

61 Sonoma County Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Due to the ongoing COVID-19 pandemic, SCAEC successfully converted most of its class offerings to a remote learning platform in 20/21, which will continue in the 2021/2022 program year. Offering classes online has helped to increase enrollment for many of the CTE classes offered by the Adult Education department at SRJC, especially the computer and business classes. Petaluma Adult School also saw an increase in enrollment in their HSD and HSE programs. Sonoma County Office of Education (SCOE) only offers construction classes, which are difficult to teach in an online format because of the need for “hands on” instruction. Due to this, it was agreed that their allocation, just for the 21/22 program year, be reduced by 50%. This money will be split equally between the other two service providers, with 50% going to SRJC and 50% to PAS. With their portion of the additional funds, SRJC plans to hire a part-time Outreach Specialist who will primarily focus on assisting all adult education students served by the Consortium to transition to enrolling in credit classes and certificate programs at SRJC. With their portion of the additional funds, PAS will purchase additional technology to lend to students, purchase and deploy Wi-Fi hotspot technology and add additional licenses for Voxy Engen and Pre-HSE online learning programs for their ESL and ASE programs. The other long-term goals of the SCAEC include: 1) Strengthen partnerships with Community Based Organizations, School Districts, local government agencies, and businesses to better serve students in closer proximity to home; 2) Expand Basic Computer offerings to increase access for students and to offer additional learning opportunities related to workplace computer functions, as well as home school remote learning; 3) Transition construction related training programs to an online format 4) Provide more seamless coordination and sharing of information and resources, ensuring that materials are available in English and Spanish, as well as a literacy level that meets the needs of Adult Learners; 5) Support consortium-wide professional development opportunities; 6) Provide quarterly data updates to consortium member agencies; and, 7) Create more faculty training opportunities specific to adult education. CAEP funding for 2021-22 will continue to 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. In addition, as identified in 2020, Consortia statewide were asked to examine the issue of their role in addressing systemic racial injustices within their membership and partners. Four of our member agencies participated in some training within their districts during the 21/22 program year. This includes: Santa Rosa City Schools (SRCS) who has done professional development with the Acosta Educational group around Culturally Responsive, Sustaining, and Humanizing pedagogy. It has also provided professional development on Ethnic Studies and how to implement it successfully. SRCS also holds a regular community based ethnic studies committee. This builds on and adds to the work by SRCS on unconscious bias and the Museum of Tolerance professional development done in the past. Petaluma Adult School (PAS) has worked with their district (Petaluma Unified School District) to provide training through a group called Circle Up. Windsor Unified School District used a book titled “Coaching for Equity” by Elena Aguilar, and met in team meetings to discuss it and how they could apply some of the content, and in addition had a key note speaker Jeff Duncan Andrade speak on “Equity vs. Equality”. Santa Rosa Junior College (SRJC) has new course offerings in Ethnic Studies, has posted many new resources on its website with links to recorded webinars on this subject; has a new Advisory Board to specifically address racial inequities; and have offered many workshops and webinars for staff and faculty on racism and inequality. Some specific examples of these include: “10 Ways To Promote Anti-Racism In The Workplace”, and “Addressing Anti-Blackness on Campus”. Training, workshops and webinars will continue to be offered in the 2021/22 fiscal year. The SCAE consortium is committed to using some of its general meeting time throughout the FY21/22 year to do more focused planning and developing more meaningful strategies that all of the member agencies can incorporate into the following FY22/23 program year, along with providing at least one training for the entire consortium.

Regional Planning Overview

At the end of the new 3-year plan planning process in April 2019, the SCAEC Oversight Committee established priorities for the Consortium. Consortium staff members outlined an implementation plan for the activities/initiatives that include: 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 for the above programs; (b) SRJC has experienced a nine percent reduction in services as the population of Sonoma County continues to fluctuate since the 2017 fire storm disaster and continuing fire events in late summer and early fall of 2018 and 2019; SRJC non-credit ESL and HSE programs were 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;

2) Increase capacity for HSD students at Petaluma Adult School through remote learning and online resources; (a) PAS will offer both day and evening in-person and online classes, some sections in Spanish for HSE and use Odysseyware and texts/packets; (b) SRJC continues to offer HSE preparation courses in both English and Spanish utilizing GED prep software; PAS continues to offer in-person and online instruction for English and Spanish HSE using a variety of online and text materials

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, child care provider, construction and landscaping will be offered in an online format. Additional levels of computer skills are also being developed for 2022/23. (b) SCOE will offer courses in traditional construction methods as soon as the County Health Department deems it safe to have in-person instruction; Student to Teacher ratios will be reduced until COVID-19 gathering limits have been increased or eliminated; 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 has worked with the Director and Outreach Specialists to streamline processes and procedures for students' intake and update records. PAS' registrar stays current with data and accountability requirements and deliverables and uses programs that work well with WIOA and CAEP data collection requirements (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. As part of the WIOA CIP plan, PAS will concentrate efforts on best practices to increase paired CASAS tests for ASE and ESL. One area that we believe we successfully addressed was the inequitable access to technology that exists for adult education students. By implementing the laptop and Chrome loaner programs as described below, we were able to ensure equitable student progress and success for many students. For the 21/22 program year, we have committed to expanding our efforts by employing the following strategies: 1) Utilize available resources such as TOPSPro student reports, LaunchBoard regional and district data sets, and other assessments to examine the adult education student journeys by demographics; 2) Agenize reviewing these reports at each Oversight Committee meeting so it informs potential action items for 2022/23. Some accomplishments in 20/21 that reflect fulfilling some of the goals include: 1) SRJC Adult Education department partnered with the ESL department on 3 initiatives: (a) established a drive-in CASAS testing program whereby students were able to take their pre and post- test in their cars to maintain COVID-19 safety protocols; (b) professional development training was provided to faculty by staff on: 1. CASAS: Interpreting Test Results; 2. Google Sheets, Forms, Docs, and Document Sharing; and 3. Features of Zoom to enhance the remote learning experience; and (c) paid two faculty to participate in the state's Cal-Pro Integrated Education and Training Clinic. Through a tremendous effort by the Adult Education Department staff at SRJC in conjunction with a few of the other departments at the college a laptop loaner program was quickly put in place so that students who needed the equipment could continue to participate in classes. The SRJC Adult Education Department plans to continue to run this very successful program.

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 was

originally anticipated that the center would open in fall 2022. However, due to the planning process taking much longer, it will likely be fall 2023. In the meantime, Consortium service providers are working to identify other buildings to facilitate in-person construction training projects when we are allowed to do so. For at least the first half of the 2021/22 school year, instruction will remain online.

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 in 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 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 is 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/HSE classes in an online as well as in-person format, using online and text resources. PAS serves students at four hubs in Sonoma County (Petaluma, Santa Rosa, Sonoma and Windsor) as well as more widely with online learning. PAS has developed a robust Spanish HiSET test prep program. In addition, the SRJC College Skills department is offering HSE classes in an online format as well as in both English and Spanish. With this focus, both HSD and HSE have experienced increased enrollment, persistence and HSD completion as well as the number of students passing all five subtests of the HiSET. The ASE Program Director, Assistant Principal and Registrar have achieved a high number of pre/post testing for their ASE program through in-person CASAS testing by appointment. Additionally, their Assistant Principal worked with ETS and HiSET to provide limited in-person and remote testing for HiSET, which has greatly increased passing rates for students preparing for the tests through PAS.

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 will measure effectiveness by the number of students 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, being 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 ecommerce applications is also in the works. SRJC is also planning on offering two of the Google applications classes in English and Chinese for the first time in fall 2021. Until now SRJC had only offered classes in English and Spanish. If this program is successful, SRJC will offer more computer classes in this bilingual format. Petaluma Adult School also provides computer skills training for ESL students and native speakers of English, support for using Google applications and has had courses that focus on the use of Apple technology. Both institutions offer an ESL based basic computer course. PAS embeds computer skills training into all levels of ESL classes. In addition, the SRJC Adult Education Department will continue to provide technical assistance 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 (Zoom, Canvas, Google applications) in the new online instructional format.

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

K-12 providers and business partners identified computer skills training gaps. 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. Students entering classes such as parent education, ESL, ASE and wraparound services support from the PAS Family Resource Center articulated the need for training in computer skills.

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 noncredit 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 2018 report on Hispanic demographic trends the Hispanic population in Sonoma County 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. In addition, other successes from PAS in related programming in this gap area include: a thriving Citizenship Preparation class; a pilot program with OTAN, Voxy Enge to offer an extensive collection of workplace development and ESL content online; their parent education programs continued online with unexpectedly strong attendance (AVANCE, Pasitos, Primeros Pasitos); Primeros Pasitos finished with a total of 48 families graduating from the online class for parents/children; and they also added a First Five program for school success, Abriendo Puertas, and professional development opportunities for all programs increased online during the 2020-2021 school year.

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

Economic Development Board Hispanic Demographic Trends Report for 2018, 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. The Adult Education Department will rotate the types of programs that are offered each semester to meet current needs.

Strategy #2

Expand partnerships with business and industry organizations, as well as community-based organization to support career education, ESL and HSD/HSE programs. CBOs 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 in 2018 and 2019. Many of these locations are adjacent to or co-located with existing ESL programs alternative education centers. 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 FT 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 one of the Adult Ed Outreach Specialists to include entry points for credit courses as well as other programs offered through non-credit options such as career education certificates. With the hiring of the new part-time Outreach Specialist (as described in the Executive Summary), there will be an even greater focus on helping students transition into career pathways. Finally, transition events will be held for both PAS and SRJC students to inform participants of credit programs at SRJC. Students will participate in 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.

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 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 fall 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 homeschooling their children.

Strategy #4

Dual enrollment programs: 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 fall 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 2021/22 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, CALPRO 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, and the Sonoma County CTE Foundation to develop and implement comprehensive construction building trades, landscaping and industrial trades training programs. This supports the Rebuild Sonoma County efforts to answer the devastation created by the annual wildfires and 2019 floods. Funds leveraged include a \$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 firestorm. 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. Over a dozen local employers in the trades have committed to support paid internships for students and to donate 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 provided classroom space at no cost to SRJC and assisted 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 and is planning to implement the CASAS drive-in testing in Fall 2021 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 collaborating on an intensive Integrated Education and Training (IET) program based on ESL, Basic Construction, OSHA 10 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 case management, child care, transportation and other supportive services to WIOA qualified students.

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 childcare on nights when the Petaluma site is not usually open. While childcare 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 childcare 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. This ensures 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 2021/22 continues the work started in the 2020/21 academic year that was greatly impacted by the COVID-19 virus shelter in place orders. This year's plan continues the focus of providing classes in an online or distance learning platform to meet specific service gaps or regional economic development plans that occurred because of the fires and the pandemic.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

All carryover funding will be expended in accordance with the original annual plan 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 20-21 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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08/15/2021 12:28 PM PDT

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