

# 61 Sonoma County Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

With the unprecedented onset of the COVID-19 pandemic, the Sonoma County Adult Education Consortium (SCAEC) held to its mission to “provide a variety of free/low cost educational options for adults throughout Sonoma County, regardless of prior school experience, and to increase financial and personal growth.” This was done by rapidly and successfully converting over 80% of the classes that were already in progress or were late start to a remote learning platform. The Consortium’s service providing agencies; Santa Rosa Junior College, Petaluma Adult School, and the Sonoma County Office of Education coordinated closely to communicate changes to the public about how classes and student support services were going to be provided virtually. One important aspect to meeting students’ needs in a remote learning environment was to get technology into the hands of students. In partnership with the College, and a tremendous effort by the AE staff, a laptop loaner program was quickly put in place so that students who needed the equipment could continue to participate in classes. Technical assistance was provided by department staff and student assistants, who created written instructions, video tutorials, and Facebook Live events in order to help the students navigate software platforms in the new online instructional format. For the most part, enrollment declined in all areas of Adult Education; ESL, HSE, AWD and CTE, when instruction switched to remote learning. Both PAS and SCOE had declines in enrollment. While there was a steep drop in participation at SRJC for ESL and HSE, there was also an increase in enrollment in computer classes from parents seeking training to provide support for their children and displaced workers gaining skills to transition to another job. The long-term goals of the SCAEC include:

- 1) Strengthen partnerships with Community Based Organizations, School Districts, and local government agencies to better serve students in closer proximity to home;
- 2) Facilitate collaboration between Consortium agencies to increase matriculation to post-secondary education and provide student support during the process;
- 3) Remove barriers that prevent students from completing courses/programs;
- 4) Expand Basic Computers offerings to increase access for students and to offer additional learning opportunities related to workplace computer functions, as well as home school remote learning;
- 5) Transition construction related training programs to an online format that includes virtual reality;
- 6) Provide more seamless coordination and sharing of information and resources, ensuring that materials are available in Spanish and English, as well as a literacy level that meets the needs of Adult Learners;
- 7) Support consortium-wide professional development opportunities;
- 8) Provide quarterly data updates to consortium member agencies; and,
- 9) Create more faculty training opportunities specific to adult education.

The Sonoma County Consortium is a direct-funded partnership. Each agency allocated funding based on the services their agency provides in relation to the Regional Adult Education Plan. CAEP funding for 2020-21 will support the following primary initiatives of the SCAEC:

- 1) Maintain and support ESL, HSD/HSE, and family literacy programs;
- 2) Expand HSD/HSE services through remote learning options and implementation of an SB554 plan for Dual Enrollment for Adult School HSD students;
- 3) Maintain and support short-term CE courses and certificates, and expand programming based on regional workforce need;
- 4) Refine process for data collection and distribution; and,
- 5) Develop alternative methods for testing to increase the number of pre and post-tests taken by students.

The Oversight Committee acknowledged the accomplishments of the 2019/20 academic year:

- 1) Petaluma Adult School (PAS) opened the Windsor campus HSD/HSE program, which allowed for service expansion;
- 2) PAS implemented a transitional course for ESL that includes a site-based visit to the SRJC Petaluma Campus;
- 3) SRJC developed a partnership with the City of Healdsburg and Corazon Healdsburg to provide ESL, HSE and CTE classes at the community center;
- 4) Sonoma County Office of Education and SRJC established an articulation agreement for the introductory construction training courses with a SRJC non-credit certificate in basic construction; and,
- 5) SRJC continued to refine the NC career courses and NC certificates based on local workforce needs.

The SCAEC discussed the implications of budget reductions on programs and services. All agencies had sufficient carry-over funds to limit program reductions for 2020-21, but would have to make cuts in the 2021-22 program year, if lower allocations were implemented. To address the issue of systemic racial injustice SCAEC will be providing training for instructors, staff and administrators. Additionally, each academic institution has been providing anti-racist trainings. This work will continue through the year.

### Regional Planning Overview

The Sonoma County Adult Education Consortium concluded the community engagement and input process for the three-year plan in April 2019. Since then, the Oversight Committee established priorities for the Consortium, and Consortium staff

members have outlined an implementation plan for the activities/initiatives: 1) Maintain and support ESL, HSD/HSE and family literacy programs a. Petaluma Adult School (PAS) did not have reduction in the number of sections allocated the above programs. b. SRJC has experienced a nine percent reduction in services as the population of Sonoma County continues to fluctuate after the 2017 fire storm disaster and continuing fire events in late summer and early fall. SRJC non-credit ESL and HSE programs are being reduced by cancelling sections that do not have a minimum of twenty students to reflect the impacts of COVID-19 and a decrease in students enrolled at the college. c. Laptop loaner programs have been implemented at both SRJC and Petaluma Adult School to address disparities in at-home technology and digital literacy. Access support is available in both English and Spanish, print and video resources. 2) Increase capacity for HSD students at Petaluma Adult School through remote learning and online resources. a. PAS will offer both day and evening classes, some sections in Spanish for HSE. b. SRJC continues to offer HSE preparation courses in both English and Spanish utilizing GED prep software. 3) Maintain and support current short-term CE courses and certificates, and expand programming based on regional workforce need. a. SRJC expanded basic computer skills course offerings to include nine distinct levels including Google applications, which is the prevalent software platform used by K-12 districts in Sonoma County. In addition, courses in financial literacy, small business development, construction and landscaping will be offered in an online format. b. SRJC will work with College of Marin and City College San Francisco to develop and implement Virtual Reality components/labs to the career education classes. While this does not replace the contextual relevance of hands-on skills labs, it does provide a realistic demonstration of certain skills in trades-based areas. c. SCOE will offer courses in traditional construction methods in a limited fashion, as soon as the County Health Department deems it safe to have in-person instruction. Student to Teacher ratios will be limited to 9:1, until COVID-19 gathering limits have been increased or lifted. 4) Refine process for data collection and distribution to keep Consortium member and partners informed of student and program success. a. Data collection is labor intensive and time consuming, as SRJC's student information system is not equipped to gather the data required by CAEP and WIOA. We currently use a third-party system for student registration and link that information to TopsPro Enterprise. The AE Manager will work with the Director and Outreach Specialists to streamline processes and procedures for students' intake and update records. These changes will occur over the course of the year, and will impact both SRJC and SCOE. b. Develop and implement additional methods to pre- and post-test students using CASAS. c. Consider using alternative methods identified by State and Federal sources to evaluate measurable skills gains for students.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Construction and Building Trades training and employment: Due to the fires in October 2017, 2019 and 2020, as well as floods in February 2019, there is a need to train and employ at least 3,000 more workers in the construction, building trades and landscaping industries. This is difficult, as the only facilities designed to house construction programs are located at high schools, and are not equipped to facilitate residential construction practicum. SRJC, in conjunction with the Economic Development Board, submitted and received a grant from the federal Economic Development Administration and FEMA to build a state-of-the-art Industrial Residential Construction Center on the Petaluma Campus of SRJC to serve regional training needs. The Center will house non-credit and credit courses and certificate programs to fill local workforce shortages. It is anticipated that the center will open in Fall 2022. In the meantime, Consortium service providers are working with local agencies to identify and utilize when we are able larger warehouse buildings to facilitate in-person construction training projects. For the balance of the 2020/21 school year, instruction will remain online with the hope of implementing some virtual reality training sessions for students in specific areas related to construction and landscaping.

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

According to the California Labor Market Index (LMI) there is a gap of about 3,600 trained workers annually in all jobs related to construction, building trades and landscaping the North Bay region. This was indicated prior to the Tubbs and Atlas fires in 2017, the Kincaid fire in 2019 and the lightning complex fires in 2020, as well as the Russian River Valley floods in February 2019. From 2012-2017 construction and trade workers was the fastest growing industry sector in Sonoma County with 44.3 percent growth. In addition, a post-fire economic recovery analysis indicated that the region will need to build in excess of 7,000 residential structures to replace homes lost in the fires and floods, as well as maintain economic stability in the region.

Sonoma County had the highest outward migration of any county in California due to lack of housing availability. This is also the top priority in the Strategic Sonoma Action Plan adopted by the County of Sonoma in 2018.

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

The Consortium and SRJC will measure effectiveness by the number of students enrolled in construction/landscaping courses, the number of completers in each course, the number of students earning a non-credit certificate in their program area, and the number of students who earn industry certifications. Non-degree credentials are an important piece of the construction/trades/landscape certificate programs. We will also track employment milestones, such as getting a job, retaining a job, becoming employed full time, getting promoted or changing jobs for better pay.

## **Regional Need #2**

### **Gaps in Service / Regional Needs**

High School Diploma/Equivalency: Sonoma County continues to have thirteen percent of the population that does not have a high school diploma or equivalent. Petaluma Adult School is the single provider of HSD courses in the county, but they are located in the southern-most part of the county and not accessible to everyone who needs to avail themselves of the services when classes are offered in a face to face format. Access to high school diploma courses throughout the county is imperative, and Petaluma Adult School has taken on this responsibility by offering HSD classes in an online format. In addition, the SRJC is offering HSE classes in an online format as well in both English and Spanish.

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

Gaps were identified by looking at posted schedules for high school diploma and high school equivalency courses. In addition, information was gathered from students who call PAS and SRJC to enter HSD/HSE programs, but could not enroll due to program times and locations. Information on the percentage of the Sonoma County population that does not have a HSD or HSE was gathered from the Economic Development Board's demographic report on Sonoma County.

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

The Consortium and SRJC will measure effectiveness by the number of student enrolled in high school diploma and equivalency preparation courses, the number of completers in each course, the number of students earning a non-credit certificate in their program area, and the number of students who earn a high school diploma or pass their equivalency exams. We will also track employment milestones, such as getting a job, retaining a job, becoming employed full time, getting promoted or changing jobs for better pay after the receipt of a HSD or equivalent.

## **Regional Need #3**

### **Gaps in Service / Regional Needs**

Computer Skills and Digital Literacy: Most school districts have transitioned to online student registration and student information systems for parents, as well as online learning for K-12 and Community College students during the COVID-19 shelter in place protocols. While data regarding computer access and familiarity for Sonoma County families was limited to self-reporting through the school districts, those districts indicated a need to train families in the use of computers and software to better engage with the school community and assist students with technology-based homework completion and submission. In addition, most businesses, even self-employed, rely on workers with computer skills to engage with the public, track inventory and transactions, and complete common workplace tasks. SRJC has implemented three computer skills certificates for students to gain skills that will allow them to participate in the distance-learning education environment as well as seek jobs or promotional opportunities that require competency in computer operations. SRJC is in the process of developing an additional computer certificate that focuses on the use of social media for business purposes. A certificate for e-commerce applications is also in the works. Petaluma Adult School also provides computer skills training and has courses that focus on the use of Apple technology. Both institutions offer an ESL based basic computers course.

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

Computer skills training gaps were identified by K-12 providers and business partners. The school districts noticed a lack of participation in planning and reporting processes under LCFF and difficulty for some parents to assist their children with homework that is technology based. Business owners/managers indicated a need for potential employees to have current computer application skills, including knowledge of Google applications and Microsoft Office software.

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

Effectiveness will be measured by the number of students enrolled in computer courses, the number of completers in each course, the number of students who receive non-credit certificates, and the number of students who transition from the non-

credit certificate programs into more in-depth credit courses at SRJC. The Consortium may also receive anecdotal information regarding parent engagement in school systems using computer technology.

## Regional Need #4

### Gaps in Service / Regional Needs

Hispanic Leadership Development: According to a 2017 report on Hispanic demographic trends in Sonoma County, the Hispanic population has grown to 26.3% of the county's population as of 2015. While lower than the State's average of 38.8%, Sonoma County has the largest Hispanic population in the North Bay region. Hispanic enrollment in the K-12 school districts in Sonoma County doubled since 2000 to 44%. However, the gaps in student achievement in third grade reading proficiency indicate the need for parents and grandparents to have access to English literacy courses and programs that promote community engagement to advocate for their children and themselves.

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

Economic Development Board Hispanic Demographic Trends Report for 2017, and engagement with Community Based Organizations who primarily serve the Hispanic community.

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

Effectiveness will be measured by the number of students recruited into the AE Ambassadors program who complete training and participate in community building activities. The Consortium will also consider the number of public speaking engagements and contacts with elected officials.

## Gaps In Service

### New Strategies

#### Strategy #1

Diversify program offerings for Career Education: SRJC has over 120 courses and 25 non-credit certificates approved by the Chancellor's Office to offer throughout the community. With seven new certificates and over twenty courses in the approval process, SRJC continues to respond to local workforce and partner needs by developing courses and certificates to meet local training requests and identified skill gaps. While there are more courses/programs/certificates to meet local needs, the college faces the reality of a shrinking credit student population that affects the number of sections that can be offered each semester, so the Adult Education Department will rotate programs offered in the online format, focusing on the completion of the three approved computer basics certificates. The College is also preparing to continue to offer computer basics courses in an online format after shelter in place restrictions are removed and classes can return to a face to face format. We are also increasing awareness of digital literacy programs in the ESL courses at both SRJC and Petaluma Adult School for co-enrollment options for students.

#### Strategy #2

Expand partnerships with business and industry organizations, as well as community-based organizations to support career education, ESL and HSD/HSE programs. CBO's have been strong partners in serving at-risk populations by providing free child care and wrap around support services. They also have direct contact with the population centers served through adult education programs. Business partners have also indicated a strong interest in supporting their employees to improve English language skills and achieve HSD/HSE goals.

#### Strategy #3

Cross promote HSD/HSE programs: Petaluma Adult School expanded the number of locations for HSD courses is offering both HSD and HSE in an online format for Fall 2020. When classes can resume in-person, PAS programs are located adjacent to or co-located with existing ESL programs. SRJC expanded the number of Spanish language HSE courses, so they are more accessible to current ESL students. Cross promoting basic skills programs for AE students will provide an excellent foundation for family literacy and employment opportunities.

#### Strategy #4

Data informed program planning and instructional practices: The AE Manager will work closely with PAS, and SRJC faculty and Department Chairs to provide professional development opportunities that focus on using TopsPro Enterprise reports to inform instructors about student progress on key literacy and numeracy indicators, as well as gaps in instruction for Educational Functioning Level gains.

## Seamless Transitions

### New Strategies

#### Strategy #1

Informational Sessions on Adult Education programs and transition points: The Outreach Specialists will work with all of the Consortium service providers to present educational options for AE students. Informational sessions will occur at the beginning and end of each career education course to cover the non-credit certificate options, as well as other programs offered through AE including ESL and HSD/HSE. Transition sessions will be provided by Outreach Specialists and the Southwest Center student success staff to include entry points for credit courses as well as other programs offered through non-credit options such as career education certificates. Finally, transition events will be held for both PAS and SRJC students to inform participants of credit programs at SRJC. Students will be able to participate in virtual campus tours and speak to panelists who have successfully transitioned from non-credit to credit coursework.

#### Strategy #2

ESL transition courses: Because ESL is the largest adult education program, a transition course that follows the advanced ESL level was implemented to acclimate students seeking to enter degree and transfer courses to the rigor of college level coursework. Specific attention is paid to essay writing and test taking prompts. Additionally, Petaluma Adult School created a transition course for ESL students seeking to continue their education on the Petaluma campus of SRJC.

#### Strategy #3

Job Fairs and Hiring Events: Adult Education staff members will work with the Career Hub Job Developers and Job Link staff to create and implement several virtual Job Fair and Hiring Events attended by local employers that coincide with the end of classes or certificate programs with the intent of providing a warm hand-off from coursework to employment.

#### Strategy #4

Adult School Dual Enrollment Program: SCAEC staff and Petaluma Adult School Administrators will work together to design an informational registration campaign for students enrolled in the High School Diploma program to access up to eleven units in credit college classes via the Dual Enrollment program. Forms and systems have been established at SRJC to start accepting students in Spring 2021. Staff will develop virtual and live events for students, as well as links to registration forms to make it easier for HSD students to apply for Dual Enrollment.

## Student Acceleration

### New Strategies

#### Strategy #1

Contextualized Basic Skills courses: SRJC has developed several contextual math and English courses that are paired with career education courses to provide reinforced basic skills instruction. The courses are required as part of non-credit career certificates and support student acceleration of literacy and numeracy skills used in high demand fields such as construction, landscaping, small business development, and computer skills. Students in these courses are CASAS tested to measure educational functioning level gains.

#### Strategy #2

Managed Enrollment: The ESL department has transitioned some of their sections to managed enrollment. Students meet four times per week for three hours to accelerate mastery of English literacy skills. The College Skills department has also transitioned their English language HSE preparation courses to two eight-week intensive (40 hour) courses in a managed enrollment format. All career education courses were established as managed enrollment sections with minimum participation requirements. This is necessary to ensure mastery of career skills in high demand employment areas.

**Strategy #3**

Variable class times in an online format: In order to reduce obstacles to program completion, AE programs are offered online at different times/days to accommodate students working both inside and outside the home, as well as parents home-schooling their children.

**Strategy #4**

With the passage of SB554, students enrolled in both HSD and HSE programs are now able to participate in dual enrollment programs similar to that of K-12 high school students. A formal application process has been established by SRJC to allow students to take up to eleven units in credit courses at the college with no tuition costs while they are enrolled in HSD/HSE programs and making progress towards the completion of their diploma or passage of their equivalency examinations. This program will launch with Petaluma Adult School HSD program in Spring 2021.

## Professional Development

### New Strategies

**Strategy #1**

Small group training in high need areas: Each SRJC department and consortium service provider will determine areas of high need for training and provide at least one training for instructors and administrators each semester. This may include Faculty Inquiry Groups that meet more frequently to address a specific academic need such as assessment and rubric design, or bringing in a topic expert to conduct a short one-day training. Use of data to inform instructional practice will be included in the high need training sessions. Additional trainings for the 2020/21 academic year will focus on developing an anti-racist environment for students and staff members, as well as creating highly interactive and effective online instruction.

**Strategy #2**

Regional trainings offered through CAEP, CDE and OTAN: Faculty and staff will be informed of regional training opportunities including webinars that focus on how to engage adult learners and understanding the data and accountability requirements of CAEP and WIOA.

**Strategy #3**

State and National Conferences: Faculty and staff will be informed of State and National Conferences that focus on the needs of adult learners, serving English learners, or implementing best practices in career education. Conferences include NCPN, CCCAOE, CAEP Summit, COABE, and NCWE. Participants will be required to provide a training to department or consortium faculty and staff on promising practices to implement locally.

**Strategy #4**

SRJC Adult Education developed a short-term career certificate that will provide training and assistance to industry professionals that desire to become adult education instructors. Often the transition from industry expert to instructor is difficult, so the certificate covers understanding the needs of adult learners, creating documents for the classroom, lesson design and delivery, instructional differentiation, and assessment design. Other topics include using technology in the classroom, team teaching, career education activities, incorporating CCR standards and accommodating adults with disabilities.

## Leveraging Resources

### New Strategies

#### Strategy #1

SRJC is actively working with the Sonoma County Economic Development Board, North Coast Builder's Exchange, Marin Builder's Exchange, the Sonoma County CTE Foundation, College of Marin and City College San Francisco to develop and implement comprehensive construction building trades, landscaping and industrial trades training programs, including the use of virtual reality skill development units, to support the Rebuild Sonoma County efforts after the annual wildfires and 2019 floods. Funds leveraged include an \$7,120,000 grant from EDA/FEMA and a \$1,000,000 matching grant from the Tipping Point Foundation to conduct disaster recovery and economic stability post fire storm. The funding will be used to construct a Regional Construction and Trades Training and Employment Center on the Petaluma campus of SRJC. We will also seek Strong Workforce Regional funding to support equipment purchases for the new building and CARES Act funding from the Department of Labor to develop the virtual reality skills units and virtual job fair platform. Over a dozen local employers in the trades have committed to support paid internships for students and to make donations to the program of cash or in-kind services.

#### Strategy #2

SRJC is also working with the local chapter of Goodwill Industries to develop and implement an E-Commerce Basics program to support their workforce needs and create an added certificate structure to the Small Business Development portfolio. Goodwill Industries of the Redwood Empire has committed to building and equipping a classroom at their Southwest Santa Rosa store location. SRJC will advise on the specific equipment that is needed to support the curriculum requested. Additional programs to be held under this operating agreement are basic computer skills, computer skills for the workplace, workforce preparation, customer service and individual tax preparation (in conjunction with United Way). Goodwill Industries relies on its E-Commerce business to fund operational costs. We share the same clients, so this was a natural partnership to serve the community as we diversify our economy post-disaster.

#### Strategy #3

SRJC is actively working with the City of Healdsburg, the Healdsburg Unified School District and Corazon Healdsburg to expand on a developing education and social services partnership. In the 2019/20 school year, the City of Healdsburg and HUSD provide classroom space at no cost to SRJC and assist with the student recruitment process for classes. Corazon Healdsburg provided wrap around support services to students and their families, as well as on-site child care at no cost to the students. During the shelter in place, we have had to pivot activities with the three agencies. Limited face to face services are provided to students at the Healdsburg Community Center by Corazon Healdsburg. Services include food distribution, school supplies distribution, other economic assistance events in conjunction with the County of Sonoma, and support services related to student success in the Healdsburg and Geyserville Unified School Districts. Corazon Healdsburg also assists with student recruitment and case management for students enrolled in SRJC courses. SRJC conducts laptop and textbook distribution events at the Community Center to better serve students in the northern region of the county.

#### Strategy #4

SRJC will be working with Job Link and the Sonoma County Human Services Department to provide training for their employees on the services and programs offered through Adult Education in order to better utilize resources and provide services to at-risk clients. In addition, the Consortium is partnering on an intensive Integrated Education and Training (IET) program based on ESL, Computer Skills and Workforce Preparation curriculum. This is also braided with WIOA 243 funding. While funding is not exchanged between the two agencies, it is the partnership to serve the same/similar populations that is the leverage. Job Link provides computers and other technology to WIOA qualified students, as well as purchases textbooks and provides up to \$800 for workers displaced by COVID-19. SRJC conducts the laptop loan program and low-cost textbooks for students that do not qualify for WIOA Title II.

#### Strategy #5

Petaluma Adult School and SRJC work together to provide services to clients in the southern-most part of the County. PAS provides facilities free of charge, while SRJC provides NC courses and pays for child care on nights when the Petaluma site is not usually opened. While child care will not be offered during site closures, the SRJC Adult Education Department is

committed to this partnership with Petaluma Adult School and will seek other opportunities to support child care provision for evening classes once face to face instruction resumes.

## Fiscal Management

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

Each service providing agency of the Sonoma County Adult Education Consortium has vetted their assigned programs through the monthly service provider meetings and the Oversight Committee Meetings to ensure that courses or programs provided with CAEP funding and expenditures of CAEP funding are consistent with the adopted budget for the SCAEC Regional Adult Education Plan. The annual plan for 2020/21 continues the work started in the 2019/20 academic year that was disrupted by both natural disaster evacuations, Public Safety Power Shutdowns, and the COVID-19 virus shelter in place orders. This year's plan narrows the focus of expansion to online or distance learning platforms to meet specific service gaps or regional economic development plans that occurred as a result of the fires and the pandemic.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.**

All carryover funding will be expended in accordance with the original annual plans for the funding year. When initiatives have been completed under budget, the additional funding will be used to carry out current year priorities and initiatives. Most of the funding for the 19-20 program year was used to cover cost of living increases for local teacher and classified staff contracts. In addition, there was unanticipated carry over from student support services that were discontinued as a result of the shelter in place orders. Carry over funds will be used to maintain current service levels for all adult education programs, for professional development as indicated above with particular attention paid to online instruction and assessment enhancement for teachers, as well as addressing systemic racism that may prevent the engagement and progress of students in adult education programs.

## Certification

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