

61 Sonoma County Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

61 Sonoma County Adult Education Consortium

Consortium Short Name:

61 Sonoma

Address:

1501 Mendocino Ave. Adult Education Department | Santa Rosa, CA | 95401

Website:

<https://socoadulted.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$2,844,063

CAEP Funds 2021-22:

\$2,700,146

CAEP Funds 2020-21:

\$2,595,046



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Sonoma Valley Unified	Unified School District	Liz Liscum	
Windsor Unified	Unified School District	Lisa Saxon	(707) 837-7721 ext: 1012

Executive Summary

Executive Summary *

The Sonoma County Adult Education Consortium (SCAEC) has six member agencies; three are funded service providers, which include Santa Rosa Junior College (SRJC), Sonoma County Office of Education (SCOE) and Petaluma Adult School (PAS). Three are unfunded members: Windsor Unified School District, Santa Rosa City Schools and Sonoma Valley Unified School District.

Data shows that the SCAEC is only serving a small percentage of the county population that could benefit from its classes. The consortium needs to expand its reach to capture a larger percentage of the population who could benefit from its educational and workforce services. It was also found that SRJC is doing a great job in certificate completion in its short-term CTE program, but the number of certificate completers in ESL and HSE are very low. To address the gap in completers across program areas, the successful practices employed by the Adult Education Program need to be applied to ESL and HSE. The data also shows that the transition rate from the Adult Education programs to credit programs or other noncredit programs is very low, so better support services are needed to help students successfully transition.

The SCAEC served a total of 11,572 adults in 2019-20 and 7,219 in 2020-21. Over a third of adults served during these two years (35.4% in 2019-20 & 38.2% in 2020-21) were English Language Learners (ELL). For this reason the SCAEC selected "English Language Learner" as the student barrier. The 3 service providers are expecting an increase in the number of adults served by the consortium in the next 3 years: 7,674 in 2022-23, 7,985 in 2023-24, and 8,270 in 2020-24, with 36% of these being ELLs.

The SCAEC plans to implement the following strategies to address educational needs: expand outreach efforts, optimize instructional modalities and course offerings and locations to meet student demand and interest, schedule large-scale group registration and orientation events, and have direct and continued contact with students prior to the start of and throughout the semester. The consortium will implement the following strategies to improve integration of services and transitions into postsecondary education and the workforce: hold workshops with student support staff in transition-level classes, create and implement an HSE Dual Enrollment program as provided under SB 554 at SRJC, and expand the level and types of support services dedicated to non-credit programs at SRJC. Finally, the consortium will implement the following strategies to improve the effectiveness of services: develop a site that identifies Countywide

education, workforce and support services available from community partner agencies and agencies not affiliated with SCAEC and provide a variety of professional development opportunities for instructors at member agencies.

The SCAEC will address the strategies described above with two activities over the next three years: direct and sustained contact with adult education students and professional development. The first activity will apply practices implemented by SRJC's Adult Education Program with their short-term CTE students to the College's ESL and HSE students. Outreach Specialists and student employees will contact students who have been absent to help them find a way back to class, as well as monitor student progress towards certificate completion and offer assistance with the application process if necessary. This will lead to a 10% increase in ESL and HSE participants in year one. By the end of program year three, participants will have increased by 15% in these programs, coupled with a 25% increase in ESL and HSE certificate completers. Four professional development events will be scheduled each year, in addition to providing faculty with opportunities to request approval for conferences and workshops. This activity will support the 15% increase in ESL and HSE participants mentioned above, plus a 10% increase in the number of participants who improve one or more Educational Functioning Levels by the end of program year three.

The SCAEC is direct funded, and it is the goal to continue with this model for the next three years. The allocation percentage for the three agencies has remained consistent over the past seven years, with approximately 38-39% going to SRJC, a little over 53% going to PAS, and close to 8% going to SCOE. The allocations for each service provider might vary depending on the annual allocations to the consortium, but the percentage of the split will remain the same for the next three years. The three service providers will work on spending down most of its carryover by 2024-25. PAS plans to spend 80 % of their CAEP allocation in 2022-23, 83% in 2023-24 and 85% in 2024-25; SRJC plans to spend 65% of their allocation in 2022-23, 80% in 2023-24 and 85% in 2024-25; SCOE plans to spend 54% if their allocation in 2022-23, 65% in 2023-24 and 65% in 2024-25.

Assessment

Overview and Preparation *

The SCAEC evaluated the existing levels and types of education and workforce services being provided, assessed the need for such services, and identified gaps in those services by conducting two surveys, holding two follow-up meetings, and analyzing participant data.

The first survey assessed students' past and current levels of participation, degree of satisfaction, preferred instructional modality and location, goals for the future, and barriers to enrollment, as well as how they first learned of adult education course offerings. This survey was distributed twice during the academic year to program area education providers requesting they pass the survey on to students. SRJC's Adult Education Program distributed this survey directly to their students. Of the 1,246 surveys sent to students, 295 were completed for a response rate of 24%.

The community partner survey asked respondents to assess their level of satisfaction with their education service provider; indicate their ability to host one or more courses and assist with outreach; and identify services offered that could support noncredit students. The survey also included questions about the community partners' clients: their past and current level of participation in adult education, their interest in adult education program areas, and where their clients can best and most conveniently be served. This survey was sent to 73 community partner agencies; 20 surveys were completed for a response rate of 26%.

While it is difficult to draw reliable conclusions from the surveys due to the relatively low response rates, there were some positive findings. The majority of students (86%) reported that they were extremely or very satisfied with their classes. This aligns with Launchboard data showing that 90% of reportable individuals have 12 or more hours of attendance. In addition,

all community partner respondents reported an excellent to satisfactory experience in working with their education service provider.

The SCAEC organized two meetings, an adult education stakeholders meeting that included students, as well as a student-only forum. The purpose of these meetings was to gather more information about eight barriers to education identified in the surveys and ideas for addressing these challenges. A total of 68 stakeholders attended the first meeting, including community partner representatives, instructors and staff from education service provider agencies, and students. In both meetings, four breakout rooms were formed, each of which focused on two of the eight barriers identified in the surveys.

Both meetings were productive and revealed a recurring theme: the need for better communication between education and workforce service providers and community partners and better dissemination of information to students and clients. There was enthusiastic support for the development of an online clearinghouse of support services available for students and clients. In addition, a number of community partner agencies indicated they could provide classroom space for educational services providers and assist with outreach.

Following the surveys and meetings, the Adult Education Program Director hired SRJC ESL Associate Faculty with grant-writing and WIOA administrative experience to analyze data, as well as work with SCAEC members and other stakeholders to assess educational and workforce needs for the CAEP Three-Year Plan.

The following data sources contributed to the SCAEC's understanding of needs, alignment, and current levels and types of services:

- results from the SCAEC Student Needs Assessment for 3-Year Plan;
- results from Community Partners Survey of SCAEC Services;
- breakout group notes from the SCAEC stakeholders' meeting;
- notes from the student forum;
- U.S. Census Bureau QuickFacts for Sonoma County, California;
- County of Sonoma Department of Health Services Geography, Demographics, and Socio-Economic Data;
- Santa Rosa Junior College's Student Information System;
- Santa Rosa Junior College Fact Book;
- TE Demographic Summary Report;
- Adult Education Pipeline;
- Labor Market Information Demand Tool from the Centers of Excellence and
- Sonoma County Workforce Investment Board's (WIB) Local Workforce Development Plan 2021 -2024

Regional Alignment and Priorities *

Plan Title: Workforce Innovation and Opportunity Act (WIOA)

Plan Developers: Santa Rosa Junior College (SRJC); Petaluma Adult School (PAS)

SRJC and PAS WIOA program grants align with CAEP priorities by providing non-credit coursework for and measuring gains in improved literacy skills, immigrant integration, and completion of high school diplomas or their equivalents. The goal of WIOA is to provide students with non-credit educational and career pathways that lead to credit coursework, apprenticeship programs, and employment. With 25.6% of Sonoma County residents indicating in the U.S. Census that they speak a language other than English at home, it is crucial that local adult education providers offer non-credit ESL and citizenship classes that provide students with the skills and knowledge to be successful and effective students, workers, and community members. Both SRJC and PAS offer a range of ESL classes, many of which include English Language Civics Objectives and Additional Assessment Plans that assist with immigrant integration and civic participation. In addition to citizenship classes, PAS also

offers a newcomer's class. SRJC does not offer citizenship classes to avoid a duplication of services provided by Catholic Charities.

In addition to English language skills, lacking a high school diploma or its equivalent is a significant barrier to post-secondary education and sustainable employment. Census data indicates that 11.9% of Sonoma County residents aged 25 and older do not hold an HSD or HSE. To meet this need, PAS offers HSD and HSE courses in four cities throughout the county under WIOA.

California Apprenticeship Initiatives (CAI)

Plan Title: Sonoma-Marin Bus Operator Pre-Apprenticeship Program

Plan Developers: SRJC in partnership with Golden Gate Transit (GGT), the Amalgamated Transit Union Local 1575, California Transit Works (CTW), and College of Marin (COM)

SRJC recently received a CAI grant for its plan to partner with Golden Gate Transit (GGT), the Amalgamated Transit Union Local 1575, California Transit Works, and College of Marin for a one-semester Sonoma-Marin Bus Operator Pre-Apprenticeship Program. The objective of this program is to provide a pipeline of applicants, many from low-income communities in Sonoma and Marin counties to the GGT Bus Operator Apprenticeship Program at COM. SRJC's pre-apprenticeship course aligns with CAEP by offering a training program that leads directly to the associated apprenticeship program at College of Marin. Completion of both programs is expected to lead to a high rate of job placement at Golden Gate Transit and a living wage.

The pre-apprenticeship curriculum will not only address the basic skills and employment skills defined by GGT as necessary to be an effective bus operator, but also provide for two days of on-the-job experience. The combined pre-apprenticeship and apprenticeship programs will address two needs: (1) a workforce shortage for GGT as a result of attrition rates outpacing the number of successful new applicants, and (2) the provision of family-sustaining careers to local community members, especially those affected by job losses in the service and hospitality sectors.

In an effort to reduce employment barriers, GGT has agreed to waive the required entrance exam for those completing the SRJC's pre-apprenticeship program. Furthermore, the minimum age for entry-level operators has been reduced to maximize training and employment opportunities for recent high school graduates. SRJC anticipates serving 100 participants over the grant's three-year period.

Plan Title: Perkins Grant

Plan Developers: SRJC, Sonoma County Job Link, and Sonoma County Workforce Investment Board

Adult education and workforce services provided under the Perkins grant align with CAEP priorities and services in a number of ways. First, an organized system of career guidance and academic counseling prior to enrollment and continued throughout postsecondary CTE program participation supports certificate completion. Second, the career information and employment opportunities shared with students by career and guidance counselors is up-to-date and focuses on high-skill, high-wage, and in-demand industry sectors and occupations that are likely to lead to job placement and improved earnings.

Identified Gaps

More programs, like the Sonoma-Marin Bus Operator Pre-Apprenticeship, need to be pursued and developed in partnership with local employers who can offer participants educational and career pathways to living-wage jobs. The Adult Education Program Director plans to reach out to employers in the construction and viticulture industries to explore and develop additional pathway programs.

Evaluate the Educational Needs of Adults in the Region *

Per the U.S. Census:

- 25.9% of households in Sonoma County speak a language other than English at home,
- 11.9% of residents lack a high school diploma or its equivalent,

- 7.6% of residents under age 65 have a disability, and
- 7.8% of residents live in poverty

SCAEC educational service providers address the needs of these populations by offering non-credit ABE, ASE, ESL, short-term CTE, AWD, and k-12 Success classes. Launchboard data shows that 6,489 adults with 12+ hours of participation engaged with one or more program areas in 2020-2021. This decline of 29.4% from the prior year is inline with the statewide decline and attributed to the pandemic. Regardless of the decline, participant numbers have always been only a small percentage of the County population that could benefit from education and workforce services. SCAEC, particularly SRJC, needs to expand its reach to capture a larger percentage of the county population who could benefit from its educational and workforce services.

SCAEC education and workforce service programs offer a number of short-term certificates that can be completed in one to three semesters. These certificates show students' progress or achievement along a pathway towards career development and college preparation and can lead to improved employability and wages. In 2020-2021, SRJC's Adult Education Program awarded short-term CTE certificates to 156 completers. ESL and HSE certificate completer numbers pale in comparison. To address the gap in completers across program areas, the successful practices employed by the Adult Education Program need to be applied to ESL and HSE.

Student survey respondents reported that they either were interested in taking credit classes (47%) or might be in the future (37%). This self-reported information is significantly higher than the data suggests. Filtering for non-credit classes from which completing students can reasonably be expected to transfer to credit coursework, the SRJC Fact Book's most recent data shows that only 10.9% of students converted to credit within one year. In this case, the pandemic does not appear to have been a factor as the conversion rate prior to 2020 was 11.9%.

The Launchboard's Transition to Postsecondary data includes SRJC as well as other educational institutions and indicates a transition rate of 15% for 2019-20, a decline of 7% from the prior year. Both sets of transition rates are unacceptable. A need for better support services to help students successfully transition to credit would address this gap. It is also likely that SCAEC educational service providers as well as support services staff need to be more aware of other local agencies that provide CTE training so that students can take advantage of their programs as well.

The problem with the majority of the growth industries and occupations identified by the Sonoma County Workforce Investment Board's Local Workforce Development Plan 2021 -2024 is that "[t]here is a plethora of low-skill jobs . . . but they are low-wage and lack options for pathways to upskill workers into living wage employment opportunities." As those who would benefit from adult education and workforce services already have these types of jobs, coursework in these areas is as unpopular as it is unnecessary.

A top priority of the SCAEC is to increase enrollment across all program areas. A significant amount of resources will be dedicated to address the unmet needs of county residents who need to improve their English language skills, earn an HSD/HSE, or increase their earnings by acquiring hard and/or soft workplace skills.

Another SCAEC priority is to increase certificate completion and transition rates. Gains in the number of certificate completers will be seen once existing noncredit resources are reorganized to cover all program areas rather than focusing primarily on short-term CTE. Improving transition rates will require greater collaboration among service providers and community partners, as well as a commitment from SRJC administrators to allocate more resources to educational and career planning services to address the specific needs of nontraditional noncredit adult education students.

Since the majority of Sonoma County's growth industries and occupations do not lead to a living wage, SCAEC's third priority is to pursue partnerships with local agencies and employers to develop more educational and career pathways that do. The Adult Education Program Director will focus on building relationships with local employers and training programs to expand the number and variety of pathways offered.

Contributions by Entities *

Sonoma County Adult Education Consortium Members

- Santa Rosa Junior College (SRJC)

- Petaluma Adult School (PAS)
- Sonoma County Office of Education (SCOE)
- Windsor Unified School District
- Santa Rosa City School District
- Sonoma Valley Unified School District

The above member agencies participated in the development of both the student and community surveys, as well as the agenda for the Stakeholders' meeting. They also helped summarize the data collected from these sources. SRJC, PAS, and SCOE are educational service provider agencies, and they forwarded the student surveys either directly to their students or indirectly through adult education instructors.

PAS and SCOE have contributed to this three-year plan. All other members reviewed a draft of the plan and provided feedback.

Sonoma County Adult Education Consortium Partners

A community partners survey was sent to 73 representatives from different organizations in Sonoma County. Unfortunately only a few of them completed the survey described in Overview and Preparation. Representatives from the agencies below attended the stakeholders' meeting, and in this way, provided feedback and suggestions that have been worked into this CAEP Three-Year Plan:

- Becoming Independent
- Bellevue School District
- California Human Development
- Catholic Charities
- City of Healdsburg
- City of Healdsburg, City Council
- Community Action Partnership Sonoma County
- Community Child Care Council of Sonoma County
- Corazón Healdsburg
- Cotati-Rohnert Park Unified School District
- Encore Events Rentals
- First 5 Sonoma County
- Goodwill Industries of the Redwood Empire
- Graton Day Labor Center
- Hanna Boys Center
- La Luz Center
- Latino Service Providers
- Los Cien

- Mark West Union School District
- McDowell Elementary School
- North Coast Builders Exchange
- Petaluma
 - City Schools
 - Family Resource Center
 - Parent Nursery School
 - People Services Center
- Redwood Empire Food Bank
- Rohnert Park Chamber of Commerce
- Roseland Public Schools
- Santa Rosa City Schools
- Santa Rosa Metro Chamber of Commerce
- SCOE Foster Youth Services
- Social Advocates for Youth
- Sonoma County
 - Department of Health Services
 - Economic Development Board
 - Job Link
 - Library
 - Office of Education Foster Youth Services
 - Workforce Investment Board
- Sonoma Ecology Center
- SRJC
 - All Faculty Association
 - Career Hub
 - College Skills/Tutorial Department
 - Counseling
 - Disability Resources Department
 - Dream Centers
 - English as a Second Language Department

- High School Equivalency Program
- Petaluma Student Engagement and Success Center
- Southwest Santa Rosa Center
- Windsor Chamber of Commerce

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Petaluma Joint Union High	Member Representative	124	336	147	75	0	79	515	0	0
*Santa Rosa City Schools	Member Representative	0	0	0	0	0	0	0	0	0
*Sonoma Co. Office of Education	Member Representative	0	0	0	0	0	0	26	0	0
*Sonoma County CCD	Member Representative	22	715	2,008	435	1,770	0	2,723	0	0
*Sonoma Valley Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Windsor Unified	Member Representative	0	0	0	0	0	0	0	0	0
Total Participants		146	1051	2155	510	1770	79	3264	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Santa Rosa Junior College	Other	✓	✓	✓	✓	✓	×	✓	×	×
Petaluma Joint Union High	Other	✓	✓	✓	✓	×	✓	✓	×	×
Sonoma County Office of Education	Community Organization	×	×	×	×	×	×	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Data above indicate that the types of education services needed by non-native English speakers, those lacking a high school diploma or its equivalent, and adults with disabilities are being provided. Specific programs addressing these needs include a range of morning and evening, online and in-person ESL and ASE classes. Also, SRJC provides AWD services by partnering with community-based organizations to provide direct services to students. However, the data also indicates that the level of services is insufficient as all program areas serve only a small portion of the population who could benefit from available opportunities. To reach a wider audience, more classes need to be brought to the communities in which students live. Educational service providers and community partner agencies also need to work together to reduce barriers to education by assisting with outreach efforts and providing classroom space, as well as childcare and other support services. (Please note PAS offers free morning and evening childcare at its location. Also, two community partners will be providing childcare for SRJC ESL and CTE classes offered at their locations.)

All three educational service providers offer short-term CTE classes online and in-person formats. The most popular classes are in computer operations and applications, starting and managing a small business, construction, and workforce preparation. Since most of the fastest growing industries and occupations in Sonoma County do not have pathways leading to a living-wage career, it is essential that this gap in educational and workforce services be addressed with more partnerships, such as SRJC’s Sonoma-Marin Bus Operator Pre-Apprenticeship Program and PAS’ collaboration with CalRegional Education Centers to provide scholarships for students earning Health Care Career certificates in Phlebotomy or Medical Assisting.

Finally, transition data indicate a gap in the levels and types of support services available to students who want to take credit classes or enter CTE training programs. While SRJC has educational and career counselors, they are used to working with a population that is largely prepared for credit coursework upon arrival. The lack of experience and knowledge about nontraditional adult education students can often leave such students feeling overwhelmed and discouraged when attempting to seek guidance in education and career planning.

Metrics: CAEP Barriers & Metrics

- ✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	11,572	7,219		7,674	7,985	8,270
Student Barriers	English Language Learner (AE 305 - Overall)	4,095	2,758		2,764	2,875	2,978

Member Level Metric Targets

* Mandatory for all members

Petaluma Joint Union High (Reported by Petaluma Joint Union High School District (PJUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,074	1,027		1,074	1,125	1,150

Santa Rosa City Schools (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Sonoma Co. Office of Education (Reported by Sonoma County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	101	26		120	120	120

Sonoma County CCD (Reported by Sonoma District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	8,079	5,475		6,500	6,750	7,000

Sonoma Valley Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Windsor Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Petaluma Joint Union High	100%	100%	32%	80%	83%	85%
Sonoma Co. Office of Education	100%	26%	0%	54%	65%	65%
Sonoma County CCD	100%	76%	0%	65%	80%	85%

Objectives**Address Educational Needs****Description of Objective ***

The first step to increase enrollment is to expand outreach efforts. In the past, adult education Outreach Specialists have successfully used social media, in-class presentations, and flyers to build enrollment in short-term CTE programs. These

strategies will be applied to ESL and HSE. SCAEC will also work with community partners to inform their clients of non-credit opportunities in their service areas. Furthermore, with a return to in-person community events, Outreach Specialists will have an opportunity to talk with attendees about non-credit programs; a successful strategy prior to COVID. Finally, professional promotional videos are being created for noncredit ESL, HSE and CTE programs for use on social media.

Another strategy is to optimize instructional modalities and course offerings and locations to meet student demand and interest. SRJC is returning to face-to-face instruction after two years of mostly remote instruction. For Fall 2022, classes are being offered on all three campuses, as well as at off-site locations in the community; online options remain for students who prefer that modality. SRJC's goal is to retain students gained when instruction went online, as well as recover those lost. The Adult Education Director and College Skills/Tutorial and ESL Department Chairs will work together to monitor enrollment and make adjustments to course modalities and locations as necessary.

One strategy that was successfully used by SRJC's ESL program in the past will now be employed across all program areas: the scheduling of large-scale group registration and orientation events. These events will be held at the SWC and at off-site locations where adult education classes will be held. Events will include breakout sessions where students can learn more about the program area of their choice.

The last strategy is to improve retention by having direct and continued contact with students prior to the start of and throughout the semester. Support services staff will leverage the use of mobile applications, such as Remind, to help students get to class on the first day. In addition, SRJC's Adult Education Department will hire student workers to assist Outreach Specialists with contacting students who are absent from class. Such one-on-one contact provides students with opportunities to share why they are having trouble and get them the support services they need to continue their education. In addition to this support, Petaluma Adult School has a Family Resource Center located on the McDowell School campus which provides a wide variety of wrap around services to support the school community and our adult students to overcome barriers such as childcare, applying for state and federal benefits, food bank, mental health resources, immigration services and others.

Improve Integration of Services & Transitions

Description of Objective *

SRJC's Adult Education Program has an established and successful process for informing students about available short-term CTE certificates, tracking their progress towards earning these certificates, and assisting them with the application process, if necessary. These strategies will now be applied to SRJC's ESL and HSE program areas.

Multiple strategies need to be employed to increase the number of students transitioning from noncredit to credit. One strategy that can be implemented sooner rather than later is to hold workshops with student support staff in transition-level classes. This will allow students to see and ask questions of support staff in a familiar, low-stakes environment. When students have a face and contact information for someone who can assist them with the transition process, they are more likely to follow-through on taking that next step.

A second strategy is to create and implement an HSE Dual Enrollment program as provided under SB 554 at SRJC. While their program has yet to be implemented, PAS has an agreement with SRJC to provide free credit classes for their qualifying HSD students. In the coming year, the Adult Education Program will work with other noncredit stakeholders to apply for and develop a similar plan for SRJC's HSE students. These types of programs are effective because they provide a bridge to credit programs and address financial barriers to education.

A third strategy is to expand the level and types of support services dedicated to non-credit programs at SRJC. A variety of student support services are currently available to noncredit students on Petaluma, Santa Rosa, and Southwest Center campuses: counseling, career development, financial aid, tutoring, and disability resources. Unfortunately, the staff in these departments are not necessarily familiar with the needs of nontraditional noncredit adult education students. In addition, support service staff visit on- and off-site classes only upon request and are not regularly available in the evenings and on weekends when students are. Achieving this objective will require SRJC's noncredit stakeholders to develop a coordinated strategy to inform SRJC administrators how their programs speak to the College's vision, mission, and values; and the benefits

of making meaningful investments in non-credit to the College as a whole in order to receive their buy-in, support and resources.

Improve Effectiveness of Services

Description of Objective *

SCAEC's current website presents information on and links to SRJC, PAS, and SCOE program areas and course offerings. A long-term strategy to improve the effectiveness of SCAEC services is to develop a site that identifies Countywide education, workforce and support services available from community partner agencies and agencies not affiliated with SCAEC. Such a comprehensive website will allow service providers to better counsel, guide, and assist students and clients.

A first step in developing such a website is to create a simple, low-tech repository, such as a Google Sheet, for housing the names, locations, and services provided by education and training programs and community partners. Such a repository will help address gaps in provider and student awareness of available services. As the repository grows to include educational and training programs beyond those provided by SCAEC members, it is expected that the number of students transitioning to CTE programs will increase. Once the repository has been created, the SCAEC hopes to engage the services of a web developer who can use the information gathered to update the current SCAEC website to add all this information.

A related strategy is to develop a noncredit catalog for all SRJC program areas that can be linked to both the SCAEC's and SRJC's website. Right now, each noncredit SRJC program area/department has its own webpage dedicated to the courses and certificates they each offer. The purpose of the catalog is to provide noncredit course and certificate descriptions in a central location so that students can get an understanding of the depth and breadth of education and workforce opportunities and pathways available to them.

Another strategy to improve SCAEC effectiveness and increase student retention and educational outcomes is to provide a variety of professional development opportunities for instructors at member agencies. High priority topics include the use of CASAS reports to inform instruction and common writing assessments to ensure instructional consistency across faculty. In addition, SRJC and PAS adult education instructors who have high rates of student retention will be asked to share their practices with colleagues.

Finally, interested noncredit stakeholders will review and explore the model programs described on CAEP's website in order to develop and implement a greater variety of education and workforce services to better serve Sonoma County adult education students.

Activities & Outcomes

Activity Name *

Direct and sustained contact with students

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Since its inception, it has been the practice of SRJC's Adult Education Program to engage with students enrolled in their short-term CTE classes. This engagement includes using texting applications to remind students of a class' start date and time and inquire if they need directions to the class' location. As the semester progresses, Outreach Specialists and student employees reach out to absent students so that they can help them return to class by answering questions or putting them in contact

with other support services if necessary. Finally, these same staff track students' progress towards certificate completion, congratulate students on achieving this goal, and assist with the certificate application process if necessary. This practice of supportive and sustained student contact has been shown to lead to higher retention rates. Therefore, this practice will be expanded to include students in SRJC's ESL and HSE program areas.

While SRJC Outreach Specialists and student employees will be the individuals to directly contact students, it is the Adult Education Program Director who is ultimately responsible for managing this activity.

It is expected that this personal contact coupled with the ability to connect students with support services and agencies will increase the number of SRJC ESL and HSE participants, i.e., those students with 12 or more instructional contact hours by 10% in the first program year, 15% by the end of the third program year, and 20% after the conclusion of 2022-2025 CAEP plan.

SRJC expects to see gains in the number of ESL and HSE certificate completers at the conclusion of the 2024-2025 program year. Outreach Specialists and student employees will contact students who have successfully passed the classes necessary to earn their certificates, explain the benefits of possessing such certificates for employment and wage increases, and assist them with the application process as necessary.

This activity speaks directly to the CAEP objectives regarding improved literacy, immigrant integration, completion of an HSD/HSE or other certificate, and improved employability and wages.

Short-Term Outcomes (12 Months) *

The number of participants in SRJC's ESL and HSE will increase by 10% by the end of PY 2022-23.

Intermediate Outcomes (1-3 Years) *

Both the number of participants in SRJC's ESL and HSE will increase by 15% and the number of ESL and HSE certificate completers will increase by 25% by the end of PY 2024-25.

Long-Term Outcomes (3-5 Years) *

Both the number of participants in SRJC's ESL and HSE will increase by 20% and the number of ESL and HSE certificate completers will increase by 50% by the end of PY 2026-27.

Proposed Completion Date

12/31/2024

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Marlyn Garcia

Activity Name *

Direct and sustained contact with students

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Since its inception, it has been the practice of SRJC's Adult Education Program to engage with students enrolled in their short-term CTE classes. This engagement includes using texting applications to remind students of a class' start date and time and inquire if they need directions to the class' location. As the semester progresses, Outreach Specialists and student employees reach out to absent students so that they can help them return to class by answering questions or putting them in contact with other support services if necessary. Finally, these same staff track students' progress towards certificate completion, congratulate students on achieving this goal, and assist with the certificate application process if necessary. This practice of supportive and sustained student contact has been shown to lead to higher retention rates. Therefore, the this practice will be expanded to include students in SRJC's ESL and HSE program areas.

While SRJC Outreach Specialists and student employees will be the individuals to directly, contact students, it is the Adult Education Program Director who is ultimately responsible for managing this activity.

It is expected that this personal contact coupled with the ability to connect students with support services and agencies will increase the number of SRJC ESL and HSE participants, i.e., those students with 12 or more instructional contact hours by 10% in the first program year, 15% by the end of the third program year, and 20% after the conclusion of 2022-2025 CAEP plan.

SRJC expects to see gains in the number of ESL and HSE certificate completers at the conclusion of the 2024-2025 program year. Outreach Specialists and student employees will contact students who have successfully passed the classes necessary to earn their certificates, explain the benefits of possessing such certificates for employment and wage increases, and assist them with the application process as necessary.

This activity speaks directly to the CAEP objectives regarding improved literacy, immigrant integration, completion of an HSD/HSE or other certificate, and improved employability and wages.

Short-Term Outcomes (12 Months) *

The number of participants in SRJC's ESL and HSE will increase by 10% by the end of PY 2022-23.

Intermediate Outcomes (1-3 Years) *

Both the number of participants in SRJC's ESL and HSE will increase by 15% and the number of ESL and HSE certificate completers will increase by 25% by the end of PY 2024-25.

Long-Term Outcomes (3-5 Years) *

Both the number of participants in SRJC's ESL and HSE will increase by 20% and the number of ESL and HSE certificate completers will increase by 50% by the end of PY 2026-27.

Proposed Completion Date

12/30/2024

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Marlyn Garcia

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Ongoing professional development is a key component of effective adult education and workforce programs. Targeted professional development improves the quality of instruction which can result in higher levels of student attendance and persistence, and the achievement of more educational outcomes. Instructional training that has a positive impact in the classroom and on students can include using CASAS to inform instruction, sharing of best practices, norming of writing assessments, attending conferences, participating in online workshops, and engaging in small group discussions of scholarly research-to-practice articles.

The Adult Education Program Director will work with SRJC College Skills/Tutorial and ESL Department Chairs as well as the PAS Principal and SCOE administrator to identify and prioritize professional development needs for each program area. The goal is to provide relevant training across agencies to promote continuity and consistency of instruction. Once the administrators identified above have developed a list of training topics, instructors will be surveyed to identify their areas of highest need and interest.

In addition to larger-scale, in-person events, SRJC's Adult Education Program Director will provide opportunities for instructors to participate in other types of professional development, such as attendance at conferences, participation in CalPRO workshops, and small group discussions of relevant research-to-practice articles. Instructors will need to request prior written approval from the College Skills/Tutorial and ESL Department Chairs in order to participate in these types of trainings.

Instructors will need a semester or two to incorporate what they've learned in their trainings to their instructional practice. In program year one (2022-2023), SRJC plans to hold two professional development events on the topic of using CASAS to inform instruction; one event will be for ESL instructors and the other for HSE. This particular event will lead to increased numbers of participants improving by one or more educational functioning levels by program year 2. Participation in other professional development opportunities will lead to an overall improvement in instruction which will, in turn, lead to increased numbers of participants across all program areas.

Providing instructors with a variety of opportunities to grow and improve their practice leads to better outcomes for students, addressing the CAEP objectives of improved literacy skills, immigrant integration, and completions of high school diplomas or their equivalents.

Short-Term Outcomes (12 Months) *

Two professional development trainings will each be held in Fall 2022 and Spring 2023 for a total of four events by the end of PY 2022-23.

Intermediate Outcomes (1-3 Years) *

Four professional development trainings will be held in the second and third program years. SRJC's ESL and HSE programs will experience a 15% increase in the number of participants and a 10% increase in the number of participants who improve one or more Educational Functioning Levels by the end of CAEP's third program year, i.e., at the end of the Spring 2025 semester.

Long-Term Outcomes (3-5 Years) *

SRJC's ESL and HSE programs will experience a 20% increase in the number of participants and a 15% increase in the number of participants who improve one or more Educational Functioning Levels by the end of CAEP's third program year, i.e., at the end of the Spring 2025 semester.

Proposed Completion Date

05/31/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Marlyn Garcia

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Petaluma Joint Union High</u>	\$1,516,743	Certified
<u>Santa Rosa City Schools (Optional)</u>	\$0	Draft
<u>Sonoma Co. Office of Education</u>	\$117,885	Certified
<u>Sonoma County CCD</u>	\$3,634,683	Certified
<u>Sonoma Valley Unified (Optional)</u>	\$0	Draft
<u>Windsor Unified (Optional)</u>	\$0	Draft
Totals	\$5,269,311	3/6 Certified

Funds Evaluation *

The Sonoma County Adult Education Consortium (SCAEC) is comprised of six members, three of which are service providers. This consortium is direct funded, and it is the goal to continue with this model for the next three years. All the service providers agreed that the current direct funded model works well, and they are not interested in reverting back to the fiscal agent model.

The allocation percentage for the three agencies has remained consistent over the past seven years, with approximately 38-39% going to SRJC, a little over 53% going to PAS, and close to 8% going to SCOE. The allocations for each service provider might vary depending on the annual allocations to the consortium, but the percentage of the split will remain the same for the next three years. The three service providers will work on spending down most of its carryover by 2023-2024.

SRJC will use most of its CAEP funds to pay for a full-time Adult Education Program Director; three full-time Outreach Specialists; one full-time Testing Technician; one full-time Administrative Assistant; two to three student employees; curriculum and professional development for noncredit ESL, CTE and HSE instructors; program and classroom supplies; marketing; and equipment, such as laptops, keyboards, and mice.

SRJC doesn't use CAEP funds to pay for instructors' salaries since the College gets apportionment. SRJC currently receives WIOA Title II funds for its ESL program. The current allocation is \$328,452, and this amount is expected to increase in the next three years. The Adult Education Program was also awarded a \$500,000 California Apprenticeship

Initiative (CAI) grant for a three-year period (April 2022-April 2025) to start a new bus operator pre-apprenticeship program.

For the period of July 2022-June 2025 PAS anticipates the following additional sources of funds to provide services to adult students in CAEP program area domains: WIOA Title II and student fees. 2021-22 allocation for WIOA Title II was \$120,803. The previous years indicate consistent increases, expected to continue based on their CASAS testing program in ASE and ESL and positive outcomes: 2019-2020 - \$116,095, 2020-2021 - \$120,023, 2021-2022 - \$120,803.

Certification

Petaluma Joint Union High - Member Representative

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Approved by Nancy Emanuele 7784633

06/16/2022 11:05 AM PDT

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06/19/2022 09:22 AM PDT

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06/16/2022 12:14 PM PDT

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Approved by Robert Holcomb

06/16/2022 12:18 PM PDT

Sonoma Valley Unified - Member Representative

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Approved by Liz Liscum

06/20/2022 05:02 PM PDT

Windsor Unified - Member Representative

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06/16/2022 12:55 PM PDT



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