



AB104 Adult Education Block Grant - Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

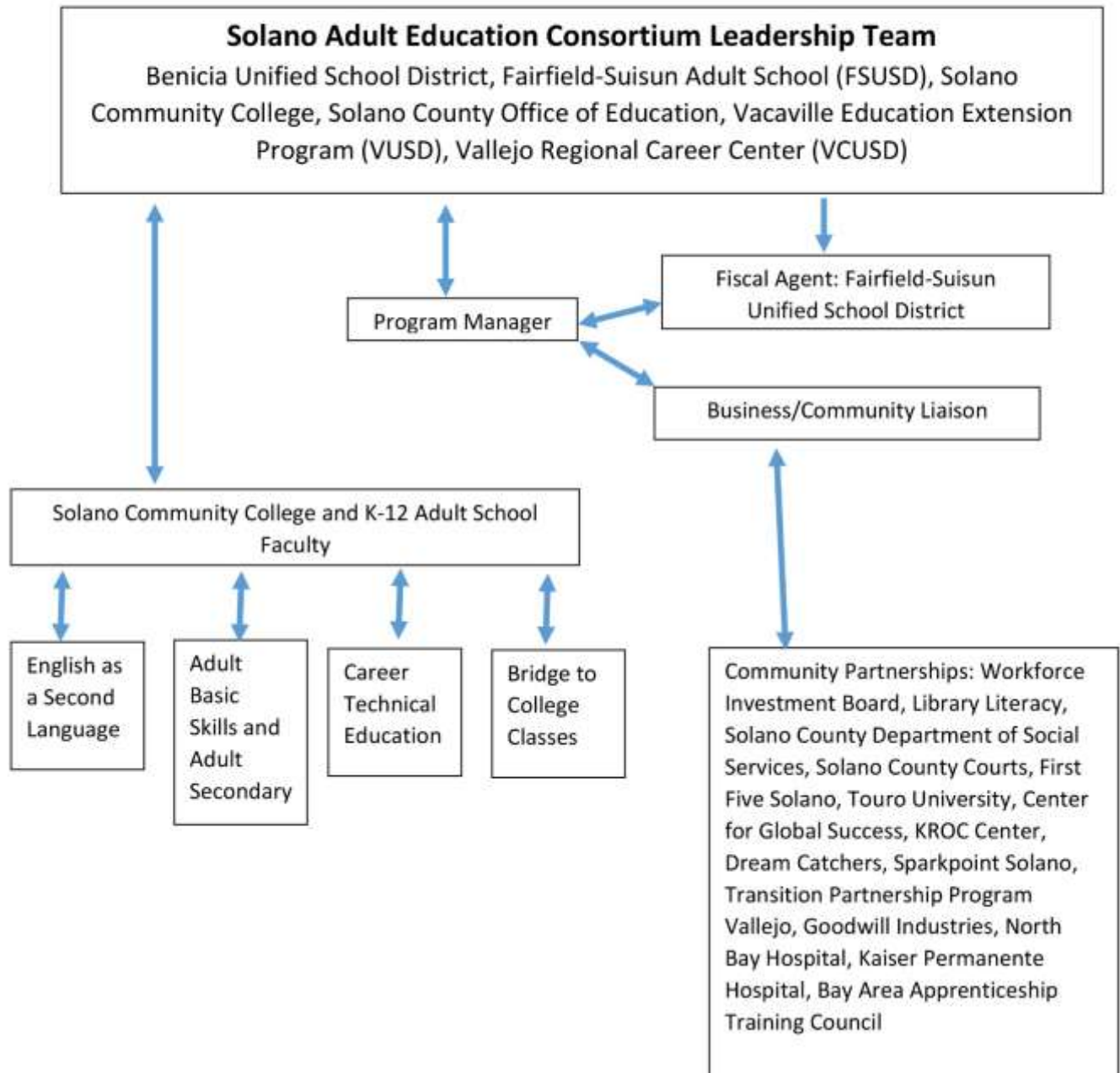
1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Benicia Public Schools	June Regis	(707)747-8300	Jregis@beniciaunified.org	7/17/15
Fairfield-Suisun Adult School	James Woods	(707)421-4155	jamesw@fsusd.org	9/23/15
Vallejo Regional Career Center	Cheri Summers	(707)552-8691	csummers@vallejo.k12.ca.us	8/5/15
Vacaville Education Extension Program	Mark Frazier	(707)453-6100	MarkF@vusd.solanocoe.k12.ca.us	
Solano	Kelly Penwell	(707)864-7000	kelly.penwell@solano.edu	

Community College				
Solano County Office of Education	Janet Hardin	(707)399-4400	JHarden@solanocoe.net	7/11/15

1.9 Attach an organizational chart

Organization Chart: Solano Adult Education Consortium



1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who

will be your Certifying Officer?

Fairfield-Suisun Unified School District (FSUSD) will serve as fiscal agent for the Solano Adult Education Consortium.

The Fiscal Agent will be responsible for:

- Contracting with member districts to distribute allocated funds as recommended by the Program Manager and approved by the Consortium Board
- Acting as the employer of record for all consortium staff
- Fiscal reporting to the State as required by the Adult Education Block Grant
- Compliance with State requirements for administration of the Adult Education Block Grant.

It is important to note that in the name of true collaboration, the members of the Solano Adult Education Consortium have decided to provide services to districts that do not have Adult education services. In the 2015-16 program year, the following Districts will be providing services to neighboring Members so that those districts will be able to provide services immediately to their communities.

Fairfield-Suisun Adult School will provide services to Dixon Unified School District.

The Solano Adult Education Consortium understands that the Fiscal Agent will be eligible to be compensated up to the allowable as designated by the Adult Education Block Grant guidance for administrative expenses related to the fiscal administration of the Adult Education Block Grant. For the 2015-16 Program Year, Fairfield-Suisun Unified School District is the SAEC Fiscal Agent. The certifying officer is Kelly Morgan, Assistant Superintendent of Business Services.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104

AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16?
See Guidance document for more information about this narrative.

The Solano County AB 86 Consortium was established in the winter of 2013, bringing together Adult Education service providers in four school districts, Solano County Office of Education, and Solano Community College to collect data and develop a regional comprehensive plan to better serve the educational needs of adults in the region. Once the plan was completed, submitted, and accepted, the work of the Solano County AB 86 Consortium was complete. The members of the Solano AB 86 Consortium then formed a new consortium under AB 104 for the purpose of implementing the Solano AB 86 plan. The new consortium, the Solano Adult Education Consortium (SAEC), includes the same partner agencies as composed the Solano County AB 86 Consortium.

SAEC covers Solano County. Its membership is made up of Solano Community College, four school districts, and the Solano County Office of Education.

Additionally, SAEC includes partner organizations representing local community agencies and community based organizations.

The mission of the Solano Adult Education Consortium is to facilitate the alignment and collaboration of Adult Education service provision in the region. The SAEC Region focuses on eight objectives:

- 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 enables 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.
- Establishment of a program that provides support for adults enrolled in member K-12 agencies who are twenty-two and older and previously had an IEP.
- Development of three K-12 integrated classes to accelerate student college and career readiness.

- Development of a program that instructs adults how to successfully tutor elementary-aged children to promote their success in school.

The Solano Adult Education Consortium (SAEC) has identified a need in Solano County for additional English as a second language classes (ESL). The consortium leadership has contacted the communities of Dixon, Rio Vista and Winters. District administration in those communities has expressed an interest in serving the adults in their communities, but do not wish to establish full adult education programs. The consortium leadership is approaching the district administrators to plan for “satellite” classes in those communities. For the 2015-16 year, the consortium plans to offer at least one class in one of those communities. Vacaville, a consortium member, is planning to offer three new ESL classes, and Benicia, another consortium member, is planning to offer a new ESL class. The Solano Adult Education Consortium is also planning to collaborate with the Solano Library Literacy program in support of English as a Second Language learners.

Solano County demographic statistics show that there are large numbers of adults in Solano County who have not completed high school. The consortium sees a need to increase the opportunities for adults to prepare for high school equivalency. Fairfield-Suisun Adult School has had waiting lists for high school equivalency preparation for three years. Vacaville and Benicia plan to add an offering of a high school equivalency preparation class. If adults who plan to prepare for the high school equivalency exam enter without sufficient literacy level, they will also be offered adult basic education classes.

The K-12 adult schools in the SAEC have been working with Solano Community College to implement strategies designed to encourage adult students to take advantage of educational offerings through Solano Community College. (1) During the summer of 2015, the Solano AB 86 Consortium paid K-12 adult school teachers to co-teach three college courses with Solano Community College staff. The purpose of this activity was to provide data for the development of an effective AB 86 Plan, and to pilot proposed strategies. The K-12 adult teachers were able to provide support for the adult students, enabling them to successfully complete the course. One strategy which the SAEC plans is for Solano Community College faculty and K-12 adult school teachers to work together to develop two “bridge classes which will help prepare students to enter a Solano Community College (SCC). The proposed classes include: (1) SCC transferable credit math course and (2) SCC transferable credit English course.

During the time SCC faculty and K-12 adult school teachers worked together on the AB86 planning objectives, faculty proposed establishing a pilot SCC writing lab on one K-12 adult school campus. The consortium proposes to establish a SCC writing lab on one K-12 adult school campus, and evaluate the effectiveness of this strategy to prepare adults for successful transition to post-secondary education. SAEC is also going to work collaboratively to develop dual credit classes that will allow adults to earn college credit while working in K-12 adult school classes.

The K-12 adult school counselors and counseling department at SCC will work together to plan strategies for encouraging adult students to enroll at SCC. The K-12 teachers and counselors will

develop a student career pathway plan. All adult students enrolled in SAEC classes will initiate completion of the career pathway plan when they enter the program. The teachers and counselors will monitor and support student progress on the career pathway plan.

The SAEC is planning, in collaboration with the Solano Workforce Investment Board, to have meetings with regional health care businesses to evaluate the workforce needs in the health care sector. After meeting with representatives of health care providers, SAEC members will review current CTE offerings by SAEC members, and determine if there are other training programs needed to fill gaps. If all employment needs are being met in healthcare, SAEC will work with Solano County Workforce Investment Board to review another sector.

The Solano Adult Education Consortium is planning to increase short-term career technical education (CTE) training classes in the region. The SAEC will introduce at least one additional CTE class in 2015-16.

The teachers in SAEC member K-12 agencies will develop and implement at least one integrated class, designed to accelerate learners' progress toward reaching the goals set in their career plans.

Each K-12 member agency has adult students, enrolled in adult basic education, adult secondary education and career technical education, who previously received special education support. The SAEC proposes to have each school offer tutorial support for these students to enable them to succeed in completing their educational goals. The Solano County Workforce Investment Board is very interested in having SAEC provide additional training options that meet WIOA training requirements. Additionally, SAEC will offer computer operations classes in word processing, spread sheet and database construction at the Workforce Investment Board location.

In alignment with the objectives in the AB86 planning guidelines, teachers in SAEC member agencies will work together, with the support of consortium funding, to create at least one integrated course. This course will integrate basic skills and career technical education, thus allowing students the opportunity to accelerate their completion of career technical education.

The SAEC K-12 adult education members will introduce a pilot family literacy class, in each member district, where parents are taught skills to tutor their children. Parents will be provided resources to access online support for effective tutoring and academic support for their children. Strategies for engaging parents in the pilot programs will also be presented to the districts. The administrators, who are consortium members, are very interested in structuring the family literacy/education support program to provide instruction in how parents can support their children and strategies to engage parents in support of their children's schools. The SAEC program manager and teachers of the family literacy/education support classes will work together to develop an evaluation rubric and hold parent/tutor focus groups to assess the success of the program. Evaluation results will be shared with SAEC members and with the host elementary schools.

The SAEC will encourage K-12 teachers in the region to participate in staff development

activities to familiarize them with career pathways. Teachers and counselors will collaborate together to develop a career pathway plan worksheet that will be completed by all adult students. By the end of 2015-16, the plan will be developed and a pilot group of students will complete it. The SAEC plan includes funding for implementation of a school-wide advisory program to allow teachers to support students as they complete their career pathway plans.

Areas of additional staff development focus will include familiarizing teachers with and developing lessons aligned with the College and Career Readiness standards, and planning and implementing distance learning for English as a second language students.

<p>The members of the Solano Adult Education Consortium are:</p> <ul style="list-style-type: none"> • Benicia Unified School District • Fairfield-Suisun Adult School • Vacaville Extension Education Program • Vallejo Regional Career Center • Solano County Office of Education • Solano Community College 	<p>Community Partners include:</p> <ul style="list-style-type: none"> • Solano County Workforce Investment Board • Solano County Library Literacy Program • Solano County Department of Social Services • Solano County Department of Vocational Rehabilitation • Solano County Court • First 5 Solano • Touro University • The Center for Global Success • KROC Center • Dream Catchers • Sparkpoint Solano • Transition Partnership Program – Vallejo • Goodwill Industries • North Bay Hospital • Kaiser Permanente Hospital • Bay Area Apprenticeship Training Council
--	---

Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the [Section 3 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 2. Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title III (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									\$0
English as a second language									\$0
Pre-apprenticeship training									\$0
Career and Technical Education									\$0
Adults training to support child school success									\$0
Older Adults in the workforce									\$0
Services for Adults with Disabilities									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3.2 Consortium Allocations by member. The [spreadsheet](#) described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
Total	\$0	\$0

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium’s top **3-5 key activities** for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure

that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

4.1: Integration of Existing Programs/Transitions to Postsecondary or Workforce

Placement: CASAS assessment will be implemented by all member districts. The districts that are not currently using CASAS will be trained on how to use CASAS assessments for placement and for monitoring student progress. Use of CASAS assessments by all agencies will allow for evaluation/assessment consistency throughout the programs.

Curriculum: The Solano Adult Education Consortium will encourage all English as a second language, adult basic education, and adult secondary education staff members to participate in staff development on the College and Career Readiness Standards. Following the training, teachers will receive paid collaborative time to develop lessons aligned with the College and Career Readiness Standards. Career Technical Education teachers will review California CTE standards and work together to assure that the curriculum used prepares students to industry standards.

Assessments: The Solano Adult Education Consortium will adopt CASAS assessments for English as a second language, adult basic education, and adult secondary education in all member schools. Placement results will be compared to future CASAS assessments to document student progress.

Progress Indicators: Progress of adult basic education and English as a second language students will be measured by their progression through levels of CASAS assessments. Adult secondary programs will monitor student progress of adult high school students in earning credits culminating in high school graduation, and the numbers of students who successfully complete a high school equivalency exam. Programs that offer career technical education classes will document the numbers of students who earn certification. Alternative degree programs will be evaluated for progressed based on students successfully completing certification.

Major Outcomes:

- **Adult Basic Education:** Acquisition of literacy skills at a level for successful entry into high school diploma classes, equivalency degree programs, or CTE programs.
- **English as a Second Language:** Progress into instruction at a higher level; securing employment.
- **Adult Secondary Education:** High School Diploma or successful completion of a high school equivalency exam; entry into post-secondary education; securing a job.
- **Career Technical Education:** Industry-recognized certification; securing a job or progressing to a better job.
- **Family Literacy/Academic Support:** Parents will be able to access and use provided resources to provide ongoing academic support for children at progressing grade levels.

Transition Strategies:

Communication Paths: The Solano Adult Education Consortium has multiple means of member communication. The program manager maintains regular email communication with members. The consortium meeting calendar is posted on the SAEC website. Meeting minutes are sent to members by email and are posted on the website. Consortium members have also agreed to post the notice of upcoming meetings on their district websites. The SAEC budget will include funding for a person who will facilitate communication.

The SAEC will meet monthly to discuss ongoing implementation of the One-Year Plan and examine ongoing successes of programs and procedures. From these meetings, the duties of the multiple subcommittees will be assigned. Subcommittees include a composition of Consortium Members, Partners, and other community stakeholders. These meetings will address the identified issues and strive to ensure a smooth continuance of services for the adult students.

Defined and articulated pathways to postsecondary or the workforce:

The consortium will conduct ongoing reviews to leverage existing “best practices” to accelerate and maximize adult learners’ progress toward educational and career goals. Some of these based on national research include providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together to help create student educational plans (career pathway plans); ramping up offerings of dual credit courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an adult education program; and development of enhanced contextualized learning to link basic skills education for adult learners to career and educational goals. SAEC will employ a community/business liaison who will work on familiarizing local businesses and community agencies with adult education programs. An additional task will be to assist students with job search and potential interview opportunities.

Embedded access to student services including counseling, guidance and follow-up:

Each K-12 member adult school has a staff member who does student counseling. The SAEC budget allocates funding to provide extra hour time for the three counselors to meet together and to plan activities that will help adult students learn about the opportunities available to them at Solano Community College and in local apprenticeship training programs. Schools will invite representatives from the college and the apprenticeship training council to do presentations for students about regional post-secondary offerings. The Solano Community College (SCC) outreach worker will visit the member adult programs and share information about the college with students and staff.

There is also budget allocation to pay K-12 adult school counselors and a community college

counselor to meet and plan activities for adult students that will encourage them to enter Solano Community College. Funding is provided for field trips to both SCC, and to apprenticeship training programs.

The goal of the counselor planning meetings is to develop a coordinated referral system that would allow seamless transitions between adult school and community college postsecondary or career technical education. The system would help students navigate between the two systems and develop a clear educational pathway that would help them to achieve their educational and career goals. Additionally, the system will not only connect the Community College and Adult Schools, but it will incorporate partner organizations including the Workforce Investment Board (WIB). Students could encounter the referral system at several different points. For example, students must take a placement assessment when entering Solano Community College for math and English skills. Trained counselors or student services staff would interpret scores for students and determine their best and quickest option for English and math courses to steer students toward the right pathway. Students may be referred to Adult School programs or Solano Community College English and math classes. Students would have an academic plan with a clear mapping of where to go next. Another example of how a student might encounter the referral system would be when a person is laid off. This person might go to a WIB One Stop office and be interested in a new career pathway. The WIB could link them with options at the College or adult schools.

Another important aspect of the coordinated referral system would be to ensure that students understand that the system is a coordinated effort. Students may take some coursework through an adult school and other coursework at Solano Community College.

4.1a Provide a description of your **Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Provide a description of your Regional Assessment Plan:

Solano Adult Education Consortium recognizes the need for alignment between consortium members in providing seamless services and transitions to adult students. Currently, Fairfield-Suisun Adult School and Vallejo Regional Career Center use the NRS approved CASAS series of assessments. As such, the Consortium will be implementing the CASAS assessments for Adult Basic Education, Adult Secondary Education, and English as a Second Language across all member districts. Additionally, data services via TOPS Pro Enterprise (CASAS assessment management system) will be deployed across all member districts to unify and bridge transitions for students between adult education service providers. SAEC has planned for budget resources to purchase CASAS assessments, and provide appropriate training for member programs not currently administering the assessments.

Solano Community College faculty has expressed frustration with the placement tools in use at SCC. The math assessment tool does not provide adequate data for placement into math classes. SCC is monitoring the development at the California State Chancellor's Office of a standardized assessment tool for math and English. SAEC members will continue to use current assessments and will schedule assessments on adult school campuses. This will help adult students be less anxious about college placement assessments. EdReady Online Math Assessment and Tutorial has been suggested as a tool for math placement and remediation. EdReady will be used in the math bridge class to pilot a possible placement resource for SCC. EdReady is being used by the Vacaville, Vallejo and Fairfield-Suisun adult school programs.

Additional assessments that will be implemented by SAEC are the CASAS National External Diploma Program for high school diploma certification, and the CASAS Workforce Skills Competency System to certify student readiness to enter the workforce.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Staff from SAEC members will work together to create a common registration form. This will enable the members to collect comparable learner data.

Fairfield-Suisun Adult School and Vacaville Education Extension Program utilize ASAP for student registration and management. Established in 1982, Administrative Software Applications, Inc. (ASA) with headquarters in Sunnyvale, CA, is a privately held corporation providing software solutions to community organizations. ASA offers a comprehensive suite of products to assist organizations in handling their registration and class/reservation management needs.

Working closely with community education districts in California, ASA developed its first proprietary student information system, called ASAP, in the late 1980s. ASAP registration and management software added a web-based SaaS service in 2008, and today serves community, university and college programs, city park and recreation departments, schools and businesses around the world. ASAP software is used to process over 1,000,000 registrations every year. The company's oldest client dates back over 20 years and the company proudly maintains a 98% retention rate among its clients. ASA continues its drive to offer the most innovative, customizable and easy-to-use registration management solution available.

Vallejo Regional Career Center uses AIM software for attendance accounting. AIM was previously known as Schoolhouse Software and was one of the first attendance systems approved by the California Department of Education. AIM is a comprehensive, hosted student management solution for adult and career technical education agencies. Through a centralized database, AIM tracks student demographic

information, class registration, attendance, grades and skills attainment data for state and federal reporting, and can be used for strategic program management. AIM is a scalable system with the ability to serve a single school, a small district, a county, or a state-wide program.

The participating districts will work together to supply ASAP and AIM with a common form for student enrollment, simplifying the integration of data between agencies.

As the CASAS Assessment system is rolled out in all districts, the implementation of TOPSpro Enterprise will be explored as a means of unifying the system and types of data collected by each member district. TOPSpro Enterprise allows faculty and administrators to use data to prepare learners to master skills, to incorporate content standards into the curriculum, and to meet federal reporting requirements.

TOPSpro Enterprise will allow Member districts of SAEC to get a complete performance picture. All stakeholders, from student and instructor to state education or workforce director, benefit from longitudinal performance information needed to make effective decisions that improve learning, teaching and training. The TOPSpro system will allow member districts of SAEC to choose from predefined reports or to create customized reports for comprehensive data analysis. Faculty and administrators can identify learners and programs that need help and develop strategies for improvement. Learner groups can be compared, and program-wide analysis can be performed to drill down to individual learner data to focus on instruction and curriculum revision. TOPSpro will allow member districts of SAEC to visualize data and quickly assess the impact of introduced interventions with their own customizable dashboard indicators.

SAEC members will work together to set student performance goals. Members will review learner performance data quarterly and evaluate progress toward meeting the performance goals.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
1. Faculty and K-12 adult education teachers work together to develop two Solano Community College approved bridge courses: math bridge and English bridge	January – May 2016	Solano Community College Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Increase in K-12 adult students who successfully enter transferrable credit English and math courses	Documentation of students entering SCC

K-12 adult school teachers and Solano Community College counseling staff will work together to develop activities designed to encourage K-12 adult school students to enter Solano Community College.	December 2015 – May 2016	Solano Community College Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Calendar of activities designed to encourage K-12 adult students to enter Solano Community College	Activity calendar is implemented in member districts.
3. SCC faculty and K-12 adult school teachers will work together to identify courses that can become dual-credit classes and complete curricular revision into dual credit courses.	Jan – June 2016	Solano Community College Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Begin dual-credit classes in fall 2017	Students are able to register for and complete dual-credit classes.
4. A pilot group of SAEC students will work toward earning the CASAS Workforce Skills Certification System. Pre-employment certification.	Jan – June 2016	Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	75% of participating students will make progress on WSCS competencies.	WSCS assessments
5. SAEC community/business liaison will assist K-12 adult school students to obtain job interviews.	November 2015 – June 2016	Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Students completing short-term CTE training classes will interview for jobs.	Number of students completing the training classes. Log of student interviews

4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
1. The Solano Adult Education Consortium will expand offerings of	November 2015 - June 2016	Fairfield – Suisun Adult School Vacaville Education	New English as a second language courses will be established.	Numbers of students enrolled in classes. Student progress on CASAS

<p>English as a Second Language in Solano County.</p> <p>2. Fairfield-Suisun Adult School will offer satellite classes in Dixon and Winters.</p> <p>3. Vacaville Education Extension Program will offer English as a Second Language classes.</p> <p>4. Benicia Unified School District will offer an ESL class.</p>		<p>Extension Program</p> <p>Benicia Unified School District</p>	<p>Additional adults will demonstrate language gains.</p>	<p>assessments.</p>
<p>5. The English as a Second Language classes will phase in distance learning to accelerate language acquisition</p>	<p>January 2016 – June 2016</p>	<p>Fairfield – Suisun Adult School</p> <p>Vacaville Education Extension Program</p> <p>Benicia Unified School District</p> <p>Vallejo Regional Career Center</p>	<p>Students will demonstrate language gains.</p>	<p>Student progress on CASAS assessments</p>
<p>6. The Solano Consortium will expand high school equivalency preparation classes and adult basic education classes when student literacy level requires ABE.</p>	<p>November 2015 – June 2016</p>	<p>Vacaville Education Extension Program</p> <p>Benicia Unified School District.</p>	<p>Students will pass a high school equivalency exam</p>	<p>Numbers of students who successfully pass a high school equivalency exam</p>
<p>7. The k-12 adult schools will provide tutorial support for those adults, who previously had an IEP, to enable them to succeed in classes of elementary basic skills, secondary basic skills or short-term career technical classes.</p>	<p>November 2015 – June 2016</p>	<p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p> <p>Vallejo Regional Adult Center</p>	<p>Adults with disabilities will gain literacy skills</p>	<p>Progress on CASAS assessments</p>

4.3 Objective #5: 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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
1. The K-12 adult schools will develop at least two integrated high school courses. 2. The K-12 adult schools will implement one of the three courses.	January – March 2016 March – June 2016	Fairfield-Suisun Adult School	Students will gain academic and CTE skills. Students will gain English language skills to prepare them for entry into medical CTE training courses.	Documentation of: Completion of high school credit. Completion of CTE competencies. Documentation of successful student entry into medical CTE courses
SCC faculty and K-12 adult school teachers will work together to identify courses that can become dual credit classes and complete curricular revision into dual credit courses.	Jan – June 2016	Solano Community College Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Begin dual credit courses in 2017	

4.4 Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
College and Career Readiness Standards Regional staff development workshop Collaborative, by program area, lesson planning	Feb – May 2016	Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center Benicia Unified SD	Teachers will develop lessons aligned with College and Career Readiness Standards	Collection of aligned lesson plans is made available online to all member agencies.
Career Pathways Regional staff development Development of student Career Pathway Plan Collaboration to develop strategies to support student completion of Career Pathways Plans	January – April 2016	Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center Benicia Unified SD with support of Solano Community College counselor	Development of student Career Pathways Plan Pilot implementation of student completion of Career Pathways Plans	Plan completed Student completion of Career Pathways Plans
Training on implementation of CASAS assessments and use of TopsPro Enterprise	November 2015	Vacaville Education Extension Program Benicia USD	Implementation of CASAS assessments	Student assessment outcomes
Distance learning strategies for English as a second language	January – February 2016	Fairfield-Suisun Adult School Vacaville Education Extension Program Vallejo Regional Career Center	Students completion of distance learning activities	Teacher evaluation of completed student activities.

4.5 Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
<p>Information sessions about WIOA support services to adult education students.</p> <p>Collaboration in hosting partner meetings.</p> <p>Referral of clients to adult education short-term training programs.</p> <p>Assistance with analysis of training needs in Solano County.</p>	Workforce Investment Board	<p>WIOA support for eligible students</p> <p>Provide communications between partners</p> <p>Students for adult education programs</p>	<p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p> <p>Vallejo Regional Career Center</p>	2015-16	Referred adult students	<p>Log of sessions held.</p> <p>Log of partner meetings.</p> <p>Enrollment in CTE programs.</p> <p>Published results of data analysis.</p>
<p>Collaboration with agency offering English as a second language classes</p> <p>Mutual referral</p>	Solano Library Literacy Program	co-referral of adult learners	Fairfield-Suisun Adult School	2016	Referred adult students	Collaboration will be reviewed
Preparation of training class for in home care providers	Solano County Department of Social Services	Preparation of training class for in home care providers	<p>Fairfield-Suisun Adult School</p> <p>Vacaville Education Extension Program</p> <p>Vallejo Regional Career Center</p>	2016	In home care providers as adult CTE students	Training participants will complete evaluation of the training program
Response to emerging needs expressed by partners	Multiple community partner agencies	To be determined	All SAEC members	2016	To be determined	To be determined

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Section 5 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 3. Consortium Member Table by Objective and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CatWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									\$0
Obj. 4: Gaps in Services									\$0
Obj. 5: Accelerated Learning									\$0
Obj. 6: Professional Development									\$0
Obj. 7: Leveraging structures									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills)			
English as a second language			
Pre-apprenticeship training			
Careers and Technical Education			
Adults training to support child school success			
Older Adults in the workforce			
Adults with Disabilities			
Total			

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		
% Transition from non-credit to credit in post-secondary.		
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional)

All Solano Adult Education Consortium adult basic education, adult secondary education, and English as a second language students in K-12 adult schools will be assessed using CASAS pre and post assessments.

K-12 adult school teachers and counselors will develop a career pathways plan that students will complete. Student progress on the career pathways plans will be documented by teachers and counselors at member agency schools.

Career technical classes will document student completion of course competencies. CTE teachers will do follow-up surveys to determine how many completing students are employed and how many are employed in the field in which they were trained.

The adult school counselors and Solano Community College counselors will begin planning for how to determine how many adult school students successfully enter Solano Community College.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

Consortium members will document and maintain records on the following as methods of evaluating consortium effectiveness:

- Creation and implementation of the classes/courses necessary to achieve the goals of the Solano AB86 plan.
- Enrollment records for classes/courses being offered.
- Feedback from adults involved in Adult Training to Support Child School Success.
- CASAS pre and post assessments where applicable.
- Completion certificates for non-diploma programs.
- Diplomas for diploma programs.
- Results of examination of data by members of the Solano Adult Education Consortium.
- Documentation of successful transition to post-secondary education.
- Documentation of employment.
- Documentation that expenditures are aligned with plan objectives.
- Student surveys.

Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box: