



# **Solano Adult Education Consortium**

## **CAEP 2021-22 Annual Plan**



**SOLANO**  
ADULT EDUCATION



**RDA**  
CONSULTING



## Executive Summary

The Solano Adult Education Consortium (SAEC) supports the educational and economic success of adult learners in Solano County. The Consortium includes adult education centers in Benicia, Fairfield–Suisun, Vacaville, and Vallejo, the Solano Community College District, and the Solano County Office of Education.

During the 2020–21 implementation period, the SAEC made progress across multiple strategy areas identified in the Consortium’s Annual Plan and Three–Year Plan. Specifically, the Consortium achieved the following regional accomplishments: 1) invested in pre–apprenticeship programs and partnerships; 2) strengthened work–readiness and co–enrollment for high school diploma students;

Figure 1. SAEC 20–21 Key Regional Accomplishments

### Invested in **pre–apprenticeship** programs & partnerships

- Built partnerships with regional employers and pre–apprenticeship training providers
- Expanded pre–apprenticeship training programs and locations

### Strengthened **work readiness & co–enrollment** for high school diploma students

- Embedded work readiness as a transition course for high school diploma graduation requirement
- Extended Solano County Office of Education’s Work Ready! Certificate Program to students in all county districts

### Focused on **Diversity, Equity & Inclusion** professional development opportunities

- Launched Anti–Racism Work Group
- Administered student and staff climate surveys
- Facilitated site & consortium DEI trainings

and 3) focused on DEI professional development opportunities. These regional accomplishments are described in Figure 1. Other 20–21 Consortium highlights include re–engaging a regional marketing effort, including a full website redesign and Consortium–branded marketing materials, and leveraging resources to improve distance learning outcomes.

Moving into the 2021–22 implementation period, the SAEC will continue to build on its momentum across these and other regional strategy areas while continuing to pivot services as needed in light of the ongoing COVID–19 pandemic. In the last year, Consortium members shifted to remote delivery of courses to meet students’ needs during the pandemic.

Consortium members plan to provide remote, hybrid, and in–person course offerings in 2021–22, with the latter following state and local guidance to ensure staff and student safety.

The SAEC will use California Adult Education Program (CAEP) funds in 2021–22 to increase access to academic and career learning opportunities; continue to improve the understanding and removal of barriers faced by adult learners facing systemic racial injustices; expand awareness of and connections to support services and resources; and implement evidence–based instructional strategies for online and hybrid learning environments.

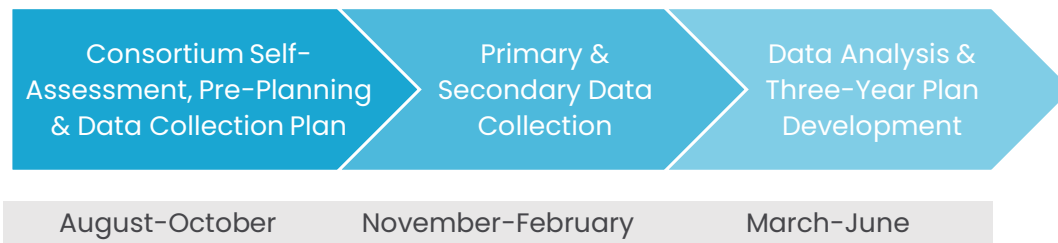
This annual plan will serve as a work plan informing how the Consortium will move forward in 2021–22 to address priorities, implement strategies, and meet objectives set forth in its Three–Year Plan.

## Regional Planning Overview

To ensure the 2021–22 Annual Plan is aligned to the current Three–Year Plan, Consortium members met to discuss progress made toward current strategy areas and objectives, and to reflect on ongoing site- and consortium-level needs. The discussion of regional strategies in the section below captures progress made under the existing Three–Year Plan as well as proposed Consortium activities for the 2021–22 CAEP implementation period.

The 2021–22 Annual Plan is the final yearly plan under the existing Three–Year Plan. The SAEC will begin data collection in support of the upcoming Three–Year Plan in the first quarter of 2021–22. Figure 2 below describes the proposed Three–Year Plan development timeline, including pre-planning, data collection and analysis, and plan development.

Figure 2. SAEC Three–Year Plan Proposed Design



As 2020–21 was an exceptionally challenging year for education providers and students across all levels, the upcoming Three–Year Planning cycle will allow the SAEC to reflect on the ongoing impacts resulting from large changes to the statewide educational landscape, including the shift to online instruction and an increased need for supportive services. Moreover, as California moves toward reopening and the next phase of pandemic recovery, the SAEC will engage adult education and workforce development stakeholders in an assessment of regional priorities as part of its Three–Year Planning process. This broader needs assessment will consider how adult learners’ needs and adult education programs have evolved and where gaps remain.

### Meeting Regional Needs

Due in large part to the economic impacts of COVID–19, the region faces changing employment and career opportunities. This is associated with rapidly shifting industry trends and employment needs statewide. Regional layoff and employment data from the Solano County Workforce Development Board (WDB) reflect changing needs and opportunities across regional industry, including relative increases in healthcare, construction, food/accommodation, and local government. As a result, Consortium members opted to pivot from previously planned career pathways development in order to realign pathways with evolving industry need. For example, in the past year, Consortium members offered remote and hybrid courses to meet changing regional need, including workforce retraining, digital literacy, and Career Technical Education (CTE) credentialing, among other areas.

The SAEC will continue to evaluate strategies to realign program planning during the upcoming CAEP Three-Year Planning cycle.

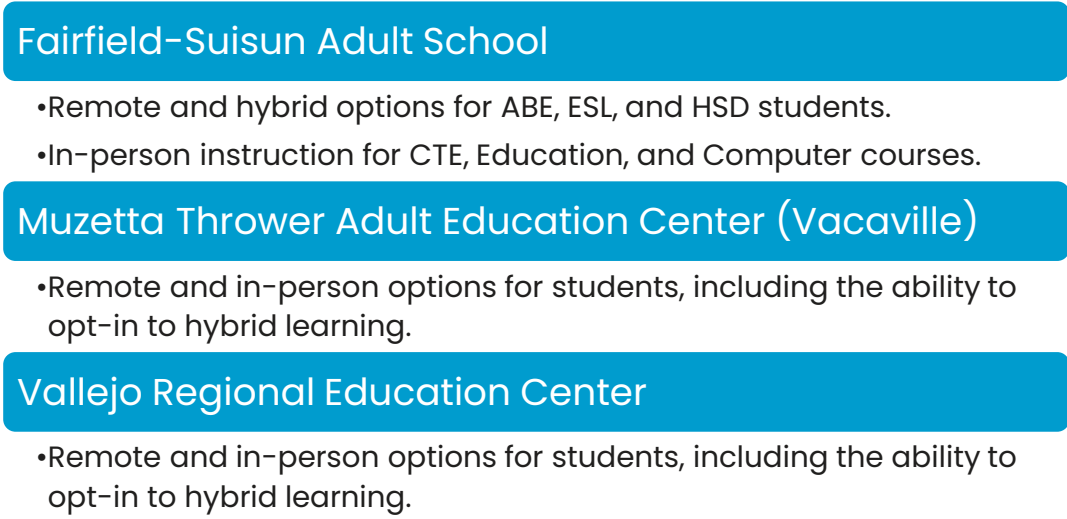
**Distance Learning & COVID-19 Response**

The SAEC pivoted to distance and hybrid learning in response to county mandates and district guidance during the COVID-19 pandemic. Each member is actively engaged in program planning to accommodate student need and program demand, including designing in-person, hybrid, and distance learning coursework options.

Figure 3 below provides a summary of the current reopening plans for Solano County adult schools, starting in the fall of 2021.<sup>1</sup> Each school considered district guidance, student and staff feedback, and the different learning needs across CAEP programs. For the most part, adult education students will be able to select from remote, hybrid, and in-person coursework options. Adult Basic Education (ABE), English as a Second Language (ESL), and high school diploma (HSD) instruction will primarily occur in a distance learning and/or hybrid format, while Career Technical Education (CTE) instruction will primarily occur in-person. Moreover, some adult schools are giving students the option to opt-in to in-person instruction or remain fully remote to accommodate students’ learning preferences.

Consortium members will continue to monitor statewide mandates and/or district guidance and adapt distance learning plans as necessary moving into the 2021-22 implementation period, including during the Three-Year Planning cycle.

*Figure 3. SAEC Adult Schools’ 2021-22 Distance Learning Plan*



<sup>1</sup> Three of four adult schools reporting.

## Regional Strategies

The following strategies were identified by SAEC board members as key regional priorities for the 2021–22 CAEP implementation period. Each objective area includes a list of strategies, the member(s) that currently own or will own each strategy, as well as a description of progress made in the 20–21 implementation period. Strategies new to the 2021–22 implementation period are indicated, as are completed or “sunsetting” strategies under the current Three-Year Plan.

### Gaps in Service

2021–22 Strategy	20–21 Progress
<p>1. Expand trades pre-apprenticeship programs at Consortium sites.</p> <p><b>Desired outcomes:</b> SAEC adult students will...</p> <ol style="list-style-type: none"> <li>Successfully complete union apprenticeships and join workforce;</li> <li>Improve English language proficiency for job placements;</li> <li>Obtain short-term CTE certificates e.g., CalOHS, CPR, First Aid</li> </ol>	<ul style="list-style-type: none"> <li>Vallejo Regional Education Center (VREC) was a 2021 ReThink Adult Ed Finalist, designing a program for students to prepare for success in construction pre-apprenticeship.</li> <li>VREC partnered with the Construction Trades Workforce Initiative to develop a Construction Trades Test Preparation course and ESL for the Trades Workplace classes, slated to begin in Fall 2021.</li> <li>SAEC hosted ABC NorCal at board meetings and connected ABC NorCal to Benicia Adult School.</li> <li>Fairfield–Suisun Adult School (FSAS) completed two pre-apprenticeship cohorts with ABC NorCal.</li> <li>Benicia Adult School hosted welding union representatives to support students in completing the union entry test.</li> </ul>
<p>2. Strengthen dual enrollment with Solano Community College.</p> <p><b>Desired outcomes:</b> SAEC members will...</p> <ol style="list-style-type: none"> <li>Create a system for dual enrollment for all adult education students in community college classes, pursuant to SB554;</li> <li>Develop a district-wide Special Admit form modeled after the high school dual enrollment process;</li> </ol>	<p><i>This strategy is new to 2021–22.</i></p>

<ul style="list-style-type: none"> <li>c. Agree upon the process for receiving forms, verification, and coding;</li> <li>d. Train adult school transition staff on form specifications and their role</li> </ul>	
<p>3. Collaborate with the Solano County Office of Education (SCOE) “Careers in Focus” Program to enroll out-of-school youth in adult school programs.</p> <p><b>Desired outcomes:</b> <i>Out-of-school youth in Solano County will...</i></p> <ul style="list-style-type: none"> <li>a. Enroll in adult schools and link to education and employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• SCOE referred nine out-of-school youth to FSAS and VREC. Contract and service numbers were reduced due to changes in federal funding.</li> <li>• 49 out-of-school youth received Career in Focus services from SCOE.</li> </ul>

## Seamless Transitions

2021-22 Strategy	20-21 Progress
<p>4. Build out partnerships with regional trades employers to enhance employment linkages for students participating in pre-apprenticeship programs.</p>	<ul style="list-style-type: none"> <li>• VREC continued ongoing partnerships with North Bay Trades, Construction Trades Workforce Initiative, and Factory OS to assist pre-apprenticeship students in gaining employment.</li> <li>• FSAS completed two pre-apprenticeship cohorts with ABC NorCal.</li> <li>• SCOE worked with the North Bay Apprenticeship Coordinators Association to create <a href="#">job shadowing videos</a>, which highlighted some of the CTE and College Readiness programs across Solano County.</li> </ul>
<p>5. Continue to develop and expand Integrated Education and Training (IET) programs for ESL and ABE students.</p> <p><b>Desired outcomes:</b> <i>SAEC adult schools will...</i></p> <ul style="list-style-type: none"> <li>a. Expand CTE course offerings across sites;</li> </ul>	<ul style="list-style-type: none"> <li>• Muzetta Thrower Adult Education Center (MTAEC) had over 30 students complete the Paraeducator Course for Workforce Preparation class.</li> <li>• VREC initiated plans to expand its Construction Trades IET program.</li> <li>• FSAS continued to offer both pre-paraeducator and paraeducator courses.</li> <li>• FSAS initiated partnership with its school district to offer pre-office assistant and office assistant classes to ESL and ABE students.</li> </ul>

<ul style="list-style-type: none"> <li>b. Hire CTE instructors to meet course demand;</li> <li>c. Continue work to align offerings across sites</li> </ul>	<ul style="list-style-type: none"> <li>• Benicia Adult School and SCOE initiated a partnership to integrate college awareness opportunities into the Benicia paraeducator course, and plan to hold at least one class onsite at Solano Community College.</li> </ul>
<p><i>Launch a roll-out of the CommunityPro referral tracking system, in partnership with Solano College, the Solano County WDB, and Solano County Probation.</i></p>	<p><i>Following a cost analysis of CommunityPro compared to existing referral infrastructure, the SAEC board voted to sunset the CommunityPro contract and discontinue Consortium use of CommunityPro.</i></p>

**Student Acceleration**

2021-22 Strategy	20-21 Progress
<p>6. Co-enroll students in basic skills, work readiness, and career education classes.</p> <p><b>Desired outcomes:</b> SAEC adult schools will...</p> <ul style="list-style-type: none"> <li>a. Increase the % of students co-enrolled in basic skills, work readiness, and career education classes;</li> <li>b. Continue to integrate digital and computer literacy opportunities into adult education programs;</li> <li>c. Formalize work readiness opportunities and provide work readiness certificates to adult students</li> </ul>	<ul style="list-style-type: none"> <li>• 102 students<sup>2</sup> co-enrolled across basic skills, work readiness, and career education classes.</li> <li>• MTAEC embedded work readiness as an HSD transition course and graduation requirement.</li> <li>• MTAEC developed an Introduction to Adult Education module that covers basic computer skills and course registration.</li> <li>• SCOE served five districts with its Work-Ready! Certification program.</li> <li>• VREC HSD students participated in a Career Readiness course.</li> <li>• VREC ESL students participated in career classes including English for the Workplace and Computers for English Language Learners.</li> <li>• Benicia HSD students participated in Career Planning and Development classes.</li> <li>• All FSAS ESL students were given a computer readiness assessment during in-person orientation to digital literacy needs. A two-week "boot camp" class was offered to all students who demonstrated need.</li> <li>• FSAS offered Google for ESL students</li> <li>• FSAS offered a pre-paraeducator course to support low-level literacy students in preparing for the paraeducator course.</li> </ul>

<sup>2</sup> Two of four adult schools reporting.

<p>7. Refer to non-academic supportive services, including adult school wellness centers and community partners.</p> <p><b>Desired outcomes:</b> SAEC members will...</p> <ol style="list-style-type: none"> <li>Continue to provide service referrals to support students with ongoing and emerging needs during the COVID-19 pandemic;</li> <li>Reopen wellness centers and provide adult students with behavioral health resources</li> </ol>	<ul style="list-style-type: none"> <li>Benicia Adult School, MTAEC, and VREC prepared reopening plans for adult school wellness centers.</li> <li>VREC served 1,400 students with access to the Contra Costa-Solano Food Bank to address food insecurity.</li> <li>VREC provided 1,300 students across CAEP program areas with counseling and supportive service referrals, including academic and career counseling and conflict resolution services.</li> <li>FSAS provided 1,000 students across CAEP program areas with counseling and supportive service referrals, including academic and career counseling.</li> </ul>
<p>8. Create pathways for ESL students to access medical courses via CalRegional to accelerate career and technical training.</p> <p><b>Desired outcomes:</b> FSAS and VREC will...</p> <ol style="list-style-type: none"> <li>Develop a multiyear pathway for ABE/ESL students to access medical courses at CalRegional, including Certified Medical Assistant, Pharmacy Technician, and Phlebotomy courses.</li> <li>Support ABE/ESL teachers to create courses to support skill and knowledge development in these areas;</li> <li>Support students to finish their HSD or GED simultaneously</li> </ol>	<p><i>This strategy is new to 2021-22.</i></p>



## Professional Development

2021–22 Strategy	20–21 Progress
<p>9. Data &amp; Accountability Work Group members will monitor program and student data for consistency and accuracy, and increase use of reporting tools by engaging in ongoing data assessment meetings.</p> <p><b>Desired outcomes:</b> <i>Work group members will...</i></p> <ol style="list-style-type: none"> <li>Continue to meet monthly to review data integrity reports and engage in progress monitoring;</li> <li>Collaborate across sites to identify baselines and goals for the new CAEP member effectiveness criteria;</li> <li>Continue to coordinate with CAEP, TAP, and CASAS, among other partners, to build capacity in program and student outcomes monitoring</li> </ol>	<ul style="list-style-type: none"> <li>Work group members met monthly to review data integrity reports and engage in progress monitoring.</li> <li>Work group members participated in professional development opportunities with CAEP, OTAN, and CASAS to build expertise in CAEP reporting and compliance.</li> </ul>
<p>10. Engage community transition staff at the SAEC board meetings.</p>	<ul style="list-style-type: none"> <li>The SAEC board hosted the Solano WDB, SCOE Behavioral Health, Solano Community College, and workforce training partners including ABC NorCal and North Bay TIP.</li> </ul>

<p>11. Facilitate virtual professional development workshops and trainings for SAEC program staff, with an emphasis on ongoing Diversity, Equity, and Inclusion (DEI) trainings.</p> <p><b>Desired outcomes:</b> SAEC members will...</p> <ol style="list-style-type: none"> <li>Continue to collaborate with the Anti-Racism Work Group to identify and provide equity and racial equity training opportunities to staff;</li> <li>Continue to participate in state, regional, and district training opportunities, with an emphasis on equity and racial equity trainings</li> </ol>	<ul style="list-style-type: none"> <li>VREC staff participated in virtual professional development to improve instructional effectiveness and student outcomes.</li> <li>Benicia Adult School staff registered for the OTAN Online Professional Learning series and participated in district DEI training.</li> <li>FSAS staff participated in virtual professional development opportunities with OTAN, CASAS, CalPro and CCAE.</li> <li>The SAEC convened a work group focused on developing DEI and anti-racism professional development opportunities for the Consortium. The work group facilitated a DEI training with board members, administered staff and student climate surveys, and developed an equity vision statement for the SAEC.</li> </ul>
<p>12. Key staff, administrators, and community partners will attend virtual conferences and workshops as possible during COVID-19.</p>	<ul style="list-style-type: none"> <li>The SAEC board members and school staff participated in virtual professional development opportunities over the year, including CCAE, CAEP, OTAN, CASAS, and CalPro trainings.</li> </ul>

### Leveraging Resources

2021–22 Strategy	20–21 Progress
<p>13. Leverage adult education and K–12 resources to market teacher recruitment for adult education and CTE.</p>	<ul style="list-style-type: none"> <li>The Consortium held an Adult Education Credentialing Information Fair at FSAS with credential representatives from SCOE.</li> </ul>
<p>14. Increase Consortium effectiveness and instructional capacity across CAEP-funded activities, with an emphasis on improving the delivery of distance learning instruction.</p>	<ul style="list-style-type: none"> <li>The SAEC adult schools supported teaching staff with building instructional effectiveness in a distance learning environment.</li> <li>VREC invested in technology to improve distance and hybrid learning for students, including OWL cameras, site rewiring, and new WiFi.</li> </ul>

<p>15. Implement targeted marketing and communications efforts, including social media marketing and SEO strategies, to increase the awareness of adult education programs among prospective students, district staff, and current and future partners.</p> <p><b>Desired outcomes:</b> <i>The SAEC will...</i></p> <ol style="list-style-type: none"> <li>a. Increase monthly website clicks and website referrals using SEO;</li> <li>b. Leverage Facebook Ads and other digital social media marketing strategies to increase the # of referrals from social media marketing;</li> <li>c. Continue relationships with the WDB and other economic/business development partners to increase awareness of adult education programs in Solano County</li> </ol>	<ul style="list-style-type: none"> <li>• The SAEC released a complete <a href="#">website redesign</a> in 2020. The new website includes a referral pathway to connect prospective students to adult schools, Solano Community College, and SCOE.</li> <li>• The SAEC provided a series of marketing workshops to Consortium leadership and staff.</li> <li>• Consortium members marketed programs through the Solano WDB and local business partners, local newspapers and media, and mailers.</li> <li>• Consortium members utilized Facebook Ads to promote adult education programs through geo-targeted social media posts.</li> </ul>
<p>16. Continue to strengthen Consortium administrative norms and procedures by formalizing board and work group processes.</p>	<ul style="list-style-type: none"> <li>• The SAEC pivoted to fully virtual board and work group meetings, including developing administrative and logistical processes for meeting facilitation and voting procedure.</li> </ul>