articulation)</b>	1. Fairfield-Suisun Adult School teachers will work with Solano Community College faculty to develop course articulation agreements:	Solano Community College course curriculum and text books.	<p>Paid time for K-12 adult school teachers</p> <p>30 hours per course</p> <p>\$35/hr x 30 = \$1050</p>	Fairfield-Suisun Adult School & Solano Community College	Course assessments will be collaboratively developed. Students who successfully complete course competencies and

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<b>Agreements)</b>	(a) accounting (b) Microsoft Word, Excel (c) Early childhood		+ \$336 benefits = \$1386 per course		assessment will earn Solano Community College credit.
14. Outreach activities. <b>(Outreach activities)</b>	1. Solano Community College will regularly conduct outreach activities at each K-12 adult education program.  2. Consortium members will conduct outreach activities with partner agencies to keep them aware of collaborative work being done by the consortium.	K-12 adult schools will establish relationships with Solano Community College outreach staff members.  2. Designated time for consortium members to meet with partner agencies.	10 hours per quarter @ \$35/hour  \$350 + \$112 benefits + \$462/quarter = \$1848/year	Solano Community College  Consortium member K-12 adult schools	Numbers of students who receive information about Solano Community College  Log of consortium outreach activities
			<b>TOTAL = \$ 123,737</b>		

### Process for planning:

Eleven faculty members and ten K-12 adult school teachers have been meeting weekly to discuss the AB86 objectives and plan responses to data. When the working groups began, faculty and teachers agreed to contribute to a shared Google document for each objective. The accompanying chart is what was produced by the faculty and teachers as they discussed strategies for creating pathways for K-12 adult education students into Solano Community College. The joint planning process has helped teachers learn about classes and systems at Solano Community College while Solano Community College faculty has learned about K-12 adult education programs and students.

### Implementation Strategies to Create Pathways & Systems Alignment

1. The first transition addressed was the *need to determine what specific skills are needed to allow students to successfully transition to post-secondary* (Solano Community College). There was extensive discussion of **placement assessments**. The English basic skills faculty described the rubric used to evaluate student placement essays. Solano Community College (SCC) has shared with the K-12 adult schools samples of the writing prompts and rubrics. **(curriculum matching)** This will allow K-12 teachers of advanced ESL students and adult high school diploma students to prepare students to meet the standards of the rubrics. The consortium planners discussed the need to facilitate **sharing of student records**.

Consortium members are looking into establishing a Solano Community College writing lab on K-12 adult school campuses to support students' skill development, helping them prepare for success on SCC English placement essays. **(shared facilities)** K-12 adult education teachers will use college texts to teach academic reading skills in adult education required high school diploma classes. **(contextualized learning)** Student assessment will include an assessment of how well students can document information from readings taken from college texts. **(performance indicators)**

Implementation of strategies to facilitate students' transition to post-secondary will require paid planning time for faculty to design assessments and assist K-12 adult teachers with aligning classes with SCC courses. **(curriculum mapping)** It will also require paid planning time for K-12 teachers.

The Solano Community College faculty members who teach basic skills math are indicate there is not a clearly successful placement assessment in use at SCC. Fairfield-Suisun Adult School is participating in a grant project that uses an online math program, *Edready*, **(online learning)** that is designed to assess student math skills and provide tutorial practices that are followed by additional assessment. This program is aligned with community college math courses. The K-12 adult schools recommend that Edready assessment be used until the state community college system develops placement assessment.

Students wishing to enter SCC will need to be able to read and comprehend college text books. K-12 adult school teachers will review college text books and develop lessons that give adult school students the opportunity to practice reading at



the college level. **(process indicators)**

The K-12 adult school programs plan to develop programs that present students with information about their options after they complete their adult education program. They will invite community partners to share information about career options, familiarize students with online career assessment tools, and require students to complete an educational/vocational plan. **(new course development, online learning, student support services: counseling)**

Students who wish to enter career technical education (CTE) certificate programs also need a strong foundation in math, reading and writing. CTE faculty recommend that students have computer skills, and can use essential word processing and spreadsheet applications. Instruction in basic computer application skills needs to be readily available to adult education students to help them transition to several types of career technical education programs.

English as a second language faculty and high school subject teachers recommend that they need to collaborate to identify and define skills and language levels that are taught at the K-12 adult schools and at Solano Community College **(curriculum mapping)** in order to develop an effective and coherent student transition plan. **(student support services: counseling)**

The counseling departments of both the adult schools and the college will collaborate to determine what personal management skills students should have in order to succeed in college. **(student support services: transition)**

The Solano Consortium planning group discussed that several courses offered in K-12 adult schools are parallel to courses offered at Solano Community College. The

consortium planning group recommended that the K-12 adult schools work with Solano Community College faculty to determine if these courses are qualified, or could be modified to qualify, for articulation agreements. If the courses are articulated with Solano Community College, students could earn college credit for successful completion of the course or sequence of courses. **(articulation agreements)**

To assist students with successful transition to the college, consortium planning members recommend that students enter as a student cohort and receive support from counselors and one another. **(student support services: transition)**

There are several barriers facing K-12 adult education students that make it very difficult for them to successfully complete coursework leading to transition to postsecondary education or the workplace. One challenge many students face is the being parents of young children. Childcare is very expensive, so if students do not have family or friends willing to care for their children, they cannot attend classes. Vacaville Education Extension Program and Fairfield-Suisun Adult School would like to establish a child care center to make affordable childcare available for students. **(student support services: childcare)**

Students also often do not have transportation to the college campus. Member K-12 adult education schools propose to make transit information available at schools and to hold “mini-workshops” to assist students with mapping transit routes to the college campus, as many students have not used public transportation. Students will also receive information on how they can establish ride-sharing co-ops with fellow students. Carpooling will be strongly encouraged. **(student support services:**

### **transportation)**

In summary, faculty and teachers will determine what math skills, writing skills, reading skills, language skills, and personal management skills students require to succeed in postsecondary education or to enter the workforce.

**Objective #4 Table: Preliminary Plan**

**Table 4.1 Implementation Strategies to Address Identified Gaps**

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific School District(s) or Colleges)	Methods of Assessment	Timeline
The Solano Consortium recommends maintaining the capacity of Fairfield-Suisun Adult School at the 2013-14 level.	Maintenance of capacity for Fairfield-Suisun Adult School.	1000 Teacher salaries Substitute teacher salaries Administrator salary 2000 Clerical Custodial Para Educator Substitutes GED test proctor 3000 Benefits for above 4000 5000 7000 <b>TOTAL</b>	364,407 62,081  102,000 105,233 78,384 13,618 11,653 23,371  186,532 8,976 70,720 57,513 <b>1,084,488</b>			July 1, 2015
The Solano Consortium recommends maintaining the capacity of Vallejo Regional Education Center at the 2013-14 level.	Maintenance of capacity for Fairfield-Suisun Adult School.	1000 Teacher salaries Counselor Administrator 2000 Instructional aides Custodial Office staff 3000	130,887 29,995 90,000  7,197 81,880 240,023			July 1, 2015

		Benefits for above 4000 Instructional supplies Office supplies Computer equipment 5000 Travel, conference Reproduction Software licenses other services Postage <b>TOTAL</b>	179,676  7,087 5,017 32,033  547 1,373 100,912 26,431 19,472 <b>953,100</b>			
The Solano Consortium recommends maintaining the capacity of Vacaville Education Extension Program at the 2013-14 level.		1000 Teacher salaries 2000 3000 4000 <b>TOTAL</b>	50,392 21,776 11,935 1,937 <b>86,040</b>			July 1, 2015
<b>MAINTENANCE OF CAPACITY</b>		<b>TOTAL</b>	<b>2,123,628</b>			
Non-English speaking adults in Solano County do not have adequate opportunities to take classes to learn English.	1. Establish “hubs” that will support other communities: Fairfield-Suisun Adult School (FSAS) will support Dixon, Vacaville and Rio Vista. Vallejo Regional Education Center will support Benicia. 2. Support to include	Curriculum Resources, including distance learning technology and materials.  Assessment Resources  Teachers in each community  Salary for coordinating teacher	ESL Technology and Curriculum Materials for 6 sites. Includes required technology for Internet supported blended instruction, textbooks, and ESL instructional program licensing for an estimated 2000 students: 1 <sup>st</sup> year: \$1,300,000.00	Coordinating School: Fairfield-Suisun Adult School  • Dixon Unified School District • Vacaville Unified School District	All English as a Second Language (ESL) students will be assessed using CASAS pre and post tests at the appropriate level.  Post tests will	Involve Dixon and Rio Vista in AB86 Consortium meetings. (August – November 2014)  After funding is established, FSAS administrator will select & hire

	<p>assistance with selection of curriculum, support for planning and delivering instruction and support for assessment.          3. Support to be provided by coordinating teacher.          4. Opportunities to accelerate learning English will be provided by use of distance learning for extended ESL practice.</p>	<p>Childcare for daytime ESL classes.</p>	<p>(Ongoing: \$400,000/year)</p> <p>2 main sites(FS Adult &amp; Vallejo Regional Education Center) &amp; 4 satellite sites (Dixon Unified, Winters Unified, Vacaville Unified &amp; Benicia Unified)          Teacher salaries + benefits \$240,768</p> <p>Coordinating teachers:          FS Adult – Dixon          Winters &amp; Vacaville          Vallejo – Benicia          Salaries + benefits          FSAS          \$47,520          Vallejo          \$23,760          Total  <b>\$71,280</b></p> <p>Childcare for each class: 2 childcare workers/hour for each class          Salary + benefits          \$ 162,202</p> <p><b>TOTAL          \$ 1,774,250</b></p>	<ul style="list-style-type: none"> <li>• Rio Vista Unified School District</li> </ul> <p>Coordinating School: Vallejo Regional Education Center</p> <ul style="list-style-type: none"> <li>• Benicia Unified School District</li> </ul> <p>Solano Community College</p>	<p>be given after 40 hours of instruction.</p> <p>ESL students will complete English Learning in Civics additional assessments.</p> <p>Teachers will create formative assessments to measure student progress on course objectives</p>	<p>coordinating teacher.</p> <p>After funding is established, FSAS administrator and coordinating teacher meet with district leaders to plan classes.</p> <p>Districts will hire teachers and advertise classes.</p> <p>Coordinating teacher will plan and hold regional staff development meetings.          Content of meetings:</p> <ul style="list-style-type: none"> <li>• Structure for distance learning.</li> <li>• Introduction to EL Civics.</li> <li>• ESL Instructional best practices.</li> </ul> <p>After funding is</p>
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						<p>established, Vallejo Regional Education Center administrator will select &amp; hire coordinating teacher.</p> <p>After funding is established, Vallejo Regional Education Center administrator and coordinating teacher meet with Benicia leaders to plan classes.</p> <p>Vallejo and Benicia teachers will meet with other regional teachers for staff development activities.</p>
<p>There are no adult basic education (ABE) classes in the communities of Dixon, Vacaville, Rio Vista and Benicia.</p>	<p>Establish Adult Basic Education (ABE) class in Vacaville and Benicia.</p>	<p>Curriculum technology and materials</p> <p>Teacher</p>	<p>Curriculum ABE Technology and Materials: \$ 33,000 yr. 1 (\$9,000/yr ongoing)</p> <p>Teachers/4 sites Salary/benefits \$48,154</p> <p><b>TOTAL</b> <b>\$81,154</b></p>	<p>Vacaville Unified School District</p> <p>Benicia Unified School District</p> <p>River Delta Unified School District</p> <p>Dixon Unified School District</p>	<p>CASAS pre and post tests at the appropriate levels</p>	<p>Classes to begin as soon as funding is available.</p>

<p>There is no test preparation class for alternative diploma certification (GED or TASC) in Vacaville, Dixon, Rio Vista and Benicia.</p>	<p>Establish alternative diploma certification (GED or TASC) in Vacaville and Benicia</p>	<p>Curriculum technology and materials  Teacher</p>	<p>Materials for GED test preparation class \$33,000 yr. 1 (\$9,000/yr ongoing)  GED test prep for 2 districts Salaries/benefits \$ 24,077 <b>TOTAL \$57,077</b></p>	<p>Vacaville Unified School District  Benicia Unified School District</p>	<p>CASAS pre and post tests at the appropriate levels  Either GED pre tests or TASC pre tests</p>	<p>Classes to begin as soon as funding is available</p>
<p>Consortium members will explore establishing Vallejo Regional Education Center as a consortium hub for the National External Diploma Program</p>	<p>1. Meet with VUSD leaders to determine if it is feasible to offer National External Diploma Program. 2. Meet with CASAS to train staff. 3. Publicize program throughout the region.</p>	<p>Acquire NEDP from CASAS</p>		<p>Vallejo Regional Education Center</p>	<p>NEDP is an assessment system.</p>	
<p>Advanced ESL students are not currently preparing to enter post secondary education.</p>	<p>Include advanced ESL students in planned transition to college activities.</p>	<p>Workshops to familiarize students with options available at Solano Community College  Curriculum to prepare students for entry assessments</p>	<p>Salaries for workshops held twice a month Salaries/benefits \$ 4,224  Curriculum Shmoop software for three schools: \$ 10,611  <b>TOTAL \$14,835</b></p>	<p>Fairfield-Suisun Adult School and Solano Community College  Solano Community College outreach workers in partnership with FSAS ESL</p>	<p>Writing skills assessment  Reading Assessment  Edready Math Assessment</p>	<p>To begin August 2014  College readiness activities scheduled throughout 2014 &amp; 2015  Implement in additional communities</p>



				<p>teachers.</p> <p>(This is being piloted by Fairfield-Suisun Adult School. The consortium has discussed making available college transition support for ESL students from the Vallejo adult education program in subsequent years.</p> <p>As the consortium expands ESL offerings in the region, the programs will develop transition activities for English as a second language students.</p>		when funding is available
Fairfield-Suisun Adult School ESL students and Vallejo adult education ESL students are not	Develop contextualized ESL classes that teach language skills in the context of workforce	Planning time for teachers to develop contextualized language classes.	<p>Planning Salaries/benefits \$ 4,010</p> <p>Class Instruction</p>	Fairfield-Suisun Adult School will pilot classes.	CASAS Workforce Skills Certification System	Beginning August 2014 and continuing through 2015

preparing for entrance into the workforce or entrance into short term career technical training	education. Language skills for medical training programs and language skills for general office skills.	Curriculum for instructing workforce language skills.	Salaries/benefits \$18,000 <b>TOTAL \$22,010</b>	Other adult education programs in the region will add contextualized ESL classes in subsequent years.	Formative assessments to assess workforce readiness language skill attainment.	Implement in additional communities when funding is available
There is no consistent program to assist adult secondary students with transition to post secondary education.	Develop program designed to assist students who complete adult education programs with transition to post secondary education.  (Please see objective # 3)	Planning time for teachers to meet with Solano Community College faculty.  College readiness assessments  Planning time for teachers to develop college readiness program	Planning post-secondary ed transition Salaries/benefits \$ 6,000  Assessment preparation curriculum Shmoop and NROC for 3 schools \$ 12,500  <b>TOTAL \$ 18,500</b>	Fairfield-Suisun Adult School  Vacaville Education Extension Program  Vallejo Regional Education Center  Solano Community College	Edready math assessment  Accuplacer Reading Assessment  Writing assessment	To begin in August 2014 and expand when funding is available
There is no consistent program to encourage students completing adult secondary education to transition into the workforce.	Develop program designed to assist students who complete adult education programs with transition to the workforce. 1. Assess student aptitude and interests	Planning time for teachers to develop workforce readiness and pre-apprenticeship program.  Hire pre-apprenticeship teacher	Planning for W.R, 5 sites: Salary/benefits \$ 12,038  Planning for pre-apprenticeship: Salary/benefits \$ 4,514	Fairfield-Suisun Adult School  Benicia Unified School District  Vallejo Regional Education	CASAS Workforce Readiness Skills Certification  Assessments that parallel	Begin in August 2014  Expand throughout the region when funding is available

	<p>2. Invite guest speakers from apprenticeship programs</p> <p>3. Develop pre-apprenticeship program</p> <p>(Please see objective # 3)</p>		<p>Pre-apprenticeship teachers</p> <p>Salary/benefits \$46,192</p> <p><b>TOTAL 62,744</b></p>	<p>Center</p> <p>Vacaville Education Extension Program</p>	<p>apprenticeship entrance testing</p>	
<p>There is a need for additional short term Career Technical Education training programs for adults in Solano County.</p>	<p>1. Meet with local businesses in sector strategy planning meetings and determine needs for trained entry-level employees.</p> <p>2. Develop short term training programs to meet needs of local businesses.</p> <p>3. Hire teachers for short term CTE training programs.</p> <p>4. Hire job developer to assist students with job placement.</p>	<p>Equipment as needed for CTE classes.</p> <p>Job developer to assist students with job placement.</p>	<p>Projected costs for new Career Technical Classes \$40,000/teacher</p> <p>Up to \$5,000 equipment</p> <p>\$45,000 x 7 classes \$ 315,000</p> <p>Job developer 30 hours/week for 40 weeks</p> <p>Salary/benefits \$63,360</p> <p><b>TOTAL \$378,360</b></p>	<p>AB86 Member districts as training needs are determined</p>	<p>Industry certifications appropriate to training programs</p>	<p>To be determined</p>
<p>There are minimal adult education opportunities in the region for adults with disabilities.</p>	<p>The consortium proposes establishing career technical training programs for adults with disabilities at k-12 adult schools.</p>	<ul style="list-style-type: none"> <li>Project Supervising Teacher</li> <li>Para educator staff support in a ratio of 7 students to 1 staff person</li> </ul>	<p>10 hours a week for 33 weeks @ \$40/hour</p> <p>\$13,200</p> <p>benefits \$ 4,224</p> <p>\$17,424</p>	<p>Vacaville Education Extension Program</p> <p>Vallejo Regional Education</p>	<p>Project supervising teachers will develop checklists of tasks and a rubric for evaluating</p>	<p>These projects will be developed as soon as expanded funding is available.</p>

	<p><b>Toy lending library:</b></p> <ul style="list-style-type: none"> <li>• AWD students will develop fliers seeking donations of toys</li> <li>• AWD students will develop power point presentation to advertise toy lending library</li> <li>• AWD students will sort toys as they come in into useable and not useable toys</li> <li>• AWD students will sort useable toys by type of toy and approximate child's age</li> <li>• AWD students will clean</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; printer: Publishing or graphics software</li> <li>• Paper</li> <li>• Color ink for printer</li> <li>• Shelving and containers for toy display</li> </ul> <p>Plastic wash bins, towels &amp; detergent</p> <ul style="list-style-type: none"> <li>• Project Supervising Teacher</li> <li>• Para educator staff support in a ratio of 7 students to 1 staff person</li> <li>• Containers for growing plants</li> </ul>	<p>10 hours a week for 33 weeks @ 15/hour \$ 4,950 benefits\$ <u>1,584</u> \$ 6,534</p> <p>\$ 1,400 300 500 800 <u>50</u> \$ 3,050 X 3 schools \$ <u>9,150</u> <b>TOTAL</b> \$32,928</p> <p>for 33 weeks @ 10 hours a week \$40/hour</p> <p>\$13,200 benefits\$ <u>4,224</u> \$17,424</p> <p>10 hours a week for 33 weeks @ 15/hour \$ 4,950 benefits\$ <u>1,584</u></p>	<p>Center Fairfield-Suisun Adult School</p>	<p>performance of the tasks.</p> <p>Project supervising teachers will maintain task assessment records on participating students.</p>	
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	<ul style="list-style-type: none"> <li>toys</li> <li>• AWD students will inventory toys</li> <li>• AWD students will staff the toy lending library</li> </ul> <p><b>Organic Garden</b></p> <ul style="list-style-type: none"> <li>• AWD students will learn about plants: growing condition for plants, amount of water plants need, prices of produce in grocery stores, organic gardening practices</li> <li>• prepare soil for planting</li> <li>• AWD students will care for plants: weed, water, stake when necessary, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Soil &amp; organic fertilizer</li> <li>• Gardening tools</li> <li>• Containers for picking produce</li> <li>• Tables and containers for farmer's market</li> </ul> <p>Computer for making fliers, signs &amp; price placards</p>	<p>\$ 6,534</p>			
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	<ul style="list-style-type: none"> <li>• AWD students will pick produce</li> <li>• AWD students will prepare signs and displays for produce</li> </ul>					
<b>Budget for transition to post secondary and the workforce (Objective 3.1)</b>	See table 3.1	<b>Total</b>	<b>123,737</b>			
<b>Budget for accelerating student learning (Objective 5.1)</b>	See table 5.1	<b>Total</b>	<b>51,902</b>			
<b>Budget for staff development 6.1</b>	See table 6.1	<b>Total</b>	<b>82,596</b>			
<b>Budget for staff development 6.2</b>	See table 6.2	<b>Total</b>	<b>63,645</b>			
<b>PROPOSED NEW SERVICES</b>		<b>TOTAL</b>	<b>2,787,702</b>			
Consortium recommends restoring program at Fairfield-Suisun Adult School to meet the needs of the communities of Fairfield and Suisun City.	<p>1 )Restoration of vice principal for Fairfield- Suisun Adult School</p> <p>2) 55 additional hours/week ESL instruction Restoring class levels</p>		<p>1) \$ 88,514 + \$ 28,324 (benefits) \$ 116,748</p> <p>2) 55 hours @ \$40/hour for 38 weeks= \$ 79,420 + \$ 25,367 (benefits) = \$105,057</p> <p>3) 10 hours/week @ 38 weeks x \$38.00/hour = \$</p>	Fairfield-Suisun Adult School		As program revenue increases

	<p>3) 10 hours/week for 38 weeks ESL instruction</p> <p>4) additional 20 hours of adult secondary instruction (high school diploma)</p> <p>5) additional 6 hours of GED instruction</p> <p>6) additional 30 hours of counseling</p> <p>7) 20 hours a week instruction of adults with disabilities</p>		<p>14,440 + \$ 4,621 = \$19,061</p> <p>4) Restore 20 hours/week @ \$38.00/hour for 38 weeks = \$28,880 + \$ 9,241 = \$38,401</p> <p>5) Restore 6 hours/week GED instruction 6 hours a week @ \$38/hour for 32 weeks = \$7,792 + \$2,493 = \$ 10,295</p> <p>6) 30 hours/week @ \$38/week for 40 weeks = \$ 45,600 + \$ 14,592 benefits = \$ 60,192</p> <p>7) Restore 1 teacher @ 20 hours/week 40 hours @ \$38/hour for 38 weeks= \$ 30,400+ \$ 9,728(benefits) = \$40,128</p> <p>8) Restore 3 teacher's assistants: 1 full-time 40X \$14.21 for 32 weeks = \$18,188 + \$ 6,044 (benefits) = \$ 24,232</p>			
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	<p>8) Restore 3 teacher's assistants 1 – 40 hour daytime assistant 2 – 14 hours/week to assist at night</p> <p>9) Restore one attendance clerk</p> <p>10) Instructional materials for adult secondary programs</p> <p>11) Instructional materials for English as a second language programs</p> <p>12) Increased operating expenses</p>	<p>2 @ 14 hours/week 2 x 18 @ \$14.21 = \$ 8,185 + \$2,619 (benefits) = \$ 10,804</p> <p>9) Restore 1 attendance clerk 40 hours/week = \$ 576.40 x 40 weeks = \$23,056 + \$ 7,378 (benefits) = \$23,056</p> <p>10) 30 books for 6 subjects = \$ 14,167 + tax &amp; shipping = approx. \$2030 = \$ 16,197</p> <p>11) \$ 43,875 + tax and shipping \$5,978 = \$49,853</p> <p>12) Increased utilities, technology upgrades, supplies, catalogue mailing, facility maintenance \$ 500,000</p> <p><b>TOTAL</b> <b>\$1,014,024</b></p>			
<p>Consortium recommends restoring the capacity of the program at Vallejo Regional</p>	<p>1) Restore position of principal</p> <p>2) Reestablish position of vice principal</p>	<p>1) 10,000 + benefits (30%) = \$13,000</p> <p>2) 75K + benefits (30%) = \$97,500</p>	<p>Vallejo Regional Education Center</p>		<p>As program revenue increases</p>



<p>Education Center to meet the needs of the community of Vallejo</p>	<p>3) Restoration of instructional program by increasing instructional staff</p> <p>4) Restoration of support staff</p> <p>5) Re-establishment of plumbing apprenticeship program</p>		<p>3) 435 hours more per week x \$34.90 x 45 weeks + benefits (30%)=\$888,118</p> <p>4) 2 teacher's assistants: \$54,428 3 para educators \$88,663 1.5 Clerical: \$38,891 1 Registrar: \$40,172 0.5 custodians: \$19,185 4.5 child care attendants: \$122,288</p> <p>6) \$5,000 (Costs of coordination time. Presumably the Montoya dollars follow the program to the LEA.)</p> <p><b>Total: \$1,367,245</b></p>			
<p>Need for coordination of program implementation, liaison to partner agencies, collection of evaluation and data to guide program</p>	<p>Hire consultant for program coordination, collection and collation of data, facilitation of meetings, development of training resources and writing of</p>		<p><b>55,000.00</b></p>			

## AB 86 Solano

adjustments, development of staff training resources, and report preparation meeting AB86 deadlines.	reports to the Consortium and state.					
			<b>GRAND TOTAL \$7,347,619</b>			

## **Objective 4 Narrative:**

The initial recommendation of the Solano Consortium is that the three existing K-12 adult education program maintain their current capacity to deliver adult education in their communities. The Vacaville Education Extension Program, Vallejo Regional Education Center and the Fairfield-Suisun Adult School have been maintained by their school districts under a maintenance of effort agreement. The consortium recommends that there be a maintenance of their capacity to meet the needs of their communities.

The communities of Vallejo, Fairfield, and Vacaville have K-12 adult education programs that have been significantly reduced since 2008-09 when revenue that was previously dedicated to adult education was made discretionary funding for K-12 districts. During the economic recession that so seriously impacted funding for education, districts needed to use the revenue to support K-12 programming.

The AB 86 Solano consortium members agree that the demographic data for the communities of Vallejo, Fairfield-Suisun, and Vacaville verify the need to restore funding for the adult education program to address the needs of low literate adults (adult basic education), adults without a high school diploma (adult secondary education), speakers of a primary language other than English (English as a Second Language), adults who are either unemployed or underemployed (short term career technical education), and adults with disabilities.

Demographic data for Solano County indicates that in Solano County there is a significant percentage of the population who do not speak English in their home, the majority of whom are Hispanic or of Latin descent, which indicates a need for English as

a Second Language classes. In Solano County, there are English as a Second Language (ESL) classes at Solano Community College, at Fairfield-Suisun Adult School, and at Vallejo Regional Education Center. At Fairfield-Suisun Adult School, there have been waiting lists of over 100 for both morning and evening classes. In the community of Dixon, there is an ESL class at the Family Resource Center that is taught by a volunteer. In Vacaville, there is an ESL class at the Solano County Library as a part of the library literacy program. There are significant unmet needs in Solano County for English as a Second Language classes.

To meet these needs, the AB 86 Solano consortium proposes to extend English as a Second Language (ESL) instruction by establishing in Fairfield and in Vallejo “hubs” that will support other communities. As part of the planning process, consortium members will be evaluating a variety of ESL instruction resources that can be shared by consortium members. Fairfield will provide ESL support for the communities of Dixon, Winters and Vacaville. Vallejo will provide support for Benicia. Support will include assistance with selection of curriculum, support for planning, for delivery of instruction, and for assessment. The AB86 Solano consortium proposes that there will be an English as a Second Language coordinator in Fairfield, and in Vallejo. The coordinators will maintain regular communication with the teachers in other communities, arrange for training and support, and schedule regular visits to classes.

Consortium members agree, after having held focus groups with students attending ESL classes in Vallejo and Fairfield, that the schools should support ESL learners by providing childcare for the children of adults while they are attending classes. The lack of childcare was identified as a significant barrier to regularly

attending class.

Both assessment data gathered by Fairfield-Suisun Adult School, and responses of students in student focus groups, support the value of providing students with instruction in a blended learning model where they have the opportunity to use interactive software to practice both listening to and speaking English. The consortium recommends that each of the English as a Second Language programs have access to a computer lab with interactive language production software. The consortium also proposes that progress in learning English can be accelerated by providing students, through distance learning, the opportunity to extend language learning by practicing at home. **(online learning)**

All English as a Second Language students in K-12 adult education classes will be assessed using the Comprehensive Adult Student Assessment System (CASAS) pre and post tests. The pre test will inform instructional planning. Teachers will use assessment scores to determine student reading level and choose curriculum materials at the appropriate level for students. Teachers will differentiate their instruction so that they can meet the needs of their students. **(progress indicators: assessment)**

All K-12 adult education English as a Second Language classes will also include instruction in English Language in Civics (EL Civics). EL Civics instruction will be integrated into language lessons. Students will be assessed on EL Civics objectives. Additionally, teachers will create formative assessments to measure student progress on course objectives. **(progress indicators: assessment)**

Consortium members reviewed existing services providing literacy development education in Solano County and the county-wide demographics and determined a need

for expanding adult basic education and adult secondary education classes. Of the total population in Solano County (418,333), 15.8%, or 66,380, are low literacy. The consortium recommends that adult basic education (ABE) classes be offered in Dixon, Winters, and Vacaville. **(data collection/sharing)**

The AB86 Consortium will determine if it is feasible to offer the National External Diploma Program (NEDP) as an additional means for students to earn a high school diploma in the Solano region. NEDP allows adults a more flexible means to earn a high school diploma.

In four communities in Solano County, more than 15% of the adults over the age of 18 do not have a high school diploma. The economic costs of dropping out of high school significantly impact individuals, communities and the state, as reduced earning capacity often produces a greater reliance on government services. The percentage of high school dropouts in Solano County confirms the need for continued and expanded programming for adult secondary education, both adult high school diploma classes and test preparation for high school equivalency (GED or TASC or HISET) high school equivalency certification approved in California (ASE). **(provide certifications)** The communities of Dixon, Rio Vista, Vacaville, and Benicia do not have test preparation classes. The high school diploma programs in both Vallejo and Vacaville have been dramatically reduced. The program in Vacaville has four teachers and a coordinating counselor. They offer classes four evenings a week. Vallejo has 6 teachers and a much reduced schedule. Fairfield-Suisun Adult School has had waiting lists averaging nearly 50 for test preparation classes for the past two years. Consortium members recommend restoring the adult secondary programs in Vallejo and Vacaville to 2008-09

levels, and making test preparation classes available in Dixon, Vacaville, and Benicia.

Additionally, the consortium recommends that students in each ABE and ASE class have access to blended learning instruction, and that a computer lab with literacy development software be a part of each class. The consortium also recommends that funding be available for instructors to develop distance learning activities to promote literacy development, equivalency test preparation, and to accelerate completion of high school credits.

Students in each ABE and ASE class will take CASAS pre and post tests at the appropriate level. CASAS pre test scores will be used to determine if students are ready for ASE classes, or if they need to attend ABE class for literacy support.

Additionally, high school diploma teachers will develop assessments to help determine if students have successfully earned credits toward completing graduation requirements.

### **(progress indicators/assessment)**

In review of data, staff of K-12 adult school consortium members reviewed school-wide data and found that there is a need for programs to further encourage advanced English as a Second Language students, high school diploma graduates, and GED exam completers to enter post-secondary education and the workplace. This gap can be filled by development of a program in which students set post-completion goals and develop plans for reaching those goals. Those who wish to enter the workplace will receive instruction of workplace readiness soft skills, learn what skills are needed for the job they hope to achieve, and learn how they can attain those skills. Those for whom the goal is entering post-secondary will complete a plan for successfully entering college, and will work on academic skills needed to enter college without the need for

extensive additional basic skills instruction. **(individual student plans)** The schools need funding support to plan the programs and begin implementing them. It is necessary for both workplace readiness students and college readiness students to have consistent counseling support. Funding for counseling in all K-12 adult education programs is essential. **(student support services: transition/career counseling)**

The consortium recommends that Solano County develop and offer a pre-apprenticeship program to provide an overview of opportunities available for job attainment through apprenticeship. This program should familiarize students with apprenticeship offerings, provide CPR and first aid training, provide OSHA training, and support development of math skills needed to pass entry assessments in the apprenticeship programs.

There are short-term training programs for entry into allied health training programs offered by both Vallejo Regional Education Center and Fairfield-Suisun Adult School. The consortium recommends that all adult education providers work with the Workforce Investment Board to learn from regional businesses their needs for workforce development.

AB86 Solano consortium is planning to work together with the Solano Workforce Investment board to identify an industry sector that provides significant employment potential in the region and begin the sector strategy planning process.

Sector partnerships are partnerships of companies, *from the same industry*, with education, workforce development, economic development and community organizations that focus on key issues related to the target industry in their *natural labor market region*. Traditionally, sector partnerships have been driven out of the workforce



development system, but today's sector partnerships take on issues related to economic development too. (<http://www.sectorssummit.com/toolkit/>)

Ideally, workforce development, education and economic development partners are joined at the hip when approaching industry, vs. independently approaching industry members. Sector partnerships make this possible. The partnership becomes the “go-to” for companies to get their needs met; companies never have to navigate the dozens of programs out there themselves.

In response to surveys of students in short term career technical education programs, consortium members recommend that funding be provided for each school to establish the position of job developer/job placement coach to facilitate the acceleration of student entry into the workforce. **(workplace readiness)**

AB86 Solano Consortium proposes to develop a program of supported job training for adults with disabilities. The goal is to develop low-cost entrepreneurial and service programs that can become self-sustaining.

### **Toy Lending Library (model)**

There are multiple tasks on which students need to be trained in developing and managing a toy lending library. The first task is for students to assist in seeking donations of used toys in good condition. (1) The teacher will work with the students to produce a flier that can be distributed throughout the community. (2) Students will produce a PowerPoint presentation requesting toy donations. (3) Students will be trained to make one or two minute presentations requesting toy donations. (4) Students will visit local service clubs, parent teacher organizations in elementary schools, and local churches to make presentations requesting toys. (4) The teacher and staff will

teach students how to separate toys determining which toys are useable and which should be discarded. Students will sort toys as they are received. (5) The teacher and staff will teach students how to determine age appropriateness of toys. Students will sort toys by type of toy and age appropriateness of the toy. (6) After being shown how to clean the toys, students will clean all useable donated toys. (7) Teachers will develop a toy inventory system. Students will do an initial inventory of the toys and will maintain inventory. Teachers will develop a check out system and train students to manage the checkout system. 8) With direction from teacher and staff, students will organize the toys on display shelving and in display bins. (9) The teacher will instruct students in how to assist lending library patrons. (10) Under staff supervision, students will staff the toy lending library.

The AB86 Consortium proposes to work collaboratively with PACE Solano, a county-wide day program for adults with disabilities. The K-12 adult education programs in Vallejo, Vacaville, and Fairfield will each hire a teacher who will be responsible for developing the Toy Lending Libraries. Adult education will also hire a para-educator to work with the teacher. PACE Solano will provide the remainder of needed staff.

PACE Solano will provide space in their Vacaville, Vallejo, and Fairfield sites for the Toy Lending Library. **(colocating\_classes)** The K-12 adult school will purchase shelving and storage bins. PACE Solano will provide cleaning supplies. PACE Solano will make available use of their computers and K-12 adult schools will provide printer cartridges. K-12 Solano will purchase appropriate software and a color printer. The K-

12 adult school administrator and staff will assist the adults with disabilities teacher with publicizing the Toy Lending Library making it an integral part of the school.

### **Organic Garden – Farmers’ Market (model)**

In this project, students will set up and maintain an organic container garden and sell produce they grow at local Farmers’ Markets. The container gardens will be located on the K-12 adult school campuses. The K-12 adult schools will hire a teacher and a para-educator to develop and manage the garden/market project. The project will be developed and managed in partnership with PACE Solano, a county-wide day program for adults with disabilities. PACE will provide the necessary additional staff, and will transport students to the schools to maintain the gardens.

The K-12 adult schools will provide the containers and water necessary for raising produce. The K-12 adult schools will purchase the initial soil, organic fertilizer, and plants and/or seeds.

The following are skills on which the teacher, para-educator and staff will train participating students:

Garden:

- 1) Establishing and maintaining a compost system to be located at K-12 sites.
- 2) Preparing soil for planting.
- 3) Planting seeds in containers to develop transplantable seedlings. This will be done at the PACE sites.
- 4) Planting seedlings in the containers.
- 5) Maintaining a garden: weeding, watering, de-bugging, and staking as

necessary.

- 6) Identifying when fruits/vegetables are ready to harvest.
- 7) Preparing produce for display

Market:

- 1) Produce fliers to promote the market space.
- 2) Produce signs for labeling the market space.
- 3) Learn appropriate pricing for produce.
- 4) Produce price labels.
- 5) Plan market space:

Class field trip to local Farmers' Market – Teacher works with students to observe individual market spaces

Design space.

Obtain display tables,

Obtain shade cover for display space

Obtain bins for displaying produce.

- 6) Teacher and K-12 adult school administrator do legal contract work to obtain space at local Farmers' Market.
- 7) PACE staff do required work with parents & caretakers to allow adults with disabilities to work at Farmers' Market.
- 8) Teacher and para educator will teach students how to assist people wishing to purchase produce.
- 9) Teacher and PACE staff will develop procedures for managing sales. All will be done in compliance with K-12 school district student body funds

regulations.

Purchase calculators and cash box.

Teach students how to tally sales.

Teach students how to make change.

The community of Benicia proposes to develop three short-term career technical education training programs: culinary arts, technology plus and child development training. All three will be in partnership with the Benicia Unified School District who will select the teacher, provide the facilities and manage the programs.

**Objective # 5 Table:**

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member School Dist/ or college	Methods of Assessment	Timeline
<p><b>Career Prep Contextualized English Course for Adult School</b></p> <p>Practice online communication                      - email                      -Job apps                      -Job search/response                      -Job Club                      -Networking                      -Research companies</p> <p>Career Prep instructor will collaborate with Solano Community College basic skills English faculty to offer writing lab on Fairfield-Suisun Adult School campus making it possible for students to acquire workforce-ready writing skills.  <b>(Colocated Classes)</b></p> <p>Students who successfully</p>	<p>Create email accounts; practice sending and receiving email with proper grammar and with attachments.</p> <p>Practice filling out Job apps hard copy and online</p> <p>Set aside specific time to hold Job club where students will bring in jobs they have researched or look for jobs online, or practice networking with other students</p> <p>Students will make phone calls and create appointments for information interviews, and lists of contacts to</p>	<p><b>Career Prep</b>                      -Staff Development                      -Curriculum Development                      -Computers                      -Software                      -Time to Develop connections w/community(for internships and other resources)                      -Collaboration Time                      -Time for Job Club</p>	<p>Licenses for MS Office 2010 \$50/license \$ 1,200</p> <p>Computers/Chrome books \$300-\$600 per item.                      \$ 7,500</p> <p>Job Club: Paid time for instructor to run (2 hours per week)                      \$ 5,472  <u>\$1,751</u> benefits                      \$ 7,223</p> <p>Creation of course: Paid time for an instructor to create course (30 hours)                      \$ 760  <u>\$ 243</u> benefits                      \$ 1,003</p> <p>Running course: Paid</p>	<p>Fairfield-Suisun Adult School (FSAS)</p> <p>Solano Community College faculty will work with FSAS teachers to set up writing lab on FSAS campus. Faculty will assist with development of writing assessment rubric.</p>	<p>-Tests</p> <p>-Projects</p> <p>-Work Based learning Portfolio – Hard and e copy Portfolio will include exemplary student writing :                      - Letter of introduction                      - Written step by step instructions                      - Memo recording a phone message                      - Essay describing career goals and plan for achieving those goals  <b>(Curricula alignment)</b></p> <p>-CASAS Workforce</p>	<p>2014/2015</p>

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<p>complete this course with a score of 75 or higher will receive 5 credits of high school English. <b>(Core curricula- college focused)</b></p>	<p>network</p> <p>Students will identify companies they would like to work for and research information about those companies</p> <p>Students will create resumes, cover letters, thank you letters.</p> <p>Students will write memos from phone message.</p> <p>Students will write a letter of introduction.</p> <p>Students will write an essay describing their career goal and plan for reaching that goal.</p> <p>Students will make an oral presentation that shares their career goal and plan for reaching that goal.</p>		<p>time for an instructor to teach course (3 hours a week for 10 weeks) \$ 1,140 \$ 365 benefits \$ 1,505</p> <p>Paper/Toner for printing \$ 250.00</p> <p><b>TOTAL \$18,681</b></p>		<p>Skills Certification</p> <p>-Mock Interviews</p> <p>-Internships</p>	
<p><b>Career Prep – Accelerated Integrated Math course</b> WIB (Workforce Investment Board) Training - 4 days 3hrs/day (Word/Excel/Access/computer basics) <b>(Colocated classes)</b></p> <p>Math basics using online</p>	<p>Students will train on MS Office 2010 Word, Excel, Access. Using Instructor provided handouts</p> <p>Students will work on basic skills and math using instructor handouts and the</p>	<p>Paper, copiers, printers</p> <p>Computers</p> <p>Online Software access.</p> <p>Video Camera (to record student live presentations)</p>	<p>Currently offered by FSAS in a longer format.</p> <p>Time needed to analyze and condense content into accelerated format: 10 hours \$ 380</p>	<p>Fairfield-Suisun Adult School</p> <p>Communities &amp; Businesses</p>	<p>-Tests</p> <p>- Assessments that are an integral part of Edready</p> <p>-Projects</p> <p>-Work Based learning</p>	<p>2014/2015</p>

<p>Edready (<b>Integration of Technology/Online Learning</b>)</p> <p>Students who successfully complete Edready units with 75% or better accuracy will receive 5 credits in math.</p>	<p>internet : EdReady (<b>Integration of Technology/Online Learning</b>)</p> <p>Soft skills (Verbal Etiquette, Speech Component, Customer Service, Confidence, Job Interview Process &amp; Attire)(<b>Soft Skills</b>)(</p>	<p>and mock interviews)</p>	<p>\$ 122 benefits \$ 502</p>		<p>-Portfolio – Hard &amp; E-copy</p> <p>-CASAS/TABE Testing (for Word/Excel)</p> <p>-Videotaped Mock Interviews - Internships</p>	
<p><b>Career Prep Accelerated Computer Classes</b> - 2 days per wk for 6 wks (word/Excel/PPT/Google Docs)</p> <p><b>Accelerated Workforce Readiness</b> 3 days per week WorkForce 2014/  2-15 Readiness 1 module per week (Starts this yr at FSAS)</p> <p><b>Accelerated for Basic Accounting Certificate</b> Basic Accounting I,II,III QuickBooks (<b>Articulation Agreement</b>)</p>	<p>Students will learn the business approach to using MS Office 2010 Word, Excel, PowerPoint, and Google Docs using text books and instructor handouts</p> <p>Scaffolding certificates</p> <p>Workforce readiness will use instructor handouts, direct instruction, and online programs Software for QB, MS Office 2010</p> <p>Scaffolding certificates</p>	<p>Books for HS students..</p> <p>Fee based students will purchase their own books. Online licenses for Accounting Aplia</p> <p>Printing for Instructional handouts. Time and space for night time classes</p>	<p>Currently, these courses are offered in a different format so there is no cost to simply offer the course in a slightly different format.</p>	<p>Fairfield-Suisun Adult School</p>	<p>-Tests</p> <p>-Projects</p> <p>-Work Based learning -Portfolio – Hard and e copy</p> <p>-CASAS/TABE Testing (for Word/Excel)</p> <p>-Mock Interviews</p> <p>-Internships</p> <p>-Obtained a Job</p>	<p>2014/2015</p>



<p>Enroll students in Solano's First Year Experience Program and other learning communities. <b>(Bridge Program)</b></p>	<p>Form a relationship with the coordinator of the First Year Experience Program (and other learning communities) at Solano so space can be saved for adult education students to join this program every fall. <b>(Bridge Program)</b></p>	<p>Someone from the adult school and the FYE (and other learning communities) coordinator from Solano to be in contact every spring regarding possible eligible students. <b>(Counseling support)</b></p> <p>Fliers letting students know about the program and it's components.</p>	<p>Coordinator of the college receives funding to do outreach. Possible cost for coordinator/counselor from the adult school, to give list of possible students for the program. (5 hours for adult school coordinator/counselor) .</p> <p>5 hours @ 3 schools \$ 570 \$ 182 benefits \$ 752</p> <p>Time for FYE coordinator track student ID to check on progress. No cost, built in to position.</p>	<p>Coordinator for FYE program and counselor from the adult school.</p>	<p>Students can be identified and tracked to see success rates of students coming from the adult school to see if being a part of the program indicates a quicker path through community college.</p>	<p>2015-2016</p> <p>As funding becomes available</p>
<p>Use programs designed to access, study, and reassess students to place student at appropriate levels and eliminate redundancy (accurately determine their competency base)</p> <p>For students with low reading, writing, and math skills placement in k-12 adult education adult basic education courses.</p> <p>Adult basic education courses accelerate learning</p>	<p>Online software Licenses i.e. Aztec, Plato, EdReady</p>	<p>Online software Licenses i.e. Aztec, Plato, EdReady</p>	<p>Cost of software.</p> <p>Cost of computers and classrooms needed to provide students with access to the programs.</p> <p>This is current class structure at Fairfield-Suisun Adult School.</p> <p>Only cost will be in other schools offer similar courses in the</p>	<p>In place at Fairfield-Suisun Adult School.</p> <p>Can be replicated as funding becomes available, at other k-12 adult schools</p>	<p>CASAS/TABE</p>	<p>2014-15</p>

<p>by using math and reading instructional materials leading to high school equivalency level readiness, and imbedding workforce readiness instruction into adult basic education classes..</p>			<p>future.</p>			
<p>Familiarize k-12 adult education students with Solano Community College certificate programs.</p> <p>Prepare k-12 adult education students for successful completion of pre-requisites for entering career technical program classes.</p>	<p>List of Solano Community College certificate programs: **See list at the end of this document for vocational certificates offered at Solano College (per the 2013-2014 Catalog)</p> <p>Approach Solano CTE faculty about the possibility of reserving a few spaces in the certificate programs specifically for adult education students to encourage them to head into these programs. <b>(Student Cohorts)</b></p> <p>Then develop an application system of some type to choose</p>	<p>List of educational requirements prior to taking the certificated classes at Community College.</p> <p>Display mastery of Basic Skills in English (through assessment/portfolio/CME as independent student) or having passed a Basic Skills class with at least 70% or better as a prerequisite to enrolling in any of the certificated classes at SCC.</p>	<p>Every year the list of certificates and point people for the programs should be updated (2 hours). \$ 86</p> <p>Create application for certificate programs for interested students (3 hours). \$ 118</p> <p>Every year committee (made up of at least three members) decides on which applicants will get into the designated spots in the CTE programs. (2 hours per person the committee)</p>	<p>Point person at each k-12 adult school as well as point person for CTE programs at Solano.</p>	<p>Continuously look at numbers of adult school students in certificate programs and see if there is an increase over time.</p>	<p>On going</p>

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	<p>who will be given those spots.</p> <p>Horticulture vocational certificate for Job Direct Cert. will be offered as a complete one semester group in Spring of 2016, (per the 2013-2014 Catalog).</p>		\$397			
<p>ABE/Pre-GED-- Instruction that uses targeted context such as McGraw-Hill Workforce/Career Companion which will prepare students to be successful in their educational pathways and career. (contextualized courses offered at the k-12 adult school with an emphasis in a particular career direction aimed at better preparing them to start work in that field).</p>	<p>ABE/Pre-GED-- Students will learn basic skills in real-work scenarios offered through the curriculum</p> <p>As well as ensuring an accelerated pathway of student progress through higher levels of ABE</p>	<p>Curriculum and ongoing planning</p> <p>Purchase curriculum as needed</p>	<p>This course already exists at Fairfield-Suisun Adult School. Cost will be if same course is replicated in other schools.</p>	<p>Fairfield-Suisun Adult School</p> <p>(Make available for Vallejo and Vacaville k-12 adult programs)</p>	CASAS	2014/2016
<p>ABE/Pre-GED-- Create a format of lifelong learning that allows students to seamlessly connect learning basic skills and learning on the job technical programs within a determined amount of time</p>	<p>ABE/Pre-GED--With integrated instruction the students will move further and faster towards their goals by combining skill building in basic education and in a particular technical area of choice.</p> <p>Create certificates that can be completed</p>		<p>Cost of creating/ advertising the programs/ certificates (or compiling a list of programs already offered, identifying gaps and creating new programs as needed to fit demand in student population and community</p>	<p>Class exists in Fairfield-Suisun Adult School. Plan Is to add certificate component.</p>	<p>CASAS pre and post assessments</p> <p>Teacher developed unit tests for each CTE area.</p> <p>Completion of designated competencies leading to earning certificate</p>	

	separately or in a sequence that scaffold the material. Students can continue by completing more certificates aimed at increasing both their basic skills and skills specifically needed for a technical career		Estimated costs at 30 hours x \$38/hour \$1,140 <u>\$ 365</u> benefits \$ 1.505			
ABE/Pre-GED-- LINCS Resources	ABE/Pre-GED--Provide students access to resources for contextualization of basic skills					
<p>English as a Second Language Skills: Contextualized Learning/English for Specific Purposes (ESP)</p> <p>It is most important to eliminate redundancies between adult school and the community college, and define a clear path from one to the other (<b><u>Curriculum alignment &amp; Core Curricula/College Focused</u></b>)</p> <p>ESL instructors should work closely with instructors and experts in other fields to determine the immediate communication needs of students in each given field.</p>	<p>Students should be grouped in small cohorts to build cohesive learning communities. (<b><u>Student Cohorts</u></b>)</p> <p>Students should work individually or in small groups to develop crucial communication skills (comprehension and comprehensibility) with an instructor working as facilitator/mentor.</p> <p>Students should practice only those skills needed for the specific goal.</p>	<p>Paid time for collaborative meetings between ESL instructors and experts in other fields to pinpoint specific skills needed for each goal.</p> <p>Time for Instructor training/development on accelerated learning techniques. (<b><u>Staff Development</u></b>)</p> <p>3 ESL teachers 2 CTE teachers</p> <p>5 teachers @ 20 hours planning time</p> <p>\$6,600</p>	<p>Collaboration time between CTE and English/ ESL faculty</p> <p>3 ESL teachers 2 CTE teachers</p> <p>5 teachers @ 20 hours planning time</p> <p>\$6,600</p>	Solano Community College	Project-based assignments, individually and in groups	

<p>Acceleration for career and job goals is more feasible than for academic goals. Acceleration often means less focus on grammatical mastery and more focus on critical thinking skills and crucial communication skills. Mastery can be attained later with time and continued effort.</p> <p>Possible areas for development: wine/agriculture, landscaping, cosmetology, early childhood education, CNA, medical translation, marketing/ client relations for self-employment, construction, union exam prep, biotech, restaurant, hospitality, computer skills</p>						
<p>Assess k-12 adult school English as a Second Language students to determine areas of vocational interest. <b>(Placement Tests)</b></p> <p>Develop English as a Second Language courses at k-12 adult schools to prepare students for successful entrance into short-term career technical training programs. <b>(New course)</b></p>	<p>Develop assessment tool and determine when assessment will be administered to intermediate and advanced English as a Second Language (ESL) students. <b>(Placement Tests)</b></p> <p>English as a Second Language instructor meet with short term</p>	<p>Text book for short term career technical class.</p> <p>Time for instructors to meet.</p> <p>Time for English as a Second Language teacher to develop course.</p>	<p>Course development @ 30 hour</p> <p>\$1,140 \$ 365 benefits \$ 1.505</p>	<p>Fairfield-Suisun Adult School</p> <p>Strategies to be shared with other k-12 adult schools in region.</p>	<p>CASAS pre and post assessments at the appropriate level.</p> <p>Teacher developed exit level assessment designed to certify student readiness to enter short-term CTE class.</p>	<p>At Fairfield-Suisun Adult School pilot class in 2014-15</p> <p>Add additional pre-CTE course at FSAS in 2015-16</p>

<p><b><u>development)</u></b></p>	<p>career technical education instructor to determine entry level skills . <b><u>(Placement Tests)</u></b></p> <p>ESL instructor develop course . <b><u>(New course development)</u></b></p> <p>ESL instructor market course to students.</p>					<p>Replicate in other k-12 adult schools in 2015-16</p>
<p><b>CTE: Pre-Apprenticeship Career Prep</b></p> <p>For students seeking to enter in apprentice-based careers</p>	<p>Develop curriculum designed to prepare students with the basic skills needed for industry-related tasks. Workbooks, reading material, and handouts designed to emphasize important skills in both applicable techniques and math skills.</p> <p>Example classes could include (but not limited to):</p> <p>Introduction to Apprenticeship <b><u>(New course development)</u></b></p> <p>Programs &amp; Tool Familiarization</p> <p>Pre-Apprentice Training Math Skills</p>	<p><b>Career Prep</b></p> <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Staff Development</li> <li>• Time to develop dialogue between various Vocational unions to determine overall apprentice characteristics and needs of each industry</li> </ul>	<p>Course Planning 30 hours \$1,140 \$ 365 benefits \$ 1.505</p> <p>Instructional time 4 hours for 20 weeks</p> <p>\$ 3,040 \$ 973 benefits \$ 4,013</p> <p><b>Textbooks &amp; Supplies:</b></p> <p>Pre-Apprentice Training : A Test Preparation Manual for the Skilled Trades</p>	<p>Fairfield-Suisun Adult School</p> <p>To be replicated at interested k-12 adult schools in the region</p>	<p>Quizzes &amp; Exams</p> <p>Homework</p> <p>Research Projects</p> <p>Work-based learning</p> <p>Internships</p>	<p>2015</p> <p>Introduce pilot class at Fairfield-Suisun Adult School</p> <p>Replicate at other k-12 adult programs in 2015-16</p>

	<p>CPR Certification</p> <p>Create dialogue with union representatives in various industry-vocational areas, to determine readiness skills that students should possess when applying for apprenticeship programs.</p> <p>Go to state legislature to get a program developed to offer tax benefits to train and hire students from k-12 adult school/ SCC career programs.</p>		<p>(\$30)</p> <p>Pre-Apprentice Training Math Supplement (\$25)</p> <p>Collaboration time for CTE faculty and math/ English/ ESL faculty to create CTE program specific partner courses. ____ time per course. (Overlap with creating CTE/ learning communities? )</p> <p>3 math teachers 2 CTE teachers</p> <p>5 teachers @ 20 hours planning time</p> <p>\$6,600</p> <p>(per course)</p>			
<p>Basic Skills Acceleration:</p> <p>K-12 adult school and SCC partner to develop programs for acceleration through basic skills sequence/ contextualized courses for CTE programs. <b><u>Core Curricula/College Focused</u></b></p>	<p>Identify programs and classes already offered, and find the gaps in offering.</p> <p>Look at successful programs for acceleration offered around the state and work with the basic</p>	<p>Paid time for SCC and k-12 faculty to meet and to create classes/ programs as needed</p> <p>Complete list of current programs and classes offered for this purpose.</p>	<p>Time to meet with faculty : 2-3 hours per meeting + transportation costs.</p>	<p>SCC and k-12 adult school faculty.</p>	<p>Track student progress through the basic skills accelerated programs. Look at completion rate and compare to completion rate of traditional basic skills path.</p>	

	<p>skills committee to offer new programs designed for acceleration. (Invite some to give a lecture during FLEX?)</p> <p>Compare and align classes at k-12 adult school with courses at SCC with the goal that students transferring to SCC will be ready for degree level classes (such as Math 104 or Math 112) or to start in selected certificate program.</p>				<p>Track the percent of k-12 adult education students who transfer into each of the basic skills/ transfer level courses. Look for increase in the percent who transfer into Math 104, Math 112, or transfer level course.</p> <p>Students results on the “placement exam” just prior to transferring from k-12 adult school to SCC.</p>	
<p>Collaboration with the Workforce Investment Board, they have a program called Career Training Connect that provides free training for a new career. Provide training opportunities for students eligible for WIB assistance.</p>						
<p>Create more work-study jobs on campus. For example: inter-campus bus service (that also services the adult schools as needed), increase ECE program to include night hours and be at the centers, food-service program, ...</p>	<p>Analyze programs and see where work/study programs can be developed or expanded. Specifically to meet needs of students on campus or develop marketable skill to look for future employment.</p>	<p>A list of current/ past work study options offered on this campus.</p> <p>Research what other Colleges are doing (for example UC Davis has a bus system, Laney has a food-prep program, ..)</p> <p>Paid time to develop programs, recruit students,</p>		<p>SCC faculty and administration.</p>		



		... Money to recruit students into the programs (and to pay them).				
Student Ambassadors Program (students who have successfully completed transferring from Adult School to SCC and completed a certificate or degree) where the ambassadors can encourage students on the path that they can succeed too. (Help motivate students to increase persistence. <b><u>Student Navigators</u></b> )	Tracking students who transfer to SCC to identify the successful ones. Requesting they become ambassadors. <b><u>Student Navigators</u></b>  Creating activities for the ambassadors to reach-out to current students (perhaps while SCC is tabling, or ...)	Funding for incentives for the ambassadors to be part of the program (stipend, ...) <b><u>Student Navigators</u></b>  Funding for SCC or k-12 adult ed faculty or administration to keep a list, and keep in contact with the ambassadors and coordinate activities for the ambassadors to reach out to current students.	Propose \$200 stipend per tutor  Faculty oversight of tutors @ 2 hours a week \$ 132/week 14 weeks/semester \$ 1,848	k-12 adult school faculty and administration.	Surveys of students who interacted with ambassadors.	
Embedded Skills Tutors or Supplemental Instructors in Content Area Coordinators (a math SI in a science course) <b><u>Tutoring and Increased Teachers</u></b>	Identify courses with high fail rates that are increased by low math and/or English skills.  Create a diagnostic to identify students needing basic skills math/English help in their course.  Hire SI or embedded tutors with high levels of math and/or English and possible teaching experience. <b><u>Tutoring</u></b>	Funding for embedded tutors and/or Supplemental Instructors.  Coordinator for program to match courses with tutors.	Time for the embedded tutors at ~12/hour up to the number of hours the class meets.	SCC Faculty and coordinator	Pass rates for courses with tutors/SIs compared to courses without.	
One unit co-requisite classes to support the basic math and English skills in subject	Identify courses which could have low pass rates possibly attributed	Faculty time to develop courses.	Cost to develop each one unit course: 2 faculty members for 20	SCC Faculty	Pass rates for courses with tutors/SIs compared to courses	

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<p>matter courses. <b><u>(Increase teachers)</u></b></p>	<p>to low math and English skills.</p> <p>Develop the one unit courses in coordinate with the subject matter course faculty.</p>		<p>hours each at ~\$65 for each course.</p> <p>20 hours paid time per course \$1,320 x 2 = \$2,640</p>		without.	
<p>Learning Communities with cohort or linked courses, pairing skills courses with discipline courses. <b><u>(Staff Development)</u></b></p>	<p>Coordinator to work with faculty and scheduling to place courses on the schedule.</p> <p>Faculty to meet to develop integrated materials for the courses.</p> <p>Ongoing training for current and prospective faculty.</p>	<p>Coordinator time every semester to coordinate the program (linking courses and faculty) <b><u>(Develop Ongoing Communication)</u></b></p> <p>Faculty time to meet every week to discuss their Learning Communities and their integrated assignments. <b><u>(Staff Development) (Staff Development)</u></b></p> <p>Faculty time for training. <b><u>(Staff Development)</u></b></p>	<p>Coordinator time - 40 hours every semester x 65 hours. \$ 2,600</p> <p>Faculty time - 2 faculty per Learning Community to meet 1 hour a week per semester plus 8 hours before the semester times ~\$65. \$ 1,170</p> <p>Faculty time for Training (could be during FLEX).</p>	SCC Faculty	Pass rates for courses in Learning Communities will be compared to courses without.	
<p>Offer a summer "Math Bootcamp" <b><u>(Summer scheduling)</u></b></p>	<p>1. K-12 adult education students will take the Solano Community College Accuplacer test in April.</p> <p>2. Identify students who do not pass the test at a level to enter a transferrable credit course will be encouraged to attend "Math Bootcamp."</p>	<p>Accuplacer test</p> <p>Edready (Online learning college readiness math class)</p>	<p>Paid teacher time:</p> <p>30 hours x \$38/hour \$1140 + \$365 benefits= \$1505</p>	Fairfield-Suisun Adult School	Edready course assessments	June 2015

	3. Students will be placed into a blended-learning class that uses Edready (online college readiness math class).				
			<b>Total: \$ 51,902.00</b>		

**Certificates are available for the following Vocational programs @ SCC:**

<ul style="list-style-type: none"> <li>• Account Clerk</li> <li>• Accounting</li> <li>• Aeronautics</li> <li>• Automotive Body &amp; Repair</li> <li>• Automatic Technician</li> <li>• Banking &amp; Finance</li> <li>• Bank Operation</li> <li>• Biotechnology Production Technician</li> <li>• Business (General)</li> <li>• Business (Insurance Property &amp; Casualty)</li> <li>• Computer Applications Specialist</li> <li>• Computer and Information Science</li> <li>• Cosmetology</li> <li>• Criminal Justice Corrections</li> <li>• Criminal Justice Forensics</li> <li>• Criminal Justice Law Enforcement</li> <li>• Database Specialist</li> <li>• Drafting Technician</li> <li>• Early Childhood Education</li> <li>• Electronics Technology</li> <li>• Emergency Medical Technician I</li> <li>• Fire Technology</li> <li>• Fitness Professional</li> <li>• General Office Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Hazardous Substance &amp; Waste Handling Technician</li> <li>• Horticulture</li> <li>• Human Services</li> <li>• Insurance Specialist</li> <li>• Interior Design</li> <li>• Landscape Worker</li> <li>• Maintenance Technician</li> <li>• Management</li> <li>• Marketing</li> <li>• Mechatronics</li> <li>• Medical Front Office Clerk</li> <li>• Nursing Assistance (Certified)</li> <li>• Office Technology</li> <li>• Photography, Real Estate</li> <li>• Retail Management</li> <li>• Small Business Management</li> <li>• Surveying</li> <li>• Water &amp; Wastewater Technology</li> <li>• Web Developer</li> <li>• Web Programmer</li> <li>• Welding Equipment Operator</li> <li>• Welding (Industrial) Technician</li> <li>• Welding Technician</li> <li>• Wildland Fire Technology</li> </ul>
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## Objective 5 Narrative

*Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as **contextualized basic skills** and career technical education, and other joint programming strategies between adult education and career technical education.*

Prior to work on this objective, the program manager emailed each faculty member and K-12 adult school teacher who participated in planning a copy of two articles, one on integrated basic skills, and one on contextualized basic skills. At the first working meeting on objective # 5, participants took time to discuss the articles and identify characteristics of these two instructional models. They recognized that contextualization is implemented using many different instructional techniques.

**(modeling professional development for faculty and teachers)** There have been models in high schools where plumbing content was the basis of instruction in an English course. In a community college, allied health students in a developmental math course learned to solve problems drawn from curricula in respiratory therapy, radiology, occupational therapy, physical therapy, medical laboratory, and nursing courses that they would be taking. There have been successful contextualized courses pairing English instruction and African American culture and literature. The career technical teachers learned that there were ways to link basic skill instruction with career technical certificate programs. Contextualization is also used in teaching of oral language skills to English language learners, for example, teaching them language that would be used in a work force training class.

The planning group learned that **contextualized basic skills instruction** involves the teaching of academic skills against a backdrop of specific subject matter to which skills need to be applied. **Integrated basic skills instruction** is the incorporation of reading, writing or math instruction into the teaching of content.

Throughout the AB86 faculty/teacher planning meetings, faculty and teachers collaborated in working groups discussing the objectives and constructing the charts. The K-12 adult school teachers had begun, during the summer, joint planning work on how adult schools could construct classes that would be contextualized and help accelerate a students' progress toward both academic and career goals. The ideas that they had developed served as a starting point for the discussion.

It has been challenging to facilitate working groups composed of both community college faculty and K-12 adult education teachers. Neither community college faculty nor K-12 adult education teachers really understood the structures in which each other work, or the students that each other teach. The strategy of the Solano College representative facilitator and the project manager has been to listen to comments and clarify so that there are not misunderstandings that lead to hard feelings.

The process that has been used in planning is open discussion using the consortium planning charts and data collected as guidelines. The chart has been set up as a shared Google file, and working groups have contributed content and revised and commented on each other's contributions. On objective # 5, there were some edits that reflected lack of understanding of the program. It was, then, the job of the project manager to review, edit, and synthesize the work. All of the listed costs in the planning tables are estimates completed by the project manager.

One example of contextualized learning is the Career Preparation contextualized English course for K-12 adult school: This course is being developed by Fairfield-Suisun Adult School, and will be offered as a pilot class beginning January 2015. In this course, students will be completing career exploration activities, doing informational interviews, completing job applications, letters of application, resumes, and interview thank you letters. Additionally, students will compose an essay explaining what career field they are planning to enter, and what post-secondary education training it will require. Students will then write a personal plan including steps and objectives to meet their goals. Students will also participate in mock interviews. The career technical education teacher and the English teacher will work together to develop rubrics against which student work will be evaluated. Students whose work is evaluated at 75% or higher will receive five credits toward high school English. **(individual student plans)**

Consortium members are recommending that Solano Community College establish an English writing lab on the K-12 adult school campuses. **(colocated facilities)** This will be a priority of the consortium if there is future increased funding. The Solano Community College basic skills English faculty will collaborate with the K-12 adult school teachers to staff the lab, which will be open a minimum of three hours a week. The lab would allow K-12 adult secondary students and advanced English as a second language students to enter Solano Community College English classes prepared for success.

Both the Solano College basic skills math faculty and the K-12 adult school high school diploma teachers agree that many students are lacking math skills that will allow them to enter a math class that earns transferrable credit. The K-12 adult education

teachers will offer multiple classes designed to strengthen student math skills. The first will be a basic skills math class, offered for those preparing to enter the work force, at the Workforce Investment Board. **(colocated facilities and working with partners)** Fairfield-Suisun Adult School will develop a pilot class in the spring of 2015 that can be offered later at the other adult programs that will teach students both math skills and Excel. **(contextualized learning)**.

The Fairfield-Suisun Adult School (FSAS) received a grant from the Outreach and Technical Assistance Network (OTAN) that is to be implemented during 2014-15 to establish a community of online learning using Edready, a college readiness math program. **(online learning/technology)**. FSAS is working collaboratively with Vallejo Regional Education Center and Vacaville Education Extension Program to offer online college readiness math. Preliminary data indicates that students who consistently work on the program are making significant progress toward mastering college readiness math skills.

The consortium planners recommend that K-12 adult school teachers offer a “Math Bootcamp” during the summer **(summer scheduling & bridge program)** to help prepare students for college math. The plan is to have college-bound adult students take the Accuplacer in April. Those who do not score at a level that would place them into a transferrable credit class will be encouraged to attend Math Bootcamp in June. Here they will work in a blended learning class using Edready as the curriculum. The teacher will maintain records to determine how they are progressing toward college readiness.

K-12 adult education teachers and counselors will develop strategies designed to encourage successful transition to college. (1) Students will attend presentations by faculty about the career technical education certificate programs offered at Solano Community College. (2) Students will receive assistance with completing college applications and financial aid forms. (3) Students will tour the campus and see several certificate training programs as well as academic classes.

The Solano Community College counseling department has established a program for incoming students called the “First Year Experience Program.” The consortium recommends that spaces in this program be allocated for K-12 adult education students. This will provide them with supports and assist them with initial success in college. **(bridge program)** Additional student support will be provided by “**Student Navigators.**” The proposal is to identify successful Solano Community College students who came from adult schools and train them to work as support providers for incoming students.

Solano Community College basic skills math faculty propose that SCC develop a one-credit “companion class” that students will take while taking a basic skills math class. This class will be supported by **skills tutors**, enabling students to receive additional help to accelerate their successful completion of basic skills math classes. **(increase teachers)**

All K-12 teachers recognized and explained to the college faculty that some of the adult school students are not college bound. Some need to enter the workforce and postsecondary training for them may be a short-term career technical class or an



apprenticeship training program. The K-12 adult schools have established partnerships for career technical training as well as offering short term career technical training classes. The adult schools propose to establish contextualized learning programs to accelerate students' progress into and through these programs. One example is a "Pre-CNA class" for English language learners in which they learn vocabulary and practice dialogue that will enable them to succeed in the Certified Nursing Assistant training program.

The consortium planning group identified five apprenticeship training programs in the geographic region: plumbing, electrical, iron workers, sheet metal workers and carpenters. In talking with the Apprenticeship Training Council, we learned that not many of the apprentices in training come from the Solano County area. In response to this, the consortium proposes establishing a "pre-pre apprenticeship" class. There are two purposes of the class. The first is to share information about apprenticeship training and help adults learn about the opportunities in the trades. The second is to strengthen student math skills so that they can successfully enter an apprenticeship training program. The consortium proposes to use Edready and direct instruction of math in a workplace context to prepare students to successfully complete the math skills tests for entry into apprenticeship. **(new course development)**

Faculty and teachers are very interested in learning from others who have been doing contextualized instruction. We propose to bring faculty and teachers from other schools to Solano to share with faculty and teachers how they developed successful contextualized classes. **(staff development)**. Following the presentation, faculty and teachers will have paid time to work together to develop model contextualized courses.

**(staff development: product development)** The planning group recommends that teachers meet regularly in a professional learning community to share experiences and refine instructional strategies. **(staff development)**

**Objective # 6 Table:**

**Table 6.1 Current Professional Development**

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Online Distance Learning	1. How to set up an online program. 2. Strategies for building an online community such as questioning strategies 3. Ongoing work on lesson development	English as a Second Language Adult Secondary Education- math Adult Secondary Education – writing College Readiness	7 k-12 adult education teachers @ 15 hours X \$40/hour = \$50,400 = \$ 16,128 = \$ 66,528
Learner Persistence	Workshop format followed by professional learning community forums	English as a Second Language Adult Basic Education Adult Secondary Education Basic Skills (community college)	4 teachers x 3 hours @ 40/hour= \$480 + \$154= \$ 634
College and Career Readiness Standards	1. Workshop 2. Lesson development 3. Coaching (provided by FSUSD standards coaches)	English as a Second Language Adult Basic Education Adult Secondary Education Career Technical Education	12 x 3 x \$40/hr = \$ 1,440 = \$461 benefits = \$1,901
Algebraic Reasoning in multiple levels of math instruction	Workshop series or online course Lesson Development Creation of lesson plan “bank”	Adult Basic Education Adult Secondary Education	\$ 1,040 (course registrations) 10 x 4 @ \$40/hour = \$1,600 = \$512 benefits = \$2,112
Using presentation software: Prezi, other cloud based programs	Workshop training Practice group sessions		5 faculty x 2 hours x \$65 = \$650
Developing and monitoring attainment of Student Learning Outcomes	Professional learning community	English as a Second Language Adult Basic Education Adult Secondary Education Career Technical Education Basic skills Adults With Disabilities	5 K-12 adult teachers x 10 hours @ \$40/hour = \$2000 + \$640 benefits = \$2,640
Student Success Models	Workshop	Basic Skills (community college)	4 faculty x 3 hours x \$65 =

	Implementation planning in professional learning community	Adult Secondary	\$780
Writing Across the Curriculum	Workshop Lesson Development	Basic Skills (community college) English as a Second Language Adult Basic Education Adult Secondary Education Career Technical Education	8 K12 adult teachers x 10 hours @40/hr = \$3,200+\$983=\$4,183
Support for student transitions	Professional learning community	Adult Secondary Education English as a Second Language Basic Skills (community college) Career technical education	6 K-12 adult teachers x 10 hrs @ 40/hr = \$2,400 + \$768 = \$ 3,168
			<b>TOTAL = \$ 82,596</b>

Table 6.2 Collaborative Professional Development Plan: In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Advisory Committee	A committee should consist of educators from both Adult Ed & Solano College, from the 4 major areas English, Math, ESL & CTE. The Advisory Committee could break off into sub-committees to discuss specific issues pertaining to fields of study. Meetings should occur, at minimum, once a quarter.	Bridging the gap and uniting the individual schools to share common goals and outcomes.	Approximately 10 people, meeting once a quarter for three hours:  5 x 4 x 3 x \$66 = \$3960  5 x 4 x 3 x \$45 = \$2700  Coordinator for the meetings:  1 x 4 x 3 x \$66 = \$792

Training	Provide training regarding harassment, mental health, and other behavior issues that would give instructors skills in identifying and approaching these concerns that originate either in or out of the classroom. Provide workshops. <b>(Special Populations)</b>	Better preparedness in and out of the classroom in order to best serve the needs of our students. Adult basic Skills  English as a Second Language Career Technical Education  Adults With Disabilities	
Online Development Courses	Provide both live and online workshops to assist online teachers with the do's and don'ts of online education. Workshops should be provided. <b>(Online - Self-Directed , Product Development and Technology)</b>	Adult Basic Skills  Career Technical Education	
Shadowing Colleagues	Adult Ed instructors shall shadow SCC instructors and vice versa, to allow both parties to see where students come from and where they should be headed. <b>(College Readiness Instructional Strategies Contextualized Learning Teaching Workplace Skills)</b>	Bridging the gap and uniting the individual schools to share common goals and outcomes.  Adult Basic Skills  English as a Second Language  Career Technical Education	Approximately 20 people per semester, shadowing for five hours.  $10 \times 5 \times 2 \times \$66 = \$6600$  $10 \times 5 \times 2 \times \$45 = \$4500$
Seminars & Conferences	Create conferences that cater to both Adult Ed educators and Community College instructors. Collaboration between the two distinct types of instructors could perhaps birth a very powerful brainstorming arena to bridge current gaps between the two education bodies.	Bridging the gap and uniting the individual schools to share common goals and outcomes (perhaps similar to common core standards).  Adult Basic Skills	

	<b>(Conference Offerings)</b>	English as a Second Language Career Technical Education	
Regional Conferences	By inviting all of the schools of the county together, it would be easier to 'compare notes' if the magnifying glass is applied to each school. Then seeing what is working, what isn't working, and determining how we can go forward as a united front would increase the rate of success for our students. <b>(Conference Offerings)</b> <b>(Instructional Strategies)</b>	Bridging the gaps of learning outcomes as well as determining successful and unsuccessful methods of teaching.  Adult Basic Skills English as a Second Language Career Technical Education	
Skill Check Lists	Members of a particular department will collaborate and create a checklist for each skill that a student must master before he/she moves on to the next skill. <b>(Product Development)</b> <b>Teaching workplace skills)</b>	Learning comprehension and retention.  Adult Basic Skills English as a Second Language Career Technical Education	
Visiting/Visits from successful programs around the state.	SCC and Adult School Faculty should schedule visits to see successful programs around the state. Particularly in conjunction with developing new courses/ programs to meet identified needs/ gaps.	Bridging the gap and uniting the individual schools to share common goals and outcomes.	Cost to bring guest speakers to our campus, or travel costs to visit other campuses.

	<b>(Contextualized Learning Instructional strategies)</b>	Adult Basic Skills English as a Second Language Career Technical Education	
Meetings to collaborate on creation of new course/ programs to meet the identified needs/ gaps and aide in successful transition to SCC from the Adult Schools.	As needs for new programs are identified faculty from the appropriate schools and disciplines should meet to create the class/ program. <b>(Product Development Technology College Readiness Contextualized Learning)</b>	Bridging the gap and uniting the individual schools to share common goals and outcomes.  Adult Basic Skills English as a Second Language Career Technical Education Adults With Disabilities	2-3 faculty from each campus (depending on how many disciplines) for up to 60 hours each for each class/ program.  $60 \times 3 \times \$66 = \$11,880$ $60 \times 3 \times \$45 = \$8,100$  Number of programs/ classes depends on the number of gaps/ needs identified.
<b>New Teacher Orientations</b>	1. Solano Consortium members will develop a manual to orient new teachers to consortium activities. <b>(Product Development)</b> 2. The consortium will designate staff members to conduct new teacher orientations.	Adult Basic Skills English as a Second Language Career Technical Education Adults With Disabilities	

## Objective 6 Narrative

The staff development activities listed below are mostly those that have been done over the past two years by Fairfield-Suisun Adult School. There are also two staff development topics listed by Solano Community College faculty. These were made in contribution to a shared document.

1. Online Distance Learning: This includes how to set up an online program in the Moodle platform; strategies for building an online community such as including engaging questioning strategies; and ongoing collaborative work on lesson development.

Fairfield-Suisun Adult School was awarded a grant by the Outreach and Technical Assistance Network (OTAN) to develop a consortium model of online learning focusing on math development for college readiness. Vacaville and Vallejo are collaborative partners in this project. We hope to involve the basic skills math faculty at Solano College as we develop the project.

2. Learner Persistence: This training uses the Calpro module on learner persistence. The recommendation of k-12 adult school teachers in the consortium planning group was to repeat this training and follow it up with a professional learning community whose task is to develop and evaluate strategies to promote learner persistence. Building learner persistence is particularly necessary in preparing adult education students to enter post secondary education.

3. College and Career Readiness Standards: All consortium members, both member school districts and Solano Community College can benefit from learning



about the college and career readiness standards. K-12 adult educators need to align instruction with the standards to assist students with both college readiness and career readiness.

The teachers recommend that they participate in workshops on the College and Career Readiness Standards such as the ones presented by Calpro. They would like to participate in collaborative work sessions to develop standards aligned lessons and then receive coaching as they teach the lessons to the students. This will allow them to make the instructional shifts required by implementation of the standards.

4. Algebraic Reasoning: The Fairfield-Suisun Adult School (FSAS) math teachers are participating in an online course offered by World Education. FSAS recognizes that many of our adult students have a very difficult time with algebra. This course is designed to give teachers a repertoire of instructional strategies for introducing algebraic reasoning into adult basic education (ABE) math. Teachers are very hopeful that by including these strategies in ABE math, students will have a foundation of understanding that will make students successful when they take an algebra course.

When the teachers complete the course, they will evaluate its effectiveness and know if it should be recommended to other consortium members.

5. Developing and monitoring attainment of student learning outcomes: All of the consortium members participate in Western Association of Schools and Colleges (WASC) accreditation. One of the key elements of WASC is addressing Student Learning Outcomes. All consortium members can benefit from staff development on developing measurable student learning outcomes and monitoring student progress on these outcomes.

6. Writing Across the Curriculum: In working to implement the College and Career Readiness Standards, Fairfield-Suisun Adult School has been encouraging each teacher to have each student work on writing each day. Teachers feel that they would benefit from further training on encouraging student writing and would like to develop a professional learning community focused on writing. It is essential that students wishing to enter post secondary education write fluently.
7. Student Success Models: Staff development activities participated in by Solano Community College faculty.
8. Support for Student Transitions: Both of these are suggested by Solano Community College Faculty. The planning group will discuss them more fully and discuss their value to the entire consortium in the next report.

1. The Solano Consortium planning group has identified multiple staff development activities that they feel will prepare both teachers and faculty in the region to implement a successful collaborative model.

**Advisory committee**: A committee should consist of educators from both K – 12 adult education & Solano Community College, from the major areas English basic skills, Math basic skills, adult secondary skills, English as a second language, adults with disabilities and career technical education. The Advisory Committee could break off into sub-committees to discuss specific issues pertaining to fields of study. Meetings should occur, at minimum, once a quarter. **(communication)**

**Training**: Provide training regarding harassment, mental health, and other behavior issues that would give instructors skills in identifying and approaching these concerns that originate either in or out of the classroom. The training would be done in workshop

format. **(special populations)**

**Online Course Development:** Provide both live and online workshops to assist online teachers with learning the do's and don'ts of online education. Workshops should be provided. Workshops will be followed by the opportunity to work together on course development. **(online/self-directed , product development and technology)**

**Shadowing Colleagues:** Adult Ed instructors will shadow SCC instructors and vice versa, to allow both parties to see where students come from and where they should be headed. **(college readiness and instructional strategies)**

**Seminars, Conferences and Regional Conference:** Create conferences that cater to both adult educators and Solano Community College instructors. Collaboration between the two distinct types of instructors could perhaps establish a very powerful brainstorming arena to bridge current gaps between the two education bodies. The planning group feels that hosting a regional conference will be a very positive experience. They also recommend that faculty and teachers participate in relevant state-wide conferences that relate to consortium work. **(conference offerings)**

**Skill Checklists:** Members of a particular department will collaborate and create a checklist for each skill that a student must master before he/she moves to the next skill.

**(product development & workplace skill development)**

**Visits from successful programs around the state:** SCC and Adult School Faculty should schedule visits from representatives of successful programs around the state. Particularly in conjunction with developing new courses/ programs to meet identified needs/ gaps. **(contextualized learning instructional strategies)**

**Meetings to collaborate on creation of new course/ programs to meet the**

### **identified needs/ gaps and aide in successful transition to SCC from the Adult**

**Schools:** As needs for new programs are identified faculty from the appropriate schools and disciplines should meet to create the class/ program.

### **(Product Development, Technology, College Readiness, Contextualized**

### **Learning)**

**New Teacher Orientations:** Solano Consortium members will develop a manual to orient new teachers to consortium activities. **(product development)** The consortium will designate staff members to conduct new teacher orientations.

**Objective # 7 Table: Leverage of existing regional structures from partners**

Table 7.1 Leverage of Existing Regional Structures from Partners *(expand table as necessary)					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1 – 5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)*	Partner Contribution**	Timeline
1. Workforce Investment Board of Solano County <b>(Facilities Sharing, Support Services, Communication, Create Student Opportunities, Referrals)</b>	Adult Basic Education  Career Technical Education	<ol style="list-style-type: none"> <li>1. Fairfield-Suisun Adult School will offer basic math instruction at the Fairfield One Stop Center. <b>(Facilities Sharing, Create Student Opportunities)</b></li> <li>2. Fairfield-Suisun Adult School and Vallejo Regional Education Center will offer training in Microsoft Word and Microsoft Excel at the Fairfield and Vallejo One Stop Centers. <b>(Facilities Sharing, Create Student Opportunities)</b></li> <li>3. Fairfield-Suisun Adult School will provide and pay for a student worker to serve as a Navigator at the Fairfield One Stop Center. <b>(Communication, Referrals, Support Services)</b></li> <li>4. The Workforce Investment Board will work with the consortium to establish al sector strategy planning</li> </ol>	<ol style="list-style-type: none"> <li>1. Fairfield-Suisun Adult School</li> <li>2. Vallejo Regional Education Center &amp; Fairfield-Suisun Adult School</li> <li>3. Fairfield-Suisun Adult School</li> </ol>	<ol style="list-style-type: none"> <li>1. Paid for by Workforce Investment Board.</li> <li>2. Paid for by Workforce Investment Board.</li> <li>3. Navigator will encourage Workforce Investment Board clients to enroll in regional K-12 adult school classes for workforce preparation.</li> </ol>	1. – 3. January 2015 – end of fiscal year. (to be renewed annually)

		process with businesses in the medical sector in the Solano Region.			
2. Solano County Library  <b>(Referrals, Support Services, Create Student Opportunities)</b>	Adult Basic Education	<ol style="list-style-type: none"> <li>1. K-12 adult schools will refer low literate adults to the library for tutoring assistance. <b>(Referrals)</b></li> <li>2. K-12 adult schools will encourage advanced ESL students to be trained as literacy tutors. <b>(Support Services, Create student opportunities)</b></li> <li>3. Fairfield-Suisun Adult School will host “library awareness“events” in the FSAS library.</li> </ol>	<p>Fairfield-Suisun Adult School</p> <p>Vallejo Regional Education Center</p> <p>Vacaville Education Extension Program</p>	<ol style="list-style-type: none"> <li>1. Solano Library Literacy tutors will provide tutoring support for low literate adults referred from regional K-12 adult schools.</li> <li>3. Solano Library staff will present library awareness workshops for K-12 adult school students and community members in the FSAS library.</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral is ongoing.</li> <li>2. To begin January 2015 and continue throughout 2015-16. Partners will evaluate &amp; continue developing partnership.</li> <li>3. 2015-16</li> </ol>
3. Harper Rand  <b>(Shared facilities, create student opportunities)</b>	Career Technical Education	<ol style="list-style-type: none"> <li>1. Vallejo Regional Education Center and Fairfield-Suisun Adult School will offer allied health career technical education classes in partnership with HarperRand. <b>(Shared Facilities)</b></li> <li>2. Harper Rand will make clerical skills externship training available for Fairfield-Suisun Adult School career technical education students. <b>(Create student opportunities.)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Vallejo Regional Education Center &amp; Fairfield-Suisun Adult School</li> <li>2. Fairfield-Suisun Adult School</li> </ol>	<ol style="list-style-type: none"> <li>1. a. Harper Rand will register students for classes.</li> <li>b. Harper Rand will hire the teachers.</li> <li>c. Harper Rand will arrange for and provide student externship training sites.</li> <li>d. Harper Rand will share revenue beyond expenses with host sites.</li> </ol>	<p>Partnership in place. Will continue through 2014-15.</p> <p>K-12 adult school programs will review success of partnership annually and determine if partnership will continue.</p>
3. California Department of Vocational Rehabilitation  <b>(Marketing,</b>	Adults with Disabilities, Adult basic skills, English as a Second	Referral of Vocational Rehabilitation clients to partner schools for literacy training and development of vocational skills. (Member schools will make presentations to California Department of Vocational Rehabilitation counselors	Fairfield-Suisun Adult School, Vacaville Education Extension Program,	Referral of Vocational Rehabilitation clients to partner schools for literacy training and development of vocational skills.	Awareness building presentations to begin January 2015 and continue in

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<p><b>referrals)</b></p>	<p>Language, Career Technical Education</p>	<p>to familiarize them with literacy training options and career technical training options at member programs.) <b>(Marketing, referrals)</b></p>	<p>Vallejo Regional Education Center, Solano Community College</p>		<p>subsequent years.</p>
<p>4. Apprenticeship Training Council  <b>(Marketing, create student opportunities)</b></p>	<p>Career Technical Education  Apprenticeship Training</p>	<p>1. Representatives of the apprenticeship training programs located in Solano County (carpenters, iron workers, plumbers and sheet metal workers) will make presentations about apprenticeship training options to K-12 adult school students. <b>(Marketing)</b></p> <p>2. K – 12 adult education will develop and offer a “pre-pre apprenticeship” class to familiarize students with options for apprenticeship training, reinforce math skills, learn CPR and first aid and be aware of safety requirements in apprenticeship training. <b>(Create student opportunities)</b></p>	<p>1. Fairfield-Suisun Adult School, Vacaville Education Extension Program, Vallejo Regional Education Center  2. Fairfield-Suisun Adult School</p>	<p>Representatives of the apprenticeship training programs will make presentations to K-12 adult school students.</p> <p>Apprenticeship training programs will conduct tours of training centers for K-12 adult school students.</p>	<p>Initial presentation and visit (Carpenter’s Union – Fairfield-Suisun Adult School) January 2015</p> <p>Subsequent visits to be scheduled by all K-12 adult education programs once a quarter in subsequent years.</p>
<p>5. Global Center for Success  <b>(Support services)</b></p>	<p>Adult basic skills  English as a Second Language</p>	<p>The partner agency provides services for homeless and unemployed adults in the city of Vallejo. 1. Life skills and coping skills training, including development of financial literacy. 2. Supportive tutoring in basic academic skills. 3. Support with rehabilitative services. 4. Goal setting activities. The center is willing to support referred K-12 adult school students and work with them to set individual</p>	<p>Vallejo Regional Education Center</p>	<p>1. Life skills and coping skills training, including development of financial literacy. 2. Supportive tutoring in basic academic skills. 3. Support with rehabilitative services. 4. Goal setting activities.</p>	<p>To begin in fall 2015 and develop strategies for further collaboration in subsequent years.</p>

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		<p>living skill and academic goals.  <b>(Support services)</b>                      5. The Center for Global Success will refer adults to the Vallejo Regional Education Center for short term career technical training.</p>			
<p>6. PACE Solano  <b>(Shared facilities, create student opportunities)</b></p>	<p>Adults with Disabilities                       Career Technical Education</p>	<p>The Solano Consortium proposes to develop and implement, in partnership with PACE Solano, career technical education training for adults with disabilities. (See objective # 4)                      PACE Solano staff will attend planning and staff development meetings related to career technical program development.</p> <p><b>(Shared facilities Create student opportunities)</b></p>	<p>Vacaville Education Extension (VEEP) Program (Currently a partner with VEEP)</p> <p>Proposal to also work with Fairfield-Suisun Adult School when funding becomes available.</p>	<p>PACE Solano will provide:                      a) the site for career technical education training                      b) support staff to work with students                      c) appropriate placement of adults into career technical training program.</p>	<p>Program to begin when funding is available.</p>
<p>7. Goodwill Industries  <b>(Support Services)</b></p>	<p>Adult Basic Skills                       Career Technical Education</p>	<p>Life skills training for economically disadvantaged adults.</p> <p>Employment development and job placement assistance.</p>	<p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p> <p>Vallejo Regional Education Center</p>	<p>Staff of Goodwill Industries is willing to discuss how K-12 adult education programs can refer eligible adults to participate in their programs.</p> <p>The consortium members will work together to establish to referral criteria.</p> <p>Consortium members will meet with Goodwill Industries staff to inform them of K-12 adult education offerings that are</p>	<p>Planning for collaboration to begin in 2015.</p> <p>Goal is to develop a system of two-way referral by 2015-16.</p>



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				appropriate for clients of Goodwill Industries to attend.	
<p>8. Solano County Office of Education <b>(Solicit input on programming)</b></p> <p><b>(Shared facilities)</b></p> <p><b>(Create student opportunities)</b></p> <p><b>(Support services)</b></p> <p><b>(Referrals)</b></p>	<p>Adults with Disabilities</p> <p>Career Technical Education</p> <p>adult basic skills</p>	<p>1. K-12 adult education is establishing two adult basic education classes for inmates in the Solano County Jail.</p> <p>The Solano County Office of Education offers high school equivalency test preparation in the Solano County Jail. The teachers in the classes will be working collaboratively. The K-12 adult education program will provide staff development for all teachers providing academic classes in the Solano County Jail. <b>(Solicit input on programming)</b></p> <p>2. The Solano County Office of Education (SCOE) offers multiple educational programs for adults ages 18 – 22. These classes are located on the Fairfield-Suisun Adult School campus. <b>(Shared facilities)</b> The Solano Consortium will work with the SCOE staff to develop plans for career technical education training for adults with disabilities over the age of 22. <b>(Create student opportunities)</b></p> <p>3. The Solano County Office of Education provides, in collaboration with the California Department of</p>	<p>1. Fairfield-Suisun Adult School (FSAS)</p> <p>2. Fairfield-Suisun Adult School</p> <p>3. Fairfield-Suisun Adult School Vacaville Education Extension Program</p>	<p>1. a) The teachers in the classes will be working collaboratively. b) The K-12 adult education program will provide staff development for all teachers providing academic classes in the Solano County Jail.</p> <p>2. SCOE will work with the Solano Consortium to develop a plan for offering career technical education classes to adults with disabilities over the age of 22.</p> <p>3. K-12 adult education programs will identify students eligible for vocational rehabilitation services and refer them to Workability II for training</p>	<p>To begin January 2015.</p> <p>The classes will continue as long as the Solano County jail has a contract with both FSAS and the Solano County Office of Education.</p> <p>2. Planning discussions to begin in January 2015. Program to be developed when funding becomes available.</p> <p>3. Two-way referral to begin in January 2015. Workability II staff will meet quarterly with K-12 adult</p>

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		<p>Vocational Rehabilitation, a Workability II program of job training and placement for adults eligible for vocational rehabilitation services.  <b>(Support services)</b>  <b>(Referrals)</b></p> <p>4. The Solano County Office of Education is the lead Solano County agency in the regional Career Pathways Trust Grant. SCOE has committed to integrate K-12 adult education into grant activities. Solano Community College is a partner agency in the grant.  <b>(Opportunities for students)</b></p>	<p>Solano Community College</p> <p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p>	<p>support and job placement assistance.</p> <p>Workability II staff will place their clients in K-12 adult school academic and career technical education classes when the meet clients' needs.</p> <p>SCOE will meet with K-12 adult education staff to determine ways that adult education can participate in the Career Pathways Grant activities.</p>	<p>education teachers to review program success and work collaboratively to meet clients' needs.</p> <p>Planning to begin in 2015</p>
<p>9. California Human Development</p> <p><b>(Shared facilities)</b></p> <p><b>(Create opportunities for students)</b></p> <p><b>(Support</b></p>		<p>California Human Development (CHD) Farmworker Services and Workforce Development Division is interested in establishing a training center in the Napa/Solano/Sonoma region. The center will be a partner with the Solano Consortium. The Solano Consortium will provide English as a Second Language and adult basic skills (Adult Basic Education and high school equivalency training). CHD will do</p>	<p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p>	<p>CHD will do career technical education training and provide job placement services.</p>	<p>Planning during the spring of 2015. Pilot program to open by the end of 2015.</p>

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<b>Services)</b>		career technical education training and provide job placement services. <b>(Shared facilities)</b> <b>(Create opportunities for students)</b> <b>(Support Services)</b>			
10. Touro University	Adult Basic Skills  Career Technical Education	Touro University is proposing to work with K-12 adult education providers in the Solano Consortium to develop a Community Health Care Worker training program.  <b>(Create opportunities for students)</b>	Vallejo Regional Education Center  Fairfield-Suisun Adult School	<ol style="list-style-type: none"> <li>1. Consortium members will: plan, in collaboration with Touro University, the curriculum for Community Health Care Worker training program.</li> <li>2. The Touro University faculty member will develop a survey to be administered to community health providers to determine their commitment to supporting development of Community Health Worker training program.</li> <li>3. Solano Consortium member will conduct the survey.</li> <li>4. In collaboration with Touro University, Solano Consortium members will organize community planning meetings with key partners.</li> <li>5. Touro University will help with recruitment of teacher.</li> <li>6. Solano Consortium members will determine site for training class.</li> </ol>	<p>January – May 2015</p> <p>January 2015 (develop survey)</p> <p>February 2015 (conduct survey)</p> <p>March 2015</p> <p>June - July 2015</p> <p>May 2015</p> <p>March 2015- July</p>

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				<p>7. Solano Consortium members will recruit students.</p> <p>8. Solano Consortium members will offer class.</p> <p>9. Touro University will serve as advisor to teacher throughout the class.</p> <p>10. Touro University will assist with recruitment of student externship sites.</p> <p>11. Solano Consortium will assist students with job search and job placement.</p>	<p>2015</p> <p>to begin August 2015</p> <p>August – December 2015</p> <p>Spring 2016</p>
<p>Quarterly partnership meetings with consortium members</p> <p><b>(Communication Assess/Track partnership effectiveness) (Solicit information on programming) (Marketing and referrals)</b></p>	<p>Adult Basic Skills</p> <p>English as a Second Language</p> <p>Career Technical Education</p> <p>Adults With Disabilities</p> <p>Apprenticeship training</p>	<p>1. Develop a list of key partnership representatives.</p> <p>2. Designate consortium members to work as partner liaisons.</p>	<p>Vallejo Regional Education Center</p> <p>Vacaville Education Extension Program</p> <p>Fairfield-Suisun Adult School</p> <p>Solano Community College</p>	<p>Partners will commit to having a representative attend quarterly meetings.</p>	<p>To begin March 2015</p>

\*Indicate the consortium member(s) who will be the users of the contribution. \*\*Partner contributions may be in the form of cash, in-kind (i.e. facilities, staff time, etc), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

## Objective 7 Narrative

Faculty and teachers recently attended a presentation hosted by the Solano Workforce Investment Board that focused on employment opportunities in Solano County, and ways that educational training can support the needs for a qualified workforce. AB86 Consortium planning group members are developing questions for local business and industry, and will contact business and industry representatives to gather additional information.

After additional information is collected, the planning group will discuss ways that partner agencies can work with them in support of adult learners in Solano County. The planning group will then provide the information needed to complete the objective # 7 chart and narrative.

The following information is a description of the partner agencies in Solano County and a summary of their initial meetings with the AB86 Consortium program manager.

### **AB86 Solano Partner Information**

Workforce Investment Board: Contact Persons: Robert Bloom or Kit Lee. The Workforce Investment Board is very willing to collaborate with AB 86 Solano Consortium planning. Mr. Bloom attended initial planning meetings and confirmed his support in subsequent meetings. The consortium has discussed working with the Napa-Solano labor council, the need in Solano County for a comprehensive pre-apprenticeship program, and the need for business-centered training programs. Mr. Bloom will assist with networking with businesses. He referred the AB 86 Consortium manager to Kit Lee

for participant numbers and fiscal information. AB86 Solano consortium is planning to work together with the Solano Workforce Investment board to identify an industry sector that provides significant employment potential in the region and begin the sector strategy planning process.

Sector partnerships are **partnerships of companies, from the same industry, with education, workforce development, economic development and community organizations that focus on key issues related to the target industry** in their *natural labor market region*. Traditionally, sector partnerships have been driven out of the workforce development system, but today's sector partnerships take on issues related to economic development too. (<http://www.sectorssummit.com/toolkit/>)

**Ideally, workforce development, education and economic development partners are joined at the hip when approaching industry**, vs. independently approaching industry members. Sector partnerships make this possible. The partnership becomes the “go-to” for companies to get their needs met; companies never have to navigate the dozens of programs out there themselves.

Solano County Office of Education: Contact Persons: Gillie Miller and Janet Harden  
Gillie Miller supports the consortium by regularly attending the Leadership Team meetings. The consortium manager met with Janet Harden with questions about short-term career training options that can be developed for adults. Ms. Harden said that as a part of the Career Partnership Pathways Grant, they have letters of support from area businesses. She said that she would have Gillie assist us with connections to businesses as we plan for expanded short term career technical classes. She has also

given the consortium names of those to contact in hospitals to see if there is a need for custodial services and other training programs.

Solano County Library literacy program: Contact Persons: Joanne Wright or Anika Johnson.

The library literacy program is very interested in working with the consortium. They provide an ESL class in the Vacaville Library and match ESL learners with tutors in addition to providing tutorial support for many native English speakers. The consortium manager discussed the referral process between adult schools and the literacy program, and from the literacy program to further study in adult schools. Learners served by Solano County Library Literacy numbered 277 in 2012 -13, and 325 in 2013-14.

Goodwill Industries: Contact Person: Michelle Norton, Transition Employment Coordinator.

Goodwill Industries provides a wide variety of educational support for job seekers. They conduct the “Goodwill Academy.” They serve the underemployed and can provide work experience for them. They do case management and strive to assist job seekers with preparation and successful transition to work. They employ a job developer who delivers direct employment services.

Pace Solano: Contact Person: Peggy O’Brien, Pace Parkway.

The consortium manager discussed, with Ms. O’Brien, adding supported employment training for adults with disabilities to the AB 86 plan to address service gaps. The AB86

program manager, Kay Hartley, will develop an outline of potential training options for Ms. O'Brien to take to the PACE director and board of directors.

### Meetings with Apprenticeship Training Staff

Carpenters Union: Contact Person: Octavio Soto.

The Carpenters Union does its own 6 week pre-apprenticeship program. They currently employ close to 600 apprentices who attend from a wide geographical area – from the Carquinez Bridge north to the Oregon border. There are other apprenticeship training programs located in Solano County: Plumbers, Steamfitters & Refrigeration Mechanics, Butchers, Ironworkers (Field), Landscape Utility & Irrigation, and Sheet Metal Workers. The organization of apprenticeship coordinators is working with Solano Community College to establish a pre-apprenticeship program. Discussions with the college have begun, and the organization is going to seek funding to support development of pre-apprenticeship.

Conclusion:

Based on extensive collaboration and data collection, with input from community college and adult school teachers and administration, the Ab86 Consortium has made significant progress in the development of plans, identification of adult learner needs, and identification of a variety of community resources that can be used to assist in preparing adults in Solano County to become better prepared for employment in the regional workforce. Those plans will also help enable students who may not have previously considered college education to develop plans to enter and complete post-secondary programs. This process will require significant collaboration over the next



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few years to plan programs to meet the needs of adult learners, to analyze additional data, and to develop resources and alliances to improve education for adult learners in Solano County. It is obvious that additional funding will be required to meet the needs for planning adult education, hiring personnel to provide adult education, and developing adequate resources to bring adult education into the twenty-first century.

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