Sonoma County Adult Education Consortium

AB86 Final Regional Adult Education Plan

Grant # 13-328-61

SANTA ROSA
JUNIOR COLLEGE

Executive Summary

Santa Rosa Junior College, founded in 1918, was the tenth two-year college to open in the developing California Community College system. One of the largest single college districts in the nation, SRJC is proud to educate over 35,000 students each year utilizing their main campus in Santa Rosa which includes a state of the art Culinary Training Center with a restaurant and bakery, a technology focused satellite campus in Petaluma, the Southwest Center located in the Roseland neighborhood of Santa Rosa, the Public Safety Training Center in Windsor, and a 365 acre self-supporting farm near Forestville in the west part of the county. The college has been recognized for the high number of students who transfer to four-year universities, and is also well known for the over 150 innovative and engaging Career Technical Education degree and certificate programs.

SRJC partnered with Petaluma High School District who operates the only adult education school in Sonoma County. With robust programs for English learners, adults seeking a high school diploma or its equivalent, classes in technology for the workplace and apprenticeship programs that serve the greater bay area, the Petaluma Adult School provides excellent baseline services for adults throughout the county.

The Sonoma County Adult Education Consortium built on this partnership by bringing in critical community and government agencies, as well as additional school districts to understand the needs of adult learners in the community and to design a regional program to better serve the population. Several key ideas to expand current programs, design new programs needed to ensure that students are college and career ready, and provide services that support students in their academic pursuits surfaced during the stakeholder meetings held throughout the planning period.

Stakeholder participants all agreed that having services located in satellite facilities throughout the county would better serve the needs of at-risk students who do not have transportation or time to travel to the regular adult education campuses. Some satellite programs currently exist where services or programs could be expanded, but new satellite locations would need to be developed in at least five locations in more remote areas of the county, such as the far north and west, as well as corrections facilities.

The second need identified was a system navigator position that provides a bridge between counselors and instructors assisting students through the process of program completion with frequent communication, follow up and referrals to additional support mechanisms if needed. The system navigators reinforce student roles and goals to keep them on track in their current AE program and moving toward their post-AE goal.

Most of the participants thought that adult education students would have a more positive tenure in AE programs if they had a course or series of courses focusing on 21st Century Skills and goal setting. Academic Innovations and Santa Barbara Community College developed the *Get Focused – Stay Focused™* program that offer students a chance to understand what motivates them, establish personal and academic goals, get an overview of their options in adult education (and beyond) and make informed decisions about their Program of Study or College Major. Having the tool *My 10-year plan.com™* will give students an ongoing resource to review and update as they meet goals established in the course. This tool can also be used by counselors and system navigators to guide students through the program to completion.

Another critical need the majority of the group agreed upon was a common intake assessment for adult education students. They thought it would allow counselors, system navigators and instructors to place students in the course level where they will have the most success and be able to build academic confidence to persist in their program of study. Concern was expressed by two of the participants that the consortium should wait until the State develops a common intake exam for community colleges rather than spend time and funding creating something that would eventually be replaced. There are several examples of common intake assessments in other states that we will research before deciding on implementing a common test in Sonoma County.

Finally, it was determined that information about adult education programs should be widely distributed throughout the county and that a single website should be used as a clearinghouse for adult education curriculum and service providers to provide better communication and collaboration amongst the various agencies participating in the Regional Adult Education System. The system would be developed under the AB86 planning grant and maintained as part of the new regional system.

Sonoma County Adult Education Consortium Table of Program Goals and Costs

Consortium Goal	Program Area	Year 1 Costs	Ongoing Needs	Ongoing Costs
Provide satellite locations around the county connected to the library system and/or school sites Limited sites year 1 with room for expansion	All AE Areas	$50,000	Open facilities during times of regular closure	$100,000
Provide technology for instructors and students at all satellite locations	All AE Areas	$50,000	Maintenance and replacement of equipment	$5,000
Provide faculty/instructors for satellite locations	All AE Areas	$90,000	Build out to 5 locations up to 20 hours per week	$180,000
Develop Adult Education Students Goal Setting and Educational Acclimation Course	All AE Areas	$54,500	Annual Review of efficacy Consumable materials	$500 $29/student
Develop new or modify existing courses that are part of a program of study to meet student learning outcome goals	All AE Areas	$25,000	Annual Review/ development	$5,000
Develop contextualized courses to bridge programs and accelerate student learning	All AE Areas	$15,000	Annual Review/ development	$3,500
Hire Curriculum Specialist to assist faculty in the development of curriculum from inception through approval	All AE Areas	$100,00	Continuing for two years until new courses are complete	$100,000
Develop System Navigator position to assist AE students with transition to college and career (1 in first year, 3 positions in year 2, and 5 positions thereafter)	All AE Areas	$55,000	Total of 5 System Navigators to cover county needs	$275,000
Develop and implement website clearinghouse that functions as an interagency referral system and collaboration tool	All AE Areas	$10,720	Maintenance and upkeep of information	$2,500
Provide outreach activities and informational materials internally and externally throughout the county to increase awareness of and enrollment in AE programs	All AE Areas	$6,500	Maintenance of outreach efforts and printed materials	$3,000
Develop common intake/baseline assessments to appropriately place and transition students between AE programs	All AE Areas	$5,000	Annual Review of efficacy	$500
Provide Regional management and administrative support PT in first year building to FT as system builds out	All AE Areas	$100,000 Includes benefits	Ongoing salary and benefit cost	$175,000

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Project Management Plan

Organizational Structure

In order to develop and manage a Regional Adult Education System, SRJC met with Petaluma Adult School to develop a list of potential partner agencies, then created an Executive Committee of the initial Sonoma County Adult Education Consortium members to make critical decisions based on Stakeholder and Subcommittee input. The Executive Committee of the consortium consists of the SRJC Senior Vice President of Academic Affairs, the Dean of English Language Arts and Academic Foundations, the Principal of the Petaluma Adult School and the AB86 Project Director. While the Executive Committee was necessarily small during the planning period, this committee will expand to include more participants from the stakeholders group and will serve as the Executive Advisory to the Allocation Committee in the implementation phase. Increased membership will represent two additional local education agencies, the Dean of Career Technical Education and Workforce Development, the Dean of Disability Resources, and a manager of Student Support Services from SRJC.

During the planning process the SCAEC utilized a Stakeholder group which contained representatives from all of the planning grant focus areas including; instructors/faculty, community-based service providers, local education agencies, corrections system, government organizations and private industry members. The Stakeholder group provided input on system design, curriculum needs and student support. Several regular participants from this group will serve on either the Executive Committee or the Allocation Committee when we transition to implementation. The full Stakeholder's group will meet twice annually during implementation to provide input on the developing programs and act as an information conduit to the community.

In addition to the Stakeholder group, the planning process included four subcommittees that did more extensive research, development and input in the following areas; ABE/ASE, ESL/Citizenship, AWD and CTE/Apprenticeships. The subcommittees will continue to provide critical input on systems and service design to best serve Sonoma County's Adult Education students during program implementation and management. The subcommittees will meet at least once per semester, but may meet more regularly in the first year of implementation.

The Sonoma County Adult Education Consortium will be led by a Program Director that will work under the Dean of English Language Arts and Academic Foundations in the Academic Affairs Division of Santa Rosa Junior College. The Program Director will be supported by an Administrative Assistant. The Director will be responsible for coordinating the implementation efforts of the Regional Adult Education System, communicating with member and partner agencies, maintaining the Adult Education website, convening meetings of the Executive and Allocation Committees, as well as the Stakeholder's group and the subcommittees. The Director will also plan and execute professional development activities for adult education instructors/staff. The Director will design and implement a public awareness informational campaign for the new Regional Adult Education System which includes multi-media materials for distribution and speaking engagements with counselors/support personnel, local service agencies, businesses and other community groups serving or supporting adult education students.

Organizational Chart
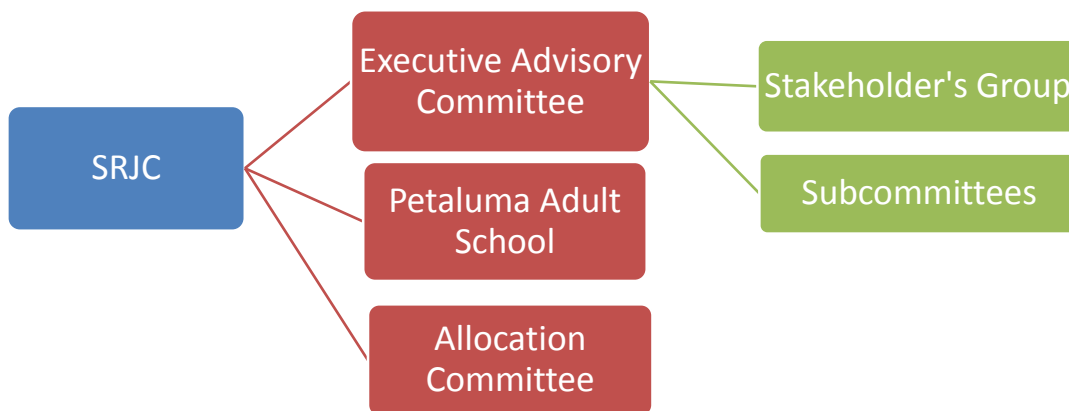
Memorandums of Understanding and Instructional Service Agreements will be used to outline partnerships, services provided under the agreements and the expected student learning outcomes for each of the identified areas covered by the agreements. During the Stakeholder Meeting in December and subsequent executive committee meetings, it was recommended that the SCAEC not pursue a Joint Powers Agreement (JPA) to manage and maintain a new delivery structure for the Regional Adult Education System (RAES), but to instead utilize ISA and MOU contracts to establish the obligations of each party receiving or providing services in the RAES. During the implementation phase, MOUs or ISAs that exist between SRJC and any of the LEAs or CBOs will need to be updated to reflect the regional nature of the new county-wide AE system and the expectation of consistency in educational practice that has arisen as part of the planning process.

Consortia Membership

The Sonoma County Community College District has collaborative working relationships with each of the unified and high school districts who either currently offer or at one point in time offered adult education programs. These Districts include:
- Cloverdale Unified School district
- Cotati-Rohnert Park Unified School District
- Geyserville Unified School District
- Healdsburg Unified School District
- Petaluma Joint Union High School District
- Santa Rosa City High School District
- Sonoma Valley Unified School District
- West Sonoma County High School District
- Windsor Unified School District

A demographic look at the school districts shows us that the population of the schools in most districts is divided between White and Latino, with small enrollments in other ethnicity categories. Even though the Latino population is below the state average, as you will see in section 2, the Latino population is much younger than all others in Sonoma County, it is the group that is growing most rapidly.

Sonoma County High School Enrollment by Ethnicity									
2013-14									
By percentages									
	Asian	Black	Latino	Native Am	Pac Is/Fil	White	Two or More	Other	Total
Sonoma County	3.8%	2.0%	37.8%	1.0%	1.4%	49.9%	3.2%	0.9%	100%
Cloverdale Unified	0.4%	0.4%	47.6%	3.5%	0.2%	45.9%	1.5%	0.4%	100%
Cotati-Rohnert Park Unified	4.7%	2.4%	31.3%	1.4%	2.7%	50.8%	1.6%	5.2%	100%
Healdsburg Unified	1.1%	0.6%	55.9%	0.8%	0.2%	41.0%	0.3%	0.2%	100%
Petaluma Joint Union	3.5%	1.3%	30.9%	0.6%	1.4%	58.9%	3.3%	0.1%	100%
Santa Rosa High	5.1%	2.7%	42.3%	1.1%	1.5%	42.2%	4.9%	0.2%	100%
Sonoma Valley Unified	1.8%	0.7%	51.1%	0.4%	0.7%	44.1%	0.4%	0.7%	100%
West Sonoma County Union	1.9%	2.0%	17.1%	0.9%	0.7%	73.8%	3.7%	0.0%	100%
Windsor Unified	2.6%	1.0%	42.0%	1.3%	1.3%	47.9%	0.9%	3.0%	100%
California	8.7%	6.7%	51.4%	0.7%	3.4%	26.2%	2.3%	0.6%	100%
Source: California Department of Education, DataQuest									

Partnerships

There are many strategic partners that offer courses or programs for adult learners throughout the county. These partners have had significant input during the planning process and will participate in the next two Stakeholders Meetings before the plan for the Regional Adult Education System in Sonoma County is finalized.

The Sonoma County Office of Education (SCOE) is a strong proponent of Career and Technical Education. They are the lead agency for a $15,000,000 Career Pathways Trust (CPT) Grant for five north-bay area counties. This grant focuses on developing career pathways from high schools to the local or regional community college provider in a cohesive and comprehensive manner. The significance of the CPT initiative to the Sonoma County AB86 effort is the development of structured pathways, which include curriculum, equipment and facilities that can be shared with adult education programs, as well as the professional development opportunities that will be available to our instructors in several key areas identified in items 4, 5 and 6. In addition, SCOE provides GED preparation courses to adults in the corrections system through an instructional services agreement with the Sonoma County Sheriff's Department.

The Sonoma County Sheriff's Department contracts with SCOE and SRJC to provide adult education services to their low-risk incarcerated population who seek to earn a high school diploma equivalent or work-based skills to reduce recidivism in the system. The Sheriff's Department is looking to expand offerings for their confined population in the areas of Adult Basic and Secondary Education, GED or similar high school diploma equivalency exam preparation, short-term CTE certification programs and pre-apprenticeship training. These new courses will include both credit and non-credit focusing on college academic skill development, courses to earn an associate degree or transfer degree, work place expectations, and short term CTE programs that lead to local employment opportunities. All of the new offerings will part of coordinated educational pathways offered through the regional adult education system or through the regular community college catalog.

Additionally, the Sonoma County Workforce Investment Board, the Professional Association of Sonoma County for Human Resources (PASCO), the Economic Development Board, and Sonoma County BEST (Building Economic Success Together) are collaborating to better align education and training efforts with the skill needs of local employers. They are conducting a Sonoma County Workforce Survey that will inform the planning and final recommendations of the SCAEC particularly in regards to short term CTE programs and apprenticeship opportunities that will be offered through the Regional Adult Education System.

As Sonoma County's Spanish speaking population continues to grow, so does the need for English Language Development courses and preparation for United States Citizenship. There are many providers of ESL services throughout the county. In

Petaluma, the southernmost city in Sonoma County, Literacyworks serves as a LINCS resource center for fourteen western states through a grant from the Office of Vocational and Adult Education. Their primary mission is to improve the quality of teaching in adult education in order to provide a second chance for persons who lack the fundamental academic skills to be successful and engaged in our community. Literacyworks and SRJC co-hosted an event "Time to Reskill" at the Petaluma SRJC Campus with participants from local businesses, education, public agencies and non-profit service providers. With a prerecorded message by Secretary Arne Duncan, other keynote speakers included former Congresswoman Lynn Woolsey, SRJC President Frank Chong, and Literacyworks Executive Director Paul Heavenridge. Subsequent work groups participated in a focused discussion on the widening skills gap and potential solutions. Information gathered during the discussion groups was forwarded to the US Department of Education and will be shared with the SCAEC to use in their planning process for county-wide services.

Shared Leadership Strategies

The Sonoma County Adult Education Consortium established a **Planning Process** that focused on shared leadership strategies in the form of several committees and work groups designed to solicit both detailed and big picture information as the foundation for the regional plan. As described in the organizational structure section the Executive Committee serves as the decision making body receiving input and feedback from the Stakeholder's group and the focus area subcommittees.

The Executive Committee met regularly during the planning process to review recommendations from the subcommittees and provide input on programs that overlap subcommittees, as well as the overall development of the Regional Adult Education System. They also review and approve the reports submitted to the Chancellor's Office.

The four subcommittees began meeting in August 2014, and are aligned to the focus areas as follows: Adult Basic and Secondary Education including high school diploma and GED preparation, English Learners and Citizenship, Adults with Disabilities and short-term Career and Technical Education programs partnered with Apprenticeship programs. These meetings have mainly been held via computer conference and direct contact for follow up with various subcommittee members. Agendas have been limited to one of the seven tenets of the AB 86 grant to keep participants focused on results and recommendations for the executive committee.

Four Stakeholders meetings provided the venue for a larger group of participants, which included instructors from secondary education partners and the community college, as well as regional service providers and governmental agencies that cover the five focus areas for AB86, to discuss their vision for a Regional Adult Education System. Each three-hour meeting had a general session about the planning process for the grant, break-out sessions for the subcommittee areas to solicit input on student need and

regional service provision, then a final session where participants reported out on their subcommittee work and decided next steps in the planning and training process. The goal of stakeholders meetings was to have an open and collaborative process to bring consensus about the regional needs of adult learners and how these services will be provided with consistency and equity.

In an effort to keep interested parties informed and to expand the number of participants in the development process, the project director and Dean of Language Arts and Academic Foundations presented an update to the Board of Trustees for Santa Rosa Junior College. In addition, presentations were made to the Academic Senate and SRJC department chairs regarding the planning process and progress of the Regional Adult Education Plan under the AB86 planning grant.

Instructor/Faculty Involvement

Petaluma Adult School and Santa Rosa Junior College staff members were encouraged to participate in the planning process through both the Stakeholder's group and through the focus area subcommittees.

Stakeholder meetings started in mid-September 2014 and were held regularly through the end of February 2015. Stakeholder meetings allowed faculty the opportunity to interact with a broad range of support service providers and agencies that utilize or refer students to adult education programs in order to better understand the types of programs that are needed across the county that are not currently offered through either Petaluma Adult School or SRJC. Exercises covered in the Stakeholder meetings included identification of current services, identification of needs (service gaps), suggestions for services and structures to fill needs, identifying potential student learning outcomes, creating a program of study to meet student learning outcome needs, visioning for a regional program and professional development designed to meet instructor needs.

While the Stakeholder meetings were designed for big picture thinking, the focus area subcommittees were created to drill down to details in a single subject area. Instructors and program department chairs were the target participants for the subcommittee meetings. They had particular insight on how students matriculate through current programs/courses and the obstacles students face while enrolling in and completing adult education programs. Their input was valued for program and curriculum design.

Instructors from SRJC and Petaluma Adult School will also take the lead in designing new curriculum and/or retooling current curriculum to meet program needs. Some of the identified areas will be the Assimilation Course(s) based on Santa Barbara City College's *Get Focused Stay Focused™* curriculum, a series of non-credit CTE courses that meet

local workforce needs for employment skills with a short turn-around time for training, contextualized core courses that can be partnered with CTE courses and the alignment of curriculum across platforms in ABE/ASE and ESL. This work will be done in a series of single day meetings with additional paid curriculum development time for instructors. We are also planning a Curriculum Institute in June where instructors from across the county will participate in professional development activities that will assist in the development of new courses and programs to meet the regional needs of adult learners in Sonoma County.

Communication Plan

Having a well-defined, multimodal communication plan and system for Adult Education services is paramount for potential students to get information about entering an AE program and for understanding the steps necessary to set and meet academic and career goals. Information will need to be available in print, television, radio, web sites and other forms of social media. Materials will also need to be created in multiple languages.

One of the largest needs indicated by participants in the Stakeholders meetings and through online surveys was a central repository of information about Adult Education programs and services. During the final quarter of the AB86 planning period the project director will be working with the Stakeholder's group participants to design and implement a website that highlights the focus areas and provides links to the various service and support providers around the county. This website will become a communication conduit that is linked to partner agency websites. Partners will be able to post information of interest to the adult education connection point for Sonoma County and can refer clients to the site for information about courses in the various focus areas, programs of study that link to employment and continuing education and the registration process for adult education.

In order to get information out to our partner districts and agencies about the AE programs and new websites, the director and other members of the Executive Committee will meet with counselors and other support providers to showcase the site and distribute printed information. This will also be a platform to receive information from members of the student support system regarding student success and persistence in Adult Education programs, which will in turn inform the development of new courses and adjustment of current courses to meet student/employer needs. Counselor/support provider meetings will occur once each semester before the registration period opens for students.

System Navigators, a new support position for adult education students, will be an integral part of the communication plan, working with administrators, instructors and support providers to guide and support students through program completion. System Navigators will be in addition to any counseling services that are provided at-large or through the student success initiatives. System Navigators will be located in the smaller satellite programs as well as the larger hubs on the SRJC and Petaluma Adult School campuses. The System Navigators will work closely with local agencies that refer and or support AE students to ensure that students stay on track to complete programs and meet established goals.

Finally, to maintain communication and connection to partner districts and agencies the Executive Advisory Committee and focus area subcommittees will meet at least twice each year to discuss and provide input on courses and programs in the Regional Adult Education System. Focus area subcommittees may meet more frequently during the first year of implementation.

Regional Comprehensive Plan Objective #1: Evaluation of *current levels and types of adult education programs* within the region, as well as an indication of the quality and adequacy of the programs.

The following narrative represents all of the known educational programs provided by member districts and the services or programs provided by prospective partner agencies.

Adult Basic and Adult Secondary Education: Currently, only Petaluma City Schools offers an accredited Adult Education program at the secondary level that is able to issue high school diplomas to students who have met the credit and coursework requirements along with passing the high school exit exam in math and English. Santa Rosa Junior College also offers non-credit coursework at the basic and secondary levels, but does not issue high school diplomas, so only provides preparation courses for student desiring to take the GED exam.

Petaluma City Schools offers on site evening programs for students desiring to earn a high school diploma. There are also independent study programs and online learning programs in secondary courses that earn credit towards a high school diploma. For students who have completed the required number of credits in all categories leading to a high school diploma but need to pass the California High School Exit Exam, there are preparatory courses to familiarize students with the math and English skills necessary to complete this last requirement for a high school diploma. The preparatory classes are mandatory before registering to take either or both portions of the CAHSEE test.

Students who wish to fast track their achievement of equivalent high school education recognition may opt to prepare for and take the General Education Diploma (GED) test. Preparatory courses are offered through Petaluma Adult School, the Sonoma County Office of Education (SCOE), Empire College and the Santa Rosa Junior College. The testing is offered exclusively through Santa Rosa Junior College. Courses for the GED are offered to the general public and are also provided to incarcerated persons through a partnership between SCOE and the Sonoma County Sheriff's Department.

Santa Rosa Junior College offers three non-credit courses in basic skills and college preparatory skills focusing on English, mathematics and academic skill development. They offer a certificate of completion in Basic Academic Skills.

The Sonoma County Office of Education provides services to incarcerated adults under contract with the Sonoma County Sheriff's Department. This includes basic skill development in preparation to take the GED test offered through Santa Rosa Junior College.

The Sonoma County Library system offers several adult literacy programs. The most prominent is one-to-one tutoring where students are paired with a volunteer for a minimum of two hours per week. This program is designed to be learner-centered focusing on the individual literacy goals of the student. The family literacy program includes adults with their preschool child and is focused on reading as a family value. The adult participates in the libraries basic reading and writing literacy program. And finally, there are literacy volunteers that provide one-to-one tutoring to inmates at the two detention facilities in Sonoma County.

Summary of Current **ABE/ASE** Offerings in County:

Santa Rosa Junior College
- GED preparation in computer labs
- Spanish GED at Petaluma, Santa Rosa and SW Center direct instruction w/teacher
- High School Equivalency Preparation through Migrant Ed
- Credit Courses – math, reading, writing, basic academic skills
- Online basic math
- Placement test preparation
- ALEX math

Petaluma Adult School
- CAHSEE preparation
- Spanish GED preparation
- High School Diploma courses (classroom, online and independent study)

Sonoma County Library Literacy
- 1:1 tutoring
- Small group tutoring
- Adult literacy programs not provided at all branches

County Corrections
- Literacy tutoring and Book Club
- PATHS (mental health) with math skill development
- SCOE preparation courses for GED (2 FT instructors)
- County REACT unit courses – county Behavioral-Mental Health

Adequacy and Quality: Adult Basic and Secondary Education classes are limited regionally as Petaluma Joint Unified High School District in the south county is the only secondary provider of services leading to a high school diploma. While they offer online and independent study programs, students must be able to provide their own

transportation to the school site for registration and testing services. In addition, these programs are only offered during evening hours. However, the variety of delivery methods (onsite, independent study and online) provides some flexibility for participants.

Santa Rosa Junior College offers high quality teachers and flexibility in their scheduling of adult basic classes, but is limited in the locations of the services. It appears that smaller satellite AE programs in strategic transportation corridors throughout the county, may be needed to provide better access regionally for adults who would take advantage of these services but are restricted in time (traffic on Highway 101 may prevent adequate travel time between work/home and educational services) and/or transportation abilities and require educational options closer to home.

English Learner and Citizenship: Petaluma Adult School offers three different levels of English Language courses for non-native speakers. These range from Beginner to Intermediate language development. Courses are offered both day and evening. Free child care is provided to facilitate regular attendance.

A blended learning model is also offered where participants learn English while also learning computing skills. Two levels, beginning and intermediate, are offered. In addition, a computer lab is open to ESL families who may not have access to computing equipment at home. This drop in laboratory time allows children to do homework or practice English skills using the Rosetta Stone Language software system.

A separate course is offered for community members who are studying to become naturalized citizens of the United States. This course covers topics that will be addressed during the USCIS interview process and allows students to practice English skills while learning about the United States governmental operations and processes.

Santa Rosa Junior College offers several levels of courses in English for non-native speakers. Three Certificates of Completion are awarded in Basic Interpersonal Skills and Communication, Foundations of Literacy, and Academic Preparedness and Career Development.

In addition, SRJC delivers satellite ESL programs at local elementary schools and community centers in select areas throughout the county. These service satellites exist in Santa Rosa, Sonoma, Windsor, Healdsburg, Guerneville and Cloverdale. Childcare is provided at some, but not all of the locations.

Summary of Current **ESL/Citizenship** Offerings in County:

Petaluma Adult School
- Wide-variety of courses in AM and PM with child care provided
- McKinley Elementary – ESL courses
- McDowell Elementary – ESL and Citizenship courses
- Healthy Start and Family Resources
- ESL bridge to GED
- Combination of services for ESL adults with disabilities

Santa Rosa Junior College
- ESL courses offered in Santa Rosa, Sonoma, Petaluma, Healdsburg, Cloverdale, Southwest Santa Rosa Center (Elsie Allen High School, Cook Middle School, Comstock Middle School) Guerneville and Windsor. Courses offered at a variety of times AM/PM, afternoons and weekends.
- Petaluma citizenship class interfaces with local government
- Primary language literacy for native Spanish speakers
- Intensive ESL – 8 week program
- Credit industry terminology ESL courses in Child Development, Culinary Arts, Computer Literacy and Health Sciences

Catholic Charities
- Citizenship courses offered in the evening in northwest Santa Rosa

Chamber of Commerce – Santa Rosa
- ESL courses in conjunction with local businesses offered on-site and paid for by employers

Sonoma County Libraries
- Courses to prepare for citizenship
- ESL tutoring limited to downtown location on Wednesdays, requires volunteers

Sonoma County Sheriff's Department
- One to one tutoring for English literacy at north county detention facility

Private Vendors
- Language Truck provides ESL and basic math. Contracts with local businesses

Professional Development for ESL instructors
- CA Adult Literacy Program (CALPRO)
- Outreach and Technical Assistance Network (OTAN)

Adequacy and Quality: There is a high quality of instruction for English language development when provided by trained professionals through the Petaluma Adult School and SRJC. Consistency in the curriculum, as well as the placement and progression of students through the non-credit to credit programs is paramount to non-native English speakers continuing with instruction until they are proficient in all forms of communication; listening, speaking, reading and writing. More classes are needed in satellite areas to adequately fill the need for English language instruction.

Adults with Disabilities: Other than the general coursework covered under Adult Basic and Secondary Education and CTE, there are no specific courses geared towards adults with disabilities at the Petaluma Adult School.

Santa Rosa Junior College offers services through disability resources that support adults with disabilities in regular credit and non-credit programs. In addition they have courses that are specifically designed to provide adults with disabilities employment skills experience and skill development for transition to credit bearing college courses.

The Sonoma County Office of Education provides services to students with disabilities age 18-22 who are transitioning from regular secondary high school programs into employment and post-secondary education programs. Students must apply and have an in-take IEP (Individual Education Plan) meeting to be properly placed according to their academic abilities and post-program goals. This program will transition to the local education agencies under the new Local Control Funding Formula budget structure.

Goodwill Industries under an instructional services agreement with Santa Rosa Junior College affords clients college credit through a work experience – on the job training course.

Becoming Independent is the largest provider of services and programs for adults with disabilities in Sonoma County. Formally established in 1980 as an umbrella non-profit organization for several disability support efforts, this non-profit organization helps people with disabilities have meaningful and productive lives. In addition to Sonoma County, Becoming Independent (BI) serves community members in Napa and Solano Counties as well.

There are four key areas of service for adults with disabilities offered through BI: Personal Enrichment, Employment Services, Community Living Support and Transportation. Almost one thousand individuals participate in the four programs.

Personal Enrichment programs cover visual arts, computer skills, social interaction, physical fitness, recreation and gardening.

Employment Services provide training in a variety of tasks that are used by employers around the county. Employment occurs both at BI facilities and at the local businesses. Tasks include assembly line work, product construction, customer service, paper shredding, labeling inventory, preparation of meeting materials, restaurant set-up and service assistant, grocery store courtesy clerk, warehouse assistant and janitorial practices.

Community Living Support is designed to enable people with disabilities to live independently. Supports include instruction in home and money management, health and safety, accessing community resources, and other critical life skills. The services are individualized and are offered virtually twenty-four hours a day, seven days a week, depending on the participants' needs. Assessments are completed prior to starting the program so goals and needs are identified in advance.

The Redwood Empire Industries (REI) through the California Development Corporation provides services to develop basic work habits and social skills that bring success in the work place and in the community to adults with disabilities. This is accomplished by sub-contracting with local businesses to provide as realistic a work environment as possible. Each participant develops a personalized training and work plan with REI staff and the referring counselor. This support team assists participants in identifying and working toward specific goals to improve employment options.

Redwood Empire Industries serves a range of persons with disabilities, mainly those who have developmental and mental health challenges. REI also assists persons with autism, cerebral palsy, and persons who are deaf, blind, with low vision, or have a physical disability or traumatic brain injury. This organization serves approximately one hundred community members each year.

Summary of Current **Adults with Disabilities** Offerings in County:

- Disability Resources Department courses: College to Career, Assistive Technology Education (ATC) Department of Rehab partnership programs
- SRJC courses with accommodations (college skills, CTE, DRD, Adaptive PE)
- SDC pre-literacy courses (will be eliminated in near future)
- Earl Baum training and education center Title 7 grants, blind and low vision
- Life Skills and job readiness training through various vendor sites

   Regional Center (BI, NBI, REI, UCPNB, Goodwill)

- Dept. of Rehab provides vocational rehabilitation services, job skills training workshops and financially supports individuals for a specific employment goal

- Transitional programs for students aged 18-22 through SCOE and SRCS (need to determine if other LEA's provide this service)
- Sonoma DDS provides disability services for students

Adequacy and Quality: While the Petaluma Adult School does not provide courses for adults with disabilities, SRJC provides a limited selection of courses designed for a specific educational outcome. There are several governmental and non-profit service providers that have high quality and widely distributed services for this population. Through dialog at the stakeholders meetings and with educators input it has been determined that additional courses or programs could be provided by the Petaluma Adult Education Center and/or Santa Rosa Junior College. Coursework should focus on independent living skills, job skills and developing college-level academic foundations to pursue a post-secondary degree or certification.

Short Term Career and Technical Education: Petaluma Adult School offers many courses in general computing skills and specific software applications frequently used in office and educational settings. Instruction ranges from very basic for beginners to advanced practices for the workplace. In addition courses are offered to obtain the knowledge and skills necessary to become a notary public.

Santa Rosa Junior College offers over 100 certificate programs in Career and Technical Education subjects. They offer two types of certificates: 1) Certificates of Achievement which are typically more comprehensive in the information they cover and take a longer period of time to complete, and 2) Skills Achievement which are focused on local economic need and require less than 18 units to complete. The Skills Achievement Certificates concentrate on specific high demand or emerging skills necessary for local jobs. SRJC does not currently offer any non-credit CTE training courses or programs.

The Solar Sonoma County organization is a clearinghouse for training and employment opportunities in green jobs. They offer scholarships to income qualified individuals seeking employment in the many areas of green and sustainable workforce. Through a variety of providers there are low and no cost options for short term training and certification programs. An example includes Green Building Professionals (2-day training and industry certification exam), LEED professional credentials, and Solar PV Installation.

The Sonoma County Tourism Council offers a four-hour course followed by a certification exam to become a Certified Tourism Ambassador. This certification

requires an annual renewal, but provides an entry point for persons interested in a career in the travel and tourism industry in Sonoma County.

The American Red Cross of Sonoma County offers short term training for Nursing Assistants and Home Health Aides. The training lasts only four weeks and there are additional courses in English for Health Care for ESL students seeking to enter employment in the health care industry.

Summary of Current CTE/Apprenticeship Offerings in County:

- Career Pathways (link HS students to College through CTE – K16 system)
- Work Based learning opportunities (general work experience, occupation specific work experience, and internships)
- OJT opportunities that take less than 6 months (WIA funded)
- Limited contextualized learning opportunities (culinary math, etc.)
- Limited short term (<12 units) CTE certificates at SRJC
- No non-credit CTE programs at SRJC
- Employment Transitions program through Goodwill Industries offers college credit
- Career and Technical training at North County Detention Facility
- Career Skill and Interest Assessments
- Limited Career Interest Exploration courses
- Career Centers (SRJC, JobLink and limited LEA's)
- Manufacturing and Computer courses through PAS
- Certified Nursing Assistant course and licensing preparation through Red Cross
- Industry Certification preparation (SRJC)
- Contextualized ESL courses at SRJC (Early Childhood Education, Health Care, Culinary, Agriculture) with a focus on language skills not CTE training
- Apprenticeships through SRJC and PAS (plumbing, HVAC, roofing, electrical, manufacturing)

Adequacy and Quality: Career and Technical Education offers adult learners many opportunities in Sonoma County. SRJC is the primary provider of these services, although they are not specifically couched under the Adult Education umbrella, but rather through general population entry. The SCAEC can do a better job of identifying potential short term employment training prospects that do not currently exist, in order to offer new courses through AE services at the college and in other satellite locations. These types of certification courses may include Serv-Safe certification for Food Handling and Safety which is necessary for employment in any business preparing and/or serving food including food manufacturing facilities, bilingual office worker language skill certification, OSHA 10, forklift training, National Retail Federation

Foundation Customer Service Certification, and a host of NCCER (National Center for Construction Education and Research) programs.

Non-profit industry partners can be sourced for specific short term training programs that lead to immediate employment opportunities in their specific industry sectors.

Apprenticeships: Petaluma City Schools through their Adult Education School provides access to apprenticeship programs for Bay Area Roofing and Waterproofing, California Tooling and Machining, North California Joint Laborers, and Northern California Shop Ironworkers.

In addition, Santa Rosa Junior College has apprenticeship programs in Carpentry, Electrical, Painting and Decorating, Plumbing and Pipefitting, and Roofing. These programs are open to the general public and are not specific to non-credit adult education offerings.

Adequacy and Quality: While enrollment in the apprenticeship programs offered through the PAS is good, participation is limited by the entrance requirements. Pre-apprenticeship skill development and introduction to apprenticeship programs are areas that have been identified for expansion/access for adult learners. Pre-apprenticeship skill training will include industry focused math and literacy development, as well as the 21st Century Skills identified as necessary to be hired and stay employed. An introduction to the types of apprenticeship programs offered and what to expect on-the-job in the various industries is a strategy the SCAEC would like to use to increase awareness of and participation in apprenticeship programs. Our goal is to increase the number of participants who meet minimum qualifications to enter apprenticeship training programs.

Focus Areas and SCAEC Program Strengths

ABE/ASE
• HS Diploma
• Pre-college Math/English Skills
• High School Equivalency Exam Prep

ESL/Citizenship
• English Language Literacy
• Citizenship-Community Engagement
• Workforce Literacy

AWD
• College Skills
• Independent Living Skills
• Workforce Training

CTE/Apprenticeship
• Local Union Apprenticeships
• Technology Training
• Industry Certifications

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs
Total for Consortium Members:	7106	2190.84	637291	5727	2087.2	674334

Consortium Member Name	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs
SRJC	ABE-ASE	Community College	Non-Credit	960	19.9	N/A	1056	17.5	N/A
SRJC	CTE	Community College	Enhanced Non-Credit	4305	2011	N/A	4671	2069	N/A
Petaluma Adult School	ESL	Adult Education		566	70.86	$ 170,064			$ 192,220
Petaluma Adult School	ABE	Adult Education		82	22.76	$ 54,624			$ 58,640
Petaluma Adult School	ASE	Adult Education		348	22.16	$ 53,184			$ 57,200
Petaluma Adult School	CTE	Adult Education		310	44.66	$ 129,318			$ 134,350
Petaluma Adult School	Apprentice-ship	Adult Education		535		$ 230,101			$ 231,924
Petaluma Adult School	AWD	Adult Education		0	0	$ -			$ -

March 1, 2015

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members Fiscal Year 2012-13

		Apportionment	WIA I	WIA II	VTEA /Perkins	Fees	State Categorical Basic Skills Initiative (CCC)	SSSP (CCC)	Other Grants	Other
Total For Consortia Members:										
		Funding Source - Total Dollar Amount 2012-2013								
Member Name	**Region**	**Apportionment**	**WIA I**	**WIA II**	**VTEA /Perkins**	**Fees**	**State Categorical Basic Skills Initiative (CCC)**	**SSSP (CCC)**	**Other Grants**	**Other Funds**
SRJC	Sonoma County									
Petaluma Adult School	Sonoma County			$62,000		N/A				$992,652

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members Fiscal Year 2013-14

		Apportionment	WIA I	WIA II	VTEA /Perkins	Fees	State Categorical Basic Skills Initiative (CCC)	SSSP (CCC)	Other Grants	Other
Total For Consortia Members:										
		Funding Source - Total Dollar Amount 2013-2014								
Member Name	Region	Apportionment	WIA I	WIA II	VTEA /Perkins	Fees	State Categorical Basic Skills Initiative (CCC)	SSSP (CCC)	Other Grants	Other Funds
SRJC	Sonoma County									
Petaluma Adult School	Sonoma County			$62,000						$992,652

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	FY 13-14 Operational Costs for Instructional Program
		Total for Partners:			0	0	0	0	0	0
Partner Name	Region	Program Area	Type of Organization	Fund Source	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	FY 13-14 Operational Costs for Instructional Program
N/A	Sonoma County									
	Sonoma County									
	Sonoma County									
	Sonoma County									
	Sonoma County									

There are no partner agencies that currently provide adult education curriculum in Sonoma County.

Regional Comprehensive Plan Objective #2: Evaluation of current needs for Adult Education in Sonoma County

Located less than an hour north of San Francisco on the west coast of California, Sonoma County is home to approximately 500,000 residents. The Mediterranean climate provides an ideal setting for grape production. Combined with the rugged coastline, state and regional parks, recreational opportunities, hotel accommodations and world class restaurants, the wine industry in our county attracts tourists from around the world seeking to experience the relaxed environment that makes Sonoma County such a desirable place to live.

Economic Profile of Sonoma County

According to the Economic Development Board in the Economic Indicators Report (EIR) for 2014, Sonoma County has made great strides in recovering from the most recent recession with increasing home sales and values, as well as a steady decrease in the unemployment rate. From November 2012 to 2013 unemployment dropped 1.7 percent, and at just 6 percent, the unemployment rate for Sonoma County is lower than the State average of 8.3 percent. Median home values have not returned to the pre-recession highs of 2006, but this makes property more affordable for home buyers. Conversely, the average rental rates have increased significantly, while vacancy rates for rental properties are at their lowest in years.

Additionally, as highlighted in the 2014 EIR, Business growth suffered between 2011 and 2012 dropping from 2.7% to -5.9% respectively. Even with this drop "Sonoma County has the third-highest number of business establishments per capita among comparable counties. This is indicative of a high level of economic activity and a healthy business environment."

The industries that employ the most people in the county are retail trade, health care and social assistance, and government enterprises. In the county, retail trade, and health care and social assistance each provide 10.8 percent of all jobs. Government enterprises make up 10.2 percent of all jobs. Also, small businesses with 1 to 4 employees make up the majority of the businesses. Fifty-six percent of businesses have only 1 to 4 employees.[1]

In terms of earnings by industry, the three largest earners in Sonoma County are government enterprises, health care and social assistance, and manufacturing. The industries brought in combined gross earnings of $5.65 billion dollars, which represents 43.8% of the total earnings by workplace for the county.

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[1] Sonoma County Economic and Demographic Profile 2014, Center for Economic Development, CSU, Chico Research Foundation, page 23

The largest private employers for 2013-14 in Sonoma County according to the North Bay Journal book of lists are:

Company	Industry Sector	Full-time Employees
Kaiser Permanente	Health Care	2,827
Graton Rancheria Casino Resort	Hospitality-Entertainment	2,000
Sutter Medical Center of Santa Rosa	Health Care	1,797
St. Joseph Health System	Health Care	1,491
Agilent Technologies (now Keysite)	STEM	1,175
Amy's Kitchen	Food Production	872
Medtronic	STEM	840
Jackson Family Wines	Agriculture	640
AT&T	Communications	600
Hansel Auto Group	Transportation	525

Another indicator of the economic climate is poverty level. The percentage of residents living below the national poverty level in Sonoma County remained consistent at just over 12%. Only three other comparable counties have lower poverty rates; Marin, Napa and Ventura. This rate is also four percentage points lower than State and National averages.

The 2012 median household income in Sonoma County was $59,855. This is about $1,400 more than the California median household income, but a drop of about 2% from 2011. Housing was also more affordable with an index of 123, which means that people earning the median income are able to purchase a home in the median price range. This is good news, as the index was 59 only five years ago.

Demographic Profile of Sonoma County

Population
Sonoma County's population is slightly less than 500,000, predominately white with a growing Latino population, and relatively young with 57% of the population under the age of 45. As indicated in the charts below, the Latino population is very young in comparison to the White population whose median age is over twenty years higher. In fact, while the Latino population represents less than thirty percent of the county's population, the number of Latino children under the age of five exceeds that of the White population and the number of children ages 5 to 17 varies by only 9,000. This is surprising considering the wide gap in numbers for the 18-65 age group with over 200,000 White and less than 100,000 Latino. This population difference will become more important as we talk about gaps in educational attainment and the effect the gap has on personal and regional economic growth opportunities.

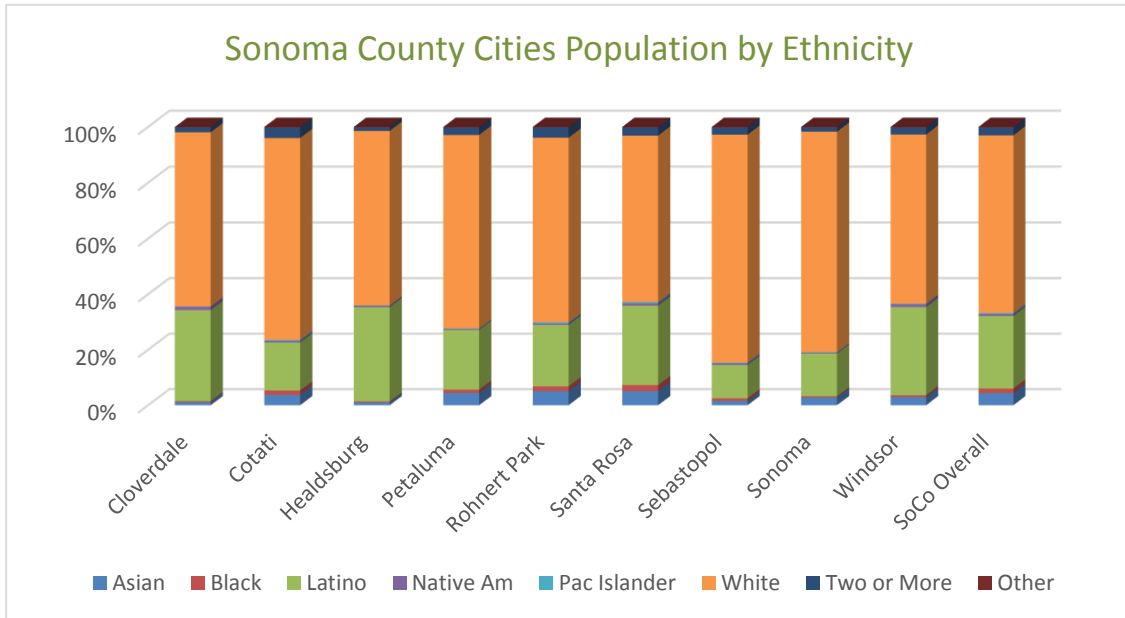| Sonoma County								
Population by Ethnicity and Age								
	Under 5 yrs	5-17 years	18-65 years	65+	Total	Median	Female Median	Male Median
White	12,103	39,495	213,687	54,742	320,027	47.3	48.7	45.7
Latino	12,987	30,094	72,709	4,640	120,430	26	25.8	26.1
Nat American	201	611	2,427	345	3,584	31	32.7	29.6
Asian	808	2,692	12,346	1,931	17,777	39.1	40.5	37.2
Black	340	1,195	4,653	581	6,769	33.6	32.7	34.2
Two or More	1,608	3,765	6,952	619	12,944	21.3	22.2	20.4
Source: US Census 2010								
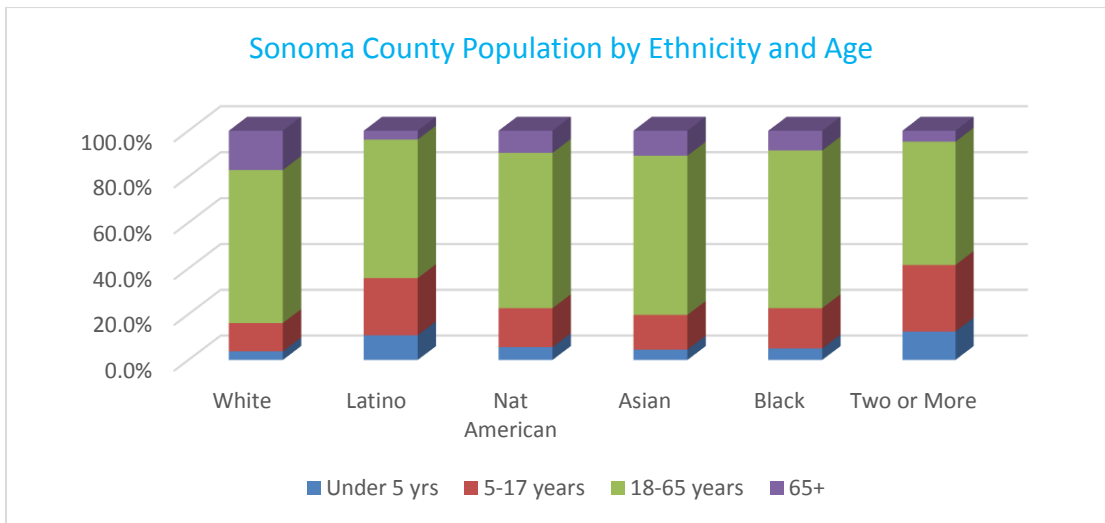
With two-thirds of the county's population living in the larger incorporated cities where our partner districts are located, it is important to look at the makeup of the adult population to understand potential service needs for the Regional Adult Education System. Santa Rosa is the largest city in the county and is the centrally located seat for federal, state and county offices. The other two large cities in Sonoma County, Rohnert Park and Petaluma, are located south of Santa Rosa on the Highway 101 corridor, as is Cotati which is home to Sonoma State University. Windsor, Healdsburg and Cloverdale are all located north of Santa Rosa on the Highway 101 corridor. Sebastopol is located on the west side of the county and Sonoma is to the east of Santa Rosa, both on the Highway 12 corridor. Travel routes are mentioned, as they become important to the location of adult education services.

Sonoma County Population by Age

	18-64 years	65+ years	Total Population	Median Age	Female Median Age	Male Median Age
Cloverdale	5,182	1,382	8,618	39.7	41.2	37.7
Cotati	5,061	613	7,265	36.2	38	35
Healdsburg	7,024	1,684	11,254	40.8	43	39
Petaluma	36,903	7,583	57,941	40.3	42	39
Rohnert Park	28,598	3,802	40,971	33.0	35	32
Santa Rosa	105,918	22,680	167,815	36.7	39	35
Sebastopol	4,583	1,281	7,379	46.1	48	44
Sonoma	6,061	2,667	10,648	49.2	52	46
Windsor	16,352	2,932	26,801	37.0	39	35
Select Pop Total	215,682	44,624	338,692	—	—	—
Source: US Census 2010						

Sonoma County Population by Ethnicity

By the numbers

	Asian	Black	Latino	Native Am	Pac Islander	White	Two or More	Other	Total
Cloverdale	95	33	2,824	109	6	5,386	154	11	8,618
Cotati	271	116	1,255	42	25	5,266	273	17	7,265
Healdsburg	112	43	3,820	66	10	7,038	148	17	11,254
Petaluma	2,550	719	12,453	198	119	40,226	1,565	111	57,941
Rohnert Park	2,079	708	9,068	221	167	27,141	1,521	66	40,971
Santa Rosa	8,521	3,660	47,970	1,511	750	100,126	4,921	356	167,815
Sebastopol	116	68	885	46	18	6,041	191	14	7,379
Sonoma	297	48	1,634	35	21	8,430	169	14	10,648
Windsor	775	191	8,511	285	48	16,254	682	55	26,801
Select Pop Total	14,816	5,586	88,420	2,513	1,164	215,908	9,624	661	338,692
Source: US Census 2010									

Sonoma County Cities Population by Ethnicity

Source: US Census 2010

Education

Among comparable counties, Sonoma County ranks third in the percentage of residents who have at least a bachelor's degree. Close to 32% of adults over 25 have earned a bachelor's degree or higher. However, there is still a large drop-out rate and the number of students exiting with a GED is minimal.

At closer look there is a great disparity among ethnic groups with on time graduation rates. The largest subgroup, Latino, has a 78% graduation rate while their White counterparts have an 86% graduation rate. No Latino students completed the GED, and only 13 White students out of 2,910 total population of twelfth graders completed the GED. This means that of these two population groups about 800 will require the services of adult education programs to earn a high school diploma or prepare to take a high school equivalency test.

Sonoma County Cohort Graduate Outcome Data for the Class of 2012-13

Race/ Ethnicity	Cohort Students	Cohort Graduates	Cohort Grad Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort GED Completer	Cohort GED Completer Rate
Latino	1,830	1,432	78.3	239	13.1	25	1.4	*	0.5
American Indian	77	42	54.6	26	33.8	*	0.0	*	0.0
Asian	192	169	88.0	17	8.9	*	0.5	*	0.0
Pacific Islander	27	23	85.2	*	7.4	*	3.7	*	0.0
Filipino	62	48	77.4	12	19.4	*	0.0	*	1.6
African American	120	81	67.5	25	20.8	*	3.3	*	0.0
White	2,910	2,504	86.1	271	9.3	21	0.7	13	0.4
Two/ More Races	161	134	83.2	11	6.8	*	2.5	*	0.0
Total	5,396	4,444	82.4	608	11.3	56	1.0	23	0.4

As indicated in the 2014 EIR, "While Sonoma County performs well compared to other counties and the state average, there is a noticeable educational achievement gap in English language proficiency and high school graduation rates among different ethnic groups within the county."

The discrepancies are further highlighted in the self-reported student achievement gaps identified in each school districts Local Control Accountability Plan. Santa Rosa City Schools, the largest district in Sonoma County with five comprehensive high schools and four alternative high schools, reports that 92% of their English learners are not at grade level in English Language Arts and 96% of English learners are not at grade level in Algebra 1. Additionally, while slightly less than 22% of all graduates complete UC/CSU requirements, only 7.5% of English learners and 8.6% of low income students complete these requirements. When it comes to college readiness, 29.4% of students were ready for college level English based on the EAP (Early Assessment Program) exam, while 21.6% of all graduates were ready for college level math based on the EAP exam. But the more compelling statistics are that none of the English learners were ready for English or math based on EAP while only 11.8% of low income students were ready for college English and 7.7% of low income students were ready for college level math based on EAP. Just 62.8% of the English learner cohort high school group earned a diploma and only 71.2% of the low income student cohort earned a high school diploma. Of the more than 1500 graduates in the district, only 282 complete a CTE course of study. This exemplifies the need for courses, programs and student support systems that will assist students in continuing their education after high school in order to prepare for community college training and degree programs. It is essential in today's job market that applicants have a minimum education level verified by a high school diploma, but most jobs require further education and/or training to qualify for entry level positions.

Similar statistics highlighting the achievement gap between White/Asian students and other minority subgroups were reported by the remaining high school districts throughout the county. Working with the LEA's on transition courses that will keep recent grads and non-grads in the education system is paramount to the vitality of the workforce in years to come.

Adult Education Service Needs and Opportunities

Adult Basic and Secondary Education Skills

Sonoma County boasts one of the highest rates for adults over the age of 25 with Bachelor's Degrees or higher, but there is still a sizeable portion of the population that does not have a high school diploma or equivalent. While 84% of residents have at least a high school diploma and/or some college after high school, 16% of adults still need to complete the requirements of a high school diploma or take an equivalency test.

The region will need to be able to serve a wide range of scenarios in this category, from recent high school attendees who need fewer than 30 credits for a diploma to students who only need to study for and pass the high school exit exam, but have completed the requisite number of credits for a diploma, to older adults reentering the workforce or changing jobs who have not been in an academic setting for a number of years.

The new Regional Adult Education System must be flexible enough to have a variety of programs that will serve the needs of a divergent group of learners. This may come in the form of expansion of secondary coursework classes during the regular school day (8:00am to 3:00pm), multiple locations set up in smaller regional satellite sites in each of the geographically identified areas of the county (north, west and east counties that do not have education centers) that are not currently served with adult education centers.

The use of online classes may help alleviate the need for education centers; however, adults without high school diplomas are among the lower socio-economic population and may not have access to a computer or the internet to participate in this manner.

Since realignment of drug and immigration laws happened in 2011, the average stay of an incarcerated adult increased from 22 days to 60 days. This has prompted the Sonoma County Sheriff's Office to request expanded services for incarcerated adults who wish to pursue a high school diploma, prepare for high school diploma equivalency tests, and obtain specific industry skill training. Their goal is to have comprehensive rehabilitative and educational programs that positively impact the successful reentry of inmates into Sonoma County communities and reduces recidivism for the participants. They would like to have courses or seminars that cover basic English and math, drug/alcohol education, life skills, positive behavior training, preparing to reenter the workforce, survey courses on industry sectors that are more accepting of the formerly incarcerated, and testing services for high school diploma equivalency.

Adults with Disabilities

With Special Education enrollment in the K-12 system at just over 9,500 students, 2,500 of them are in grades 9-12 and another 250 participate in transition programs for young adults age 18-22. These students may request and/or require services after high school in order to successfully access higher education and training for gainful employment.

While the Sonoma County Office of Education provides the transitional services for the 18-22 year olds, only non-profit community organizations or County of Sonoma Department of Human Services provide the majority of programs for residents over 25 seeking education and training for persons with disabilities. With over 1,000 adults with disabilities participating in programs through the Redwood Empire Industries and Becoming Independent, it is apparent that there is a need in the county for these services.

A great deal of discussion with both high school districts and post-secondary providers will be needed to assess what programs are missing and what can reasonably be provided under the adult education umbrella. Data is not available through the CDE's DataQuest portal on the number of Special Education students who do not receive a high school diploma and may need additional support in ABE or ASE programs in order to earn the diploma or take an equivalency examination.

English Learners and Citizenship

According to the 2008-2012 American Community Survey Social Factor "Language Spoken at Home by Ability to Speak English for the population 5 years and over", there are over 40,000 residents in Sonoma County whose primary language is Spanish and have self-identified as speaking English not very well. There are a few additional primary home-languages of Chinese (Mandarin), Tagalog, Urdu and Vietnamese that represent thousands of residents who may need to access adult education programs to gain English skills for community, citizenship and employment purposes.

English Learners comprised 21.9% of the K-12 population in school districts throughout Sonoma County. This is on par with the State's percentage of English Learners in public education at 21.6%. As reported by the California Department of Education in 2012-13 through the CalPADS system.

While it is indicated by the 2014 EIR that the Hispanic population will be increasing by close to ten percent by 2060, K-12 EL statistics do not predict an equal increase in the number of students who will need English Language Development services. However, while the under 18 population may have more proficient English skills, the population of adults over 25 (parents and other family members) who may need to access these services to support their children's education or to be more connected with the community could be higher than the 21.9% measure in the school systems.

In order to reach English Learners, it will be imperative to provide information and services in the smaller non-English language communities through a variety of modes. Service hubs that are located in population centers and meet several family needs such as health care and social services can provide information and EL courses to constituents if space if available. Underutilized classroom space in neighborhood elementary schools where parents and family members can avail themselves of ELC instruction while their young children are attending

school are also attractive options. In this case, daycare may need to be supplied to ensure adequate access and participation.

Career and Technical Education – short term certification programs and Apprenticeships

In the report entitled Strategic Workforce Development Plan for Sonoma County 2013-17 developed and prepared by the Workforce Investment Board, businesses in the priority clusters for Sonoma County were identified as being responsible for products and services that create significant social and environmental benefits. In addition the occupational clusters were in high growth, high demand areas and were either vital to the regional economy challenged by skilled labor shortages. The areas identified were Sonoma County Specialty Goods (agriculture, food, wine, tourism and related businesses), Sustainability Services, Advanced Manufacturing, Health and Wellness (hospitals, clinics, health practitioners, spas, etc.), and Professional and Innovation Services (financial, legal and technical support to help companies succeed).

The two areas with the largest number of employees at or nearing retirement age are education and real estate, with health care and social assistance a close third. The Health Care Industry alone will need over 6,000 employees due to retirements by the end of the decade.

On page 13 of the report, a regional labor market overview is provided. The following is a quote and table from the report.

> "A February 2013 report prepared by Centers of Excellence for the Santa Rosa Junior College provides labor market information that continues to support the priority industries classified by the Innovation Council. This report contains industry and occupational employment estimates calculated using Economic Modeling Specialists Inc.'s (EMSI) Analyst software.
>
> The report found that Sonoma County is expected to add 22,440 jobs over the next five years (2012-2017). The three fastest growing sectors identified in the EMSI report, account for 17, 182 of the jobs, or 76%, and are analogous to three of the Innovation Council's priority sectors."

EMSI Clusters	Innovation Council Priority Clusters	Number of Jobs Projected (2012-2017)
Professional, Scientific and Technical Services	Professional and Innovation Services	+ 6,676 jobs 26% growth
Accommodation and Food Services	Sonoma County Specialty Goods	+5,735 jobs 28% growth
Health and Social Assistance	Health and Wellness Industry	+4,771 jobs 17% growth

Employers responding to an Employee Education and Skills Gap survey related the following information:

- 60% of respondents from professional services reported some or much difficulty in finding an employee with a bachelor's degree
- 75% of respondents from the technology sector reported some or much difficulty in finding an employee with a bachelor's degree
- 45% of manufacturing respondents reported some or much difficulty in finding an employee with a bachelor's degree
- 46% of manufacturing respondents reported some or much difficulty in finding an employee with a Career/Technical Diploma or Certification
- 56% of hospitality/tourism respondents reported some or much difficulty in finding an employee with a Career/Technical Diploma or Certification

The greatest areas of skill deficiency identified were:

- Communication
- Reading/Writing
- Critical Thinking
- Conflict Resolution/Negotiation
- Math
- Problem Solving/Decision Making
- Proper use of Information and Communications Technology
- Team Work
- English Fluency
- Bilingual/Biliterate Fluency

It is imperative to determine the populations that will be served by Adult Education in regards to CTE training. In anecdotal information provided to Executive Committee members by service providers and instructors, adults served in the CTE and Apprenticeship programs may also fall under one or more of the other categories identified for study under the AB86 grant. This includes English Learners who need specific job skills or certifications in order to get or retain employment, reentry adults who need instruction in basic math and English to pass qualification exams for employment or apprenticeships, and adults with disabilities who may need accommodations in order to participate in CTE training or complete industry certification programs.

Staff at Sonoma County Job Link also identified some barriers to adult access to training programs for employment purposes:

- Short-term survival needs prevented some clients from leaving minimum wage jobs to train for better paying positions.
- Limited English skills and lack of understanding about American customs (cultural awareness) prevented access to education and training that could lead to a better paying job.

- Lack of adequate public transportation options from rural locations to employment and training hubs.
- Lack of eligibility for WIA services that would provide education and training for better paying positions
- Lack of training providers who are on the Eligible Training Provider List and the number of previous training providers who lost state or federal funding to provide Career and Technical training programs.

The last list provided by Sonoma County Job Link is the strongest indicator of issues that prevent adults who need education and training services from accessing the Adult Education system and ultimately high skill- high wage jobs. We will need to address time constraints/scheduling, English and Communication skills, transportation, funding and the dispersal of training programs throughout the county.

Table 2: Evaluation of Existing Adult Education Enrollment

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Total for Members and Partners:	2641	1841	1372	1655

Consortium Member or Partner Name	Region	Program Area	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Petaluma Adult School	Sonoma County	ABE	91	82	64	75
Petaluma Adult School	Sonoma County	ASE	244	348	163	200
Petaluma Adult School	Sonoma County	ESL	954	566	513	550
Petaluma Adult School	Sonoma County	CTE	557	310	223	350
Petaluma Adult School	Sonoma County	AWD	55	0	0	0
Petaluma Adult School	Sonoma County	Apprenticeship	740	535	409	480

March 1, 2015

Regional Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Align and connect existing programs with proposed/future adult education programs

A county-wide meeting of interested stakeholders for the regional adult education system was held in September to assess current systems, gaps in service, duplication of efforts and expectations for the AE system. Much thought was given to how we will incorporate what is currently working, retool or eliminate what is not working, and introduce new services and programs that will serve our students and community.

Below we address some of the main features of the Adult Education system in a starting dialog about how to achieve a collaborative, coordinated and functional program.

Placement tools:

Students in the ABE/ASE and ESL programs currently participate in CASAS intake baseline testing. This is a common platform for both the secondary Adult Education School and SRJC. There was much discussion at the Stakeholder's Meeting regarding common intake or placement tests as a starting point to align curriculum. This will also begin the transformation of the credit and non-credit ESL and Basic Skills programs to eliminate duplication between the two and to better define a pathway for students to start and complete academic progression into college level courses.

In addition, while there are placement tests for baseline knowledge of workplace skills, there is not a common placement test for CTE programs throughout the county. Career Centers at SRJC campuses in Santa Rosa and Petaluma, as well as JobLink in southwest Santa Rosa provide career interest and aptitude testing. CASAS, which is used to determine baseline knowledge in other areas of AE in Sonoma County, has tools that can be used to determine both placement in soft skills work readiness courses, as well as ABE/ASE basic level core classes in math and English. Use of CASAS as a placement tool for CTE will be discussed in greater detail during future computer conferences and Stakeholder Meetings before the final plan is developed.

Another area of interest across all subgroups is for students to take an entry/reentry course, similar to the Get Focused-Stay Focused program offered through Santa Barbara Community College. This college level course provides a foundation for students embarking on their secondary and post-secondary studies by teaching students why goal setting is important, providing self-awareness and interest exercises, having students develop personal and academic goals, then devising a plan that includes the high school and college

coursework needed to meet educational and employment goals. Intake testing for course level placement can be embedded in the math and English activities that are part of the Get Focused curriculum. Students have the opportunity to revisit their plans and Stay Focused through series of three one unit courses that further students' understanding of the higher education process, financial aid or funding a college education and job seeking/retention skills. These courses are easily adapted to all academic skill levels.

Curriculum:

This is an area that needs a substantial amount of work going forward, and will be the topic for at least two of the planned professional development days during the spring 2015 semester.

As a starting point, the Adult School curriculum needs to align with Common Core State Standards (CCSS) that are the basis of the new high school equivalency exams and will bring the AE curriculum in line with what is now being taught in the elementary (basic skills) and high school (secondary) programs. This will be a straight-forward process because the high school Common Core curriculum already exists and can be adapted for use in the adult school program without having to start from scratch. Additionally, there are many resources for professional development for instructors that will provide training for designing curriculum units that incorporate the CCSS.

The next step is to align the courses being developed for use in the secondary AE schools with the basic skills non-credit courses offered through the community college. Instructors will need to spend PD work days in content area groups to go through major concepts, standards and expected student learning outcomes for the common curriculum. While this will take time, it is reasonable to expect that introductory courses could be aligned and in place by fall 2015 for the secondary programs and by spring 2016 for the community colleges using the Curriculum Committee and Chancellor's Office approval processes.

English as a Second Language (ESL) programs will require the same careful scrutiny to engage and retain English learners through to fluency. The programs offered through Petaluma Adult School are robust. The courses should align with the same descriptors and levels as the beginning and low intermediate courses offered through SRJC. This can be started at the Professional Development day for curriculum alignment and continued until the units in each course are aligned across the two programs. In addition, SRJC will need to work with credit and non-credit ESL instructors to create a more aligned system internally that will support students in completing the programs.

At a recent SRJC Board of Trustees meeting in October 2014, the Director of Institutional Research gave a presentation that indicated ESL credit had lower completion rates for participants than state averages. Better intake assessments along with a more defined pathway progression through the program could change this statistic for the college.

For Adults with Disabilities Life Skills and 21st Century Skills classes were among the most requested. Some of this training occurs in Workability programs and through contracted Work Experience course mentors at SRJC, but it was indicated that more opportunities for contextualized learning of math and communication skills for the workplace need to be available for AWD clientele.

In Career and Technical Education, credit programs will be analyzed to determine where there are gaps or opportunities to offer certification preparation courses or short term training for specific skills that are not part of existing certificate or degree programs. New AE CTE training can encompass single day training, online tutorials, certification preparation, and on-site equipment or software training for employers.

Sonoma County is fortunate to have robust apprenticeship programs at Petaluma Adult School and SRJC. However, stakeholders identified the need for curriculum that enhances participants' ability to successfully complete work-based math exams that are a prerequisite for entrance into many apprenticeship programs. These will be developed, along with workplace English and communication skills. In addition, there is a need for courses that introduce Adult Education students to the wide variety of opportunities in the trades. The courses would include job site visits and/or video job shadows so participants can gauge whether a career in that industry sector is a good fit for them.

Assessment Tools and Rubrics:
"The reasons most adults enter any learning experience is to create change. This could encompass a change in (a) their skills, (b) behavior, (c) knowledge level, or (d) even their attitudes about things (Adult Education Centre, 2005). Compared to school-age children, the major differences in adult learners are in the degree of motivation, the amount of previous experience, the level of engagement in the learning process, and how the learning is applied. Each adult brings to the learning experience preconceived thoughts and feelings that will be influenced by each of these factors. Assessing the level of these traits and the readiness to learn should be included each time a teaching experience is being planned."

While overhauling and aligning courses, instructors will also update and align formative and summative assessments for the Adult Education classes.

This has been done extensively in the Career Pathway programs throughout Sonoma County that align industry sector training programs from middle school through community college. Common lessons, instructional materials, and assessments were developed for the purpose of offering articulation and credit by exam to high school students that were going to continue at the community college. A similar system can be developed between Adult Education and credit programs at SRJC.

Common assessments and rubrics to determine mastery of skills and standards are very important for ABE/ASE and ESL as they move to a platform of synthesized coursework across the AE regional system. ABE and ASE curriculum will be updated to reflect the

common core, so the assessments should reflect mastery of common core objectives as well. Having common curriculum and assessment will better allow for English learners to transition from Adult Education to Community College credit program when the path to completion is clearly delineated.

Progress Indicators:

As the pathways to program completion in adult education become better defined, stakeholders will work to qualify and quantify key milestones in each pathway that indicate students are on track to finish their identified program. Using five year data sets, staff will determine baseline information on existing programs and apply a reasonable formula to set targets for completers in new programs. Student exit interviews and outcome surveys will be conducted to ensure that the courses and programs are reaching the intended audience and are positively impacting student persistence in higher education and job placements,

Expected Student Outcomes:

Adult Basic and Secondary Education –

- Completion of a High School Diploma including passage of the California High School Exit Exam English and Math assessments
- Students participating in exam preparation programs for alternative or equivalent high school diploma examinations will get a passing score
- Establishment of personal and academic plans that include short and long-term goals
- Completion of coursework that will indicate readiness for college level credit bearing courses
- Entrance into a program of study at the community college that leads to career certification, an associate's degree or transfer to a university for a bachelor's degree
- Ability to complete employment search and application documents
- Employment or promotion

English Second Language and Citizenship

- Fluency reading, writing, and speaking English
- Ability to communicate in English in the community, in an education environment and in the workplace
- Establishment of personal and academic plans that include short and long-term goals
- Entrance into AE secondary program to gain high school diploma or equivalent

- Completion of coursework that indicates readiness for college level credit bearing courses
- Entrance into a program of study at the community college that leads to career certification, an associate's degree or transfer to a university for a bachelor's degree
- Ability to complete employment search and application documents in English
- Ability to pass government or private tests that provide pay differential for bilingual skills
- Employment or promotion

Adults with Disabilities

- Ability to communicate in the community, in an education environment and in the workplace
- Ability to function independently in common tasks such as grocery shopping on a budget, bill paying, renting an apartment and applying for a job.
- Establishment of personal and academic plans that include short and long-term goals
- Completion of coursework that will indicate readiness for college level credit bearing courses
- Entrance into a program of study at the community college that leads to career certification, an associate's degree or transfer to a university for a bachelor's degree
- Completion of industry skill training program that leads to industry certification and/or entry level employment

Career and Technical Education

- Establish personal and academic plans that include short and long-term goals
- Complete coursework that indicates readiness for college level credit-bearing courses
- Entrance into a program of study at the community college that leads to career certification, an associate's degree, or transfer to a university for a bachelor's degree
- Ability to complete employment search and application documents
- Successful completion of a work-based learning experience
- Employment or promotion

Apprenticeship

- Completion of beginning level course that introduces students to the variety of local opportunities in union and non-union apprenticeship programs, including the ability of completers to describe the differences in the programs and explain the benefits of participating in an apprenticeship program
- Completion of preparation courses that will allow participants to pass basic skills entrance exams (math/English) to enter an apprenticeship program

Connect current/future AE programs to post-secondary education and employment opportunities

Thus far the stakeholder groups and administrators have not begun to map out the continuum of curriculum or pathways needed for post- adult education success, but that work will start in summer 2015. Several of the administrators have experience aligning and articulating high school to community college courses and programs that lead to post-secondary degrees, certificates and employment. The SCAEC will rely on these leaders to bring focus area subcommittee participants together to create clear paths for each potential student outcome.

The group identified the need for AE system navigators (also called cultural liaisons in the ESL programs) that would serve students across both secondary and community college systems and would connect students with community based organizations and support providers throughout the county. Because coming to the main SRJC campus in Santa Rosa is a barrier to students accessing the AE or non-credit system, the navigators should function within the smaller, more defined communities that will be served under the new AE Regional Plan, instead of being housed only on the main community college campuses. The navigators will also serve as ambassadors for the five AE focus areas, so a fair amount of training regarding each AE program and progressions will be needed for the navigator to best serve this highly at-risk population. The navigators will not replace the need for counselors which serve the credit programs at the high schools and community colleges, but will provide informational assistance with course offerings and placement between the two systems.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Across all Focus Areas						
Adult Education Students Goal Setting and Educational Acclimation Course	Students enrolling in Adult Education programs will be encouraged to take a course that provides a goal setting foundation for their desired program and academic success strategies	Texts and online log-in codes for College-Career Success Strategies Course such as *Get Focused-Stay Focused* developed and offered by SBCC in conjunction with Academic Innovations	Start-up costs for the course are apprx. $65 per student. (500 students x $65 = $32,500)	Exec Committee, PAS, SRJC	Course outline developed and approved through all parties Boards and curriculum committees	Spring 2016
		Consultant and/or participation at training conference for administrators and instructors	Training for instructors and administrators runs apprx. $1000 to $1500 per person depending on length of training. (8 x $1500=$12,000)		All Course instructors receive training and an administrative plan to offer the course is in place	Summer-Fall 2015
		Consultant and paid time for instructors to attend an introduction to the GFSF curriculum	One-day seminar to introduce curriculum to determine whether it is right for the regional AE program $10,000		Stakeholders and instructors attend one day seminar and a decision is made on whether to use the GFSF curriculum	Winter 2015
Regional AE Program Oversight and Management	Centralized Management of Regional AE Program will provide leadership and continuity for implementation of new initiatives and revision of current programs	Salary expense for full time management position	Full Time Director $87,000 - $106,000 Annually, plus benefits (~$20,000/yr)	Exec Committee SRJC management	Qualified candidate is hired	Fall 2015

March 1, 2015

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Community Outreach and Student Support	Develop and implement website clearinghouse with asset map of all ABE/ASE programs and contact information for key department resources	Consultant to develop website Paid time for hourly instructors to provide input on website content and review website before going live	Consultant time = $10,000 Staff time at hourly rate: $40 including benefits x 3 hours x 6 instructors = $720 for meeting to review and discuss website content	Exec Committee, PAS, SRJC	Establishment of website and schedule for updating content Inclusion of instructors recommendations in website content	Spring/Summer 2015
	Administrative Assistant to distribute information and communication to AE participants, update and maintain web content, provide support to AE staff	Salary Expense for Full Time Administrative Assistant 2 position	$40,000 - $60,000 Annually plus benefits (~$10,000/yr)	Exec Committee SRJC management	Qualified Candidate hired for position	Fall 2015
	Annual Professional Development and Collaboration Calendar of meetings/events	Time for Program Director and Administrative Assistant to create calendar of professional development and meeting activities based on instructor input and program development needs	Included in AB86 Program Director Salary	Exec Committee, PAS, SRJC	Calendar of Events approved by Exec Committee	Winter 2014 Updated quarterly

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Community Outreach and Student Support Continued	Development of system navigator position description (including bilingual services) to assist AE students with transition to college and career	Paid time for hourly AE and CC instructors to meet with AB86 planning group	Staff time at hourly rate: $40 including benefits x 3 hours x 6 instructors = $720 for meeting to review and discuss position description	Exec Committee, PAS, SRJC	Completion of job description for system navigator and bilingual system navigator	Fall 2015
Total Development Costs		Paid meeting time Prof. Development Consultants Instructional Materials	$ 1,480 $12,000 $12,500 $32,500			
Ongoing Annual Costs		Salary Expense	$157,000 - $196,000			
Total Costs Across all focus group areas			$215,480 - $254,480			

Adult Basic and Secondary Education						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Adult Education students into Community College	Develop common intake/baseline assessments to appropriately place and transition students between AE programs Annual meeting to review and discuss intake assessment for ABE/ASE students	Paid time for hourly staff members to meet with AB86 development team Paid time to finish developing intake assessment Paid staff time for annual meeting	Staff time at hourly rate: $50 including benefits x 8 hours x 5 instructors = $2000 for initial meeting Hourly Rate at 12 hours x $50/hr x 5 staff = $3000 Hourly rate @ $50 x 2 hours x 5 instructors = $400	Exec Committee, PAS, SRJC	Presentation of single coordinated intake assessment and procedures for sharing information Intake assessments are reviewed annually and updated if needed	Spring – Fall 2015 Annual Review ongoing
	Align AE Curriculum across platforms and to CCSS Elimination of duplication where appropriate	Paid time for hourly staff members to meet with AB86 development team	Staff time at hourly rate: $40 including benefits x 8 hours (2 meeting days) x 5 instructors = $1600 for initial meetings Follow up time: 20 x $40 x 5 = $4000	Exec Committee, PAS, SRJC	Presentation of curriculum outlines for AE and CC college courses including schedule for approval in each system	Spring/Summer 2015 Bi-annual review ongoing
	Clearly defined pathways from AE into CC including minimum program prerequisites for CC Annual meeting to review and discuss educational pathways for ABE/ASE students	Paid time for hourly staff members to meet with FT staff and administrators to develop educational pathway plans Paid staff time for annual meeting	Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for development meetings Hourly rate @ $40 x 2 hours x 5 instructors = $400	Exec Committee, PAS, SRJC	Single page sheet that can be used as handout and posted on website that defines process, procedures and courses needed in both systems Educational Pathways are reviewed and updated annually	Spring 2015 Annual Review ongoing

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Community Outreach, Staff and Student Support	Meeting with Counselors, Admin, Instructors to discuss student needs and present matriculation materials	Paid time for hourly staff to meet with FT instructors, CC counselors and Administrators regarding matriculation patterns for AE students	Staff time at hourly rate: $40 including benefits x 3 hours x 5 instructors = $600	Exec Committee, PAS, SRJC	Counseling plan for incoming adult education students	Spring/Summer 2015
	Annual meeting to discuss educational pathways for ABE/ASE students with counselors	Paid staff time for annual meeting	Hourly rate @ $40 x 2 hours x 5 instructors = $400		Educational Pathways are reviewed and communicated annually	Annual Meeting Ongoing
	Marketing and informational materials describing AE programs, courses and pathways	Funding to retain marketing consultant to develop materials for county-wide distribution Printing costs for materials 2x/year	Marketing Consultant $1,500 Printing costs = $5,000	Exec Committee, PAS, SRJC	Completion of printed materials for distribution to public through LEA's, CC and county-wide partners	Fall 2015
Total Development Costs		Staff time Consultants Printing Costs	$6,200 $1,500 $5,000			
Total Ongoing Costs		Staff time Printing Costs	$ 800 $5,000			
Total Costs ABE/ASE			$18,500			

English Second Language and Citizenship						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Transition from AE and non-credit to Community College Credit Classes	Develop common intake/baseline assessments to appropriately place and transition students to specified educational outcomes	Paid time for hourly staff members to meet with AB86 development team Paid time to finish developing intake assessment	Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for initial meeting Follow up time: 12 x $40 x 5 = $2400	Exec Committee, PAS, SRJC	Presentation of single coordinated intake assessment and procedures for sharing information	Spring – Fall 2015
	Annual meeting to review and discuss intake assessment for ESL/citizenship students	Paid staff time for annual meeting	Hourly rate @ $40 x 2 hours x 5 instructors = $400		Intake assessments are reviewed annually and updated if needed	Annual Review ongoing
	Clearly defined pathways from AE and non-credit to post-secondary pursuits including involvement in children's education system, community involvement, work, promotional opportunities and community college credit bearing courses	Paid time for hourly staff members to meet with AB86 development team	Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for development meetings	Exec Committee, PAS, SRJC	Single page sheets that can be used as classroom and recruitment handouts as well as posted on AE website defining the process, procedures and courses needed to be successful in each defined student outcome area	Spring 2015
	Annual meeting to review and discuss educational pathways for ESL/citizenship students	Paid staff time for annual meeting	Hourly rate @ $40 x 2 hours x 5 instructors = $400		Educational Pathways are reviewed annually and updated if needed	Annual Review ongoing

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Transition from AE and non-credit to Community College Credit Classes	Alignment of Curriculum between AE and non-credit programs, as well as non-credit and credit ESL programs	Paid time for hourly staff to meet with AB86 development team Paid time to finish developing curriculum Paid staff time for annual meeting	Staff time: $40/hr including benefits x 8 hours x 5 instructors = $1600 for initial meeting Follow up time: 20 x $40 x 5 = $4000 Staff time: $40/hr x 2 hours x 5 instructors = $400	Exec Committee, PAS, SRJC	Presentation of curriculum outlines for AE and CC college courses including schedule for approval in each system Educational Pathways are reviewed annually and updated if needed	Summer 2015 Annual review ongoing
Community Outreach, Staff and Student Support	Provide free child care services for ESL and Citizenship participants during spring, summer and fall programs	Funding to pay qualified child care services during instructional hours	20 hours per week x 10 locations x $15 per hour x 45 weeks of instruction = $135,000	PAS, SRJC	Student participation in ESL programs increases	Fall 2015 Annual review of services provided
	Meeting with Counselors, Admin, Instructors to discuss ESL student needs and matriculation materials Annual meeting on ESL educational pathways with counselors	Paid time for hourly staff to meet with FT instructors, CC counselors and Administrators Paid staff time for annual meeting	Staff time at hourly rate: $40 including benefits x 3 hours x 5 instructors = $600 Hourly rate @ $40 x 2 hours x 5 instructors = $400	Exec Committee, PAS, SRJC	Counseling plan for incoming adult education students Educational Pathways are reviewed and communicated annually	Spring/Summer 2015 Annual Meeting Ongoing
	Marketing and informational materials describing ESL programs, courses and pathways	Funding for consultant to develop marketing materials	Marketing Consultant $1,500 Printing costs = $5,000	Exec Committee, PAS, SRJC	Completion of printed materials for distribution to public through LEA's, CC and county-wide partners	Fall 2015
Total Development Costs		Staff time Consultants Printing Costs	$11,800 $ 1,500 $ 5,000			
Total Ongoing Costs		Staff time Printing Costs	$ 1,600 $ 5,000			
Total Costs ESL			$24,900			

Adults with Disabilities						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Transition from High School programs into Adult Education courses	Establish courses in a progressive sequence that will allow AWD students to practice and master basic skills that lead to employment and job retention skills	Paid time for hourly staff to meet with AB86 development team and regional service providers	Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for initial meeting

Follow up time: 12 x $40 x 5 = $2400 | Exec Committee, PAS, SRJC, CBO's | Single page informational sheets for classroom and recruitment handouts stating procedures and courses needed to be successful in each defined student outcome area | Spring/Summer 2015 |
| **Transition from High School or AE program to Community College Coursework** | Establish courses in a progressive sequence that will allow AWD students to practice and master basic skills that lead to successful completion of college level coursework | Paid time for hourly staff to meet with AB86 development team and regional service providers | Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for initial meeting

Follow up time: 12 x $40 x 5 = $2400 | Exec Committee, PAS, SRJC, CBO's | Single page informational sheets for classroom and recruitment handouts stating procedures and courses needed to be successful in each defined student outcome area | Spring/Summer 2015 |
| **Develop basic skills to provide a foundation for further education and employment** | Develop contextualized courses in math and English to provide broader access for AWD learners | Paid time for hourly staff to meet with AB86 development team, local business representatives and regional service providers | Staff time at hourly rate: $40 including benefits x 8 hours x 5 instructors = $1600 for initial meeting

Follow up time: 12 x $40 x 5 = $2400 | Exec Committee, PAS, SRJC, CBO's | Presentation of curriculum outlines for AE and CC college courses including schedule for approval in each system | Spring/Summer 2015 |

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Community Outreach, Staff and Student Support	Meeting with Counselors, Admin, Instructors to discuss ESL student needs and matriculation materials	Paid time for hourly staff to meet with FT instructors, CC counselors and Administrators	Staff time at hourly rate: $40 including benefits x 3 hours x 5 instructors = $600	Exec Committee, PAS, SRJC	Counseling plan for incoming adult education students	Spring/Summer 2015
	Annual meeting to discuss educational pathways for AWD students with counselors	Paid staff time for annual meeting	Hourly rate @ $40 x 2 hours x 5 instructors = $400		Educational Pathways are reviewed and communicated annually	Annual Meeting Ongoing
	Marketing and informational materials describing AWD programs, courses and pathways	Funding for marketing consultant to develop informational and outreach materials	Marketing Consultant $1,500 Printing costs = $5,000	Exec Committee, PAS, SRJC	Completion of printed materials for distribution to public through LEA's, CC and county-wide partners	Fall 2015
Total Development Costs		Staff time Consultants Printing Costs	$12,600 $ 1,500 $ 5,000			
Total Ongoing Costs		Staff time Printing Costs	$ 400 $ 5,000			
Total Costs AWD			$24,500			

Career and Technical Education						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Transition into local skilled employment	Determine local labor needs for non-credit short term training programs	Paid time for CTE staff to meet with AB86 development team, JobLink, EDB and local Chamber staff	Staff time at hourly rate: $60 including benefits x 4 hours x 5 instructors = $1200	Exec Committee, PAS, SRJC	List of training needs by industry sector and link to local employment	Summer 2015
	Develop short-term training courses and programs identified in local needs meeting including relevant training materials and instructional plans	Curriculum Specialist to assist discipline faculty in developing new course materials from inception through approval

Paid time for hourly CTE staff to meet with AB86 development team, JobLink, EDB and local Chamber staff | Annual faculty salary plus benefits = $100,000

Staff time at hourly rate: $60 including benefits x 8 hours x 5 instructors = $2400 for initial meeting Follow up time: 12 x $60 x 5 = $3600 | Exec Committee, PAS, SRJC | Presentation of curriculum outlines for AE and CC college courses including schedule for approval in each system | Fall 2015 - Summer 2016 |
| | Discuss potential for restructuring credit vs. non-credit CTE courses and eliminate duplication where appropriate | Paid time for hourly staff to meet with CTE management team and AB86 development team | Staff time at hourly rate: $60 including benefits x 4 hours x 10 instructors = $2400 | Exec Committee, PAS, SRJC | List of courses and/or programs currently offered in credit or certificates that would function better in an AE setting | Fall 2015 |
| Instructor Training | Instructor training on industry certification curriculum and testing services for short-term CTE programs | Funding for instructor training/certification, and testing center certification | $5,000 per industry program x 10 CTE areas = $50,000 | Exec Committee, PAS, SRJC, LEA's | At least 2 instructors per year receive training and industry recognized certification to become trainers and testing centers | Fall 2015 – Fall 2018 |

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
Facilities & Equipment	Industry Specific Classrooms at SRJC and other partner LEA's will be utilized during off-hours to provide short-term industry specific training programs	Funding to pay for facility rental at non-SRJC locations Funding to purchase equipment and tools for programs that require industry specific or specialized apparatus* *Funding requests for this line item may increase as actual costs to implement the short term CTE programs specific to manufacturing and health care	$100 per hour including custodial services x 200 hours of instructional time per semester = $40,000 annually Equipment, tools and technology for industry specific training = $25,000 per program x 10 programs = $250,000	Exec Committee, PAS, SRJC, LEA's	Instructional Service Agreements are in place that specify facility use and equipment needs for each short term CTE training and certification program	Summer 2016 – Summer 2019
Community Outreach and Student Support	Meeting with Counselors, Admin, Instructors to discuss CTE student needs and matriculation materials Annual meeting to discuss educational pathways for CTE students with counselors	Paid time for hourly staff to meet with FT instructors, CC counselors and Administrators Paid staff time for annual meeting	Staff time at hourly rate: $60 including benefits x 3 hours x 10 teachers = $1800 Hourly rate @ $60 x 2 hours x 10 instructors = $400	Exec Committee, PAS, SRJC	Counseling plan for incoming adult education students Educational Pathways are reviewed and communicated annually	Spring/Summer 2016 Annual Meeting Ongoing

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific LEA and/or community college)	Methods of Assessment	Timeline
	Marketing and informational materials describing AE programs, courses and pathways	Funding to retain marketing consultant to develop materials for county-wide distribution	Marketing Consultant $1,500	Exec Committee, PAS, SRJC	Completion of printed materials for distribution to public through LEA's, CC and county-wide partners	Spring-Summer 2016
		Printing costs for materials 2x/year	Printing costs = $5,000			
	Outreach to local employers and county employment department staff on ST CTE training opportunities offered through AE	System navigators or other AE staff members speak with local employers about ST training programs offered through AE and CC	Outreach time will be part of system navigator or AE director salary and will not require additional funding	Exec Committee, AE director, staff	Provide information on training programs to key employers during month long informational campaign for local businesses	Summer 2016
Total Development Costs		Staff time Consultants Printing Costs Training & Cert Equipment	$ 7,000 $ 1,500 $ 5,000 $ 50,000 $250,000			
Total Ongoing Costs		Staff time Printing Costs Facility Rental	$ 400 $ 5,000 $ 40,000			
Total Costs CTE -App			$458,900			

Total Table 3.1 Costs	1000	2000	3000	4000	5000	6000
$839,760	$122,280	$224,480	$50,000	$32,500	$160,500	$250,000

Regional Comprehensive Plan Objective #4: Plans to address gaps in service provision for Adult Education in Sonoma County

Adult Basic and Secondary Education:

There is only one school district in the county that provides adult basic and secondary education and provides for students to earn credit towards a high school diploma. Petaluma High School District in the southern-most region of the county has evening classes, online classes and independent study programs for ABE and ASE.

Santa Rosa Junior College provides courses in Adult Basic and Secondary education subjects, but cannot issue high school diplomas. Students taking courses from SRJC are working towards passing the GED or equivalent high school diploma exam, or are brushing up on skills to be successful in college level coursework.

In addition, SRJC offers the HEP (High School Equivalency Program) as one of fifty providers nationwide that focuses on helping migrant farm workers earn the equivalent of a high school diploma through the GED test. This program assists students in preparing to successfully complete the GED testing process.

The SRJC just completed the first year of the Gateway to College (GtC) program, which is a national program sponsored by the Gateway to College National Network for students aged 16-20 who are at risk of not completing high school. These students are either behind in credits or have dropped out of school, but can enter the GtC at the Petaluma campus to earn credits toward their high school diploma and a college degree or certificate. SRJC is one of only three colleges in the state who started the program in the 2013-14 academic year. Gateway to College uses a modified middle college structure to provide services for at-risk students. SRJC partnered with the Petaluma High School District, Cotati-Rohnert Park Unified School District, and the Sonoma County Office of Education to offer students this academic recovery program, in which students do not pay the normal college tuition while they are working towards their high school diplomas. While this is not specifically an adult education program, it does provide an alternative education path for students older than 18 to earn a high school diploma.

Service gaps in the ABE and ASE areas are geographic in nature, with the majority of the adult education occurring in the southern-most area of the county. Service hubs or satellite programs can be provided in conjunction with the Sonoma County library branches and/or high school districts throughout the county. Service Hubs are larger, dedicated facilities that provide a variety of educational and social services for participants. The satellite programs can be a classroom in each of the school districts used during the school day, after hours, or both to provide adult education services to the public.

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Summary of services gaps and recommendations for ABE/ASE:

- Expand ABE/ASE courses and programs in local school districts, county jail systems, library branches and community based organizations (satellites/community learning centers)
- Create or adopt common intake assessment for AE programs
- Offer workshops or a course that provides skill and interest evaluation, goal setting, education and career planning, and financial aid information.
- Hire counselors for K-12 AE programs and assign counselors/education navigators to community college AE programs
- Hire a dedicated IT professionals to maintain AE computer labs
- Conduct professional development for educators to create common curriculum throughout the county and define the pathways to higher education and careers
- Provide training and ongoing professional development for LEA and CC instructors to develop and implement contextualized learning programs/classes (CTE/Core subject integrated curriculum)
- Conduct better/more outreach to inform the public about AE services
- Create a website or other media portal to collect and display information about AE education and training services

English Learners and Citizenship:

Both Santa Rosa Junior College and Petaluma Adult School offer classes in English Language Development (ELD). SRJC holds the courses at campuses in Petaluma and Santa Rosa, as well as satellite locations around the county. Petaluma Adult School holds the courses in the south county. Additionally, many non-academic literacy programs are offered through a variety of means to adults who want to learn and practice speaking English.

While many English Language Development courses are offered, the greatest need in this area is to bring academic services to the non-English speaking population centers that are requesting them. Services could be provided at local elementary or secondary schools, service hubs or satellites, public libraries, places of worship, and businesses that employ a large number of non-native English speakers.

There are some natural service hubs established in Santa Rosa, Petaluma, Healdsburg and Sonoma. Satellite programs need to materialize through the high school districts or public libraries in the northern and western regions of the county to provide a better saturation of English Language Development classes for a wider base of the county's population.

Summary of services gaps and recommendations for ESL/Citizenship:

- Create and implement hybrid and online ESL courses
- Provide year-round programs for ESL education and training
- Provide dedicated counselors for ESL students and train counselors about the transition from LEA to CC programs
- Expand child care/babysitting services for participants
- Expand the number and geographic locations of citizenship classes throughout the county
- Create and implement contextualized ESL/CTE programs that have industry certification options
- Secure classrooms and computer labs that can be used all day.
- Provide funding for support systems for expanded programs such as janitorial and IT services.
- Provide professional development to coordinate programs and meeting times for ESL providers throughout the county to collaborate on the transitions between programs
- Provide bilingual outreach services to better inform public of adult ESL education and training programs in Sonoma County

Adults with Disabilities:

Again, the major need for Adults with Disabilities is to provide services in a broader base of locations, not just in the central or southern part of the county. The majority of services in this area are provided by non-academic community based organizations. More conversation needs to take place to identify what types of educational services are needed for AWD and how those services will be distributed and delivered throughout the county.

Summary of services gaps and recommendations for Adults with Disabilities:

- Lack of programs for AWD who are below the academic levels offered at SRJC (basic skills math and English which is <8th grade standards)
- Need more affordable and accessible computer training to prepare AE AWD students for employment and post-secondary opportunities
- Basic literacy skills training
- Education programs for AWD that do not qualify for Regional Center Services
- AWD need to feel 'safe' in community education
- Provide disability awareness/disclosure/advocacy education throughout Sonoma County

- Provide more academic support services for AWD (tutoring, coaching)
- Consumer and work-place math classes
- Develop common standards for education for AWD throughout Sonoma County
- Better preparation for and provision of courses that address individualized instructional needs of AWD
- Training and support systems for AWD to keep jobs/employment
- Access to education and training programs throughout the county
- Courses for AWD that collaborate with other employment and education opportunities
- Integrated educational opportunities for AWD in other AE areas of ESL, CTE, & GED
- Disability Resources Center to connect AWD and their families with services and educational opportunities
- Education for parents of AWD

Career and Technical Education:

For short term CTE training and certification strategic partners need to understand the cross over between current services offered through SRJC and other education institutions in Sonoma County, identify gaps in services and establish a plan to develop short term programs that can be offered through adult education centers.

These programs need to be structurally different than the degree and certificate programs at SRJC, and provide services that students would not naturally seek through the community college. This could include courses that prepare students for certification such as ServSafe, First Aid/CPR, Day Care licensing, Retail Customer Service, forklift operations, OSHA 10, etc.

Areas of need have been identified in industrial technology (automotive technology services, welding, fabrication, manufacturing and logistics), agriculture technology (aquaculture, hydroponic horticulture, farm mechanics and maintenance, agriculture management using GPS), allied health care (medical assisting, dental assisting, phlebotomy, and home health care aides), culinary arts and hospitality (food safety and handling, food manufacturing technology, lodging and hospitality services) as well as business (bilingual office management, office technology, retail customer service, and retail merchandising).

These programs will require the use of CTE facilities outside of the two main SRJC campuses located at partner LEA high schools. The rental of specialty facilities costs a bit more than the rental of regular classroom space because the equipment may require additional insurance for outside use, as well as specialized custodial practices and disposal of hazardous waste products.

The SCAEC will also need to purchase additional specialized equipment, tools and technology for specialized industry training programs. Equipment costs can potentially be shared with LEA's or CTE credit programs at SRJC. Additionally, the consortium may be able to train students at local businesses if a large number of employees in a highly specialized area need to be trained in a specific skill set or on equipment that is unique to the industry or business. Because many of the programs that are needed are in technology and health care, equipment becomes expensive, as instructors must use state of the art technology to prepare students for current workforce needs. The additional equipment and technology will run between $10,000 and $50,000 per program. For the purposes of this draft plan costs have been estimated at $25,000 per program with ten programs identified for development over the next three years.

In order to offer specialized training the SCAEC will need to hire instructors with experience in the various industry sectors identified for short term training programs, as well as send them to industry level train the trainer or instructor certification programs. Instructor training and certification is often mandatory for nationally recognized industry certification programs and to become local or regional testing centers. An example of the types of programs that we are considering are NCCER (National Center for Construction Education and Research) and MSSC (Manufacturing Skills Standards Council). Both programs offer a variety of national certifications with specific training requirements and skill standards that can be offered in short term CTE training programs. The Regional Adult Education program will pay for the training and certification costs for instructors for these types of programs, as well as any training that is necessary to operate specialized equipment used in the programs.

<u>Apprenticeships:</u>

AB86 Executive Committee is combining the work of CTE and apprenticeships to better utilize the expertise of business and economic development talent in the county to identify and develop programs to prepare adults for apprenticeships and to provide non-union apprentice training in conjunction with local businesses.

Summary of services gaps and recommendations for CTE/Apprenticeships:

- Hire counselors for CTE specific programs (CC and LEA and JobLink)
- Hire outreach person to coordinate marketing efforts for all adult career training and preparation programs
- Design and implement pre-apprenticeship programs for both job exploration and to pass apprenticeship testing requirements
- Expand the number and location of JobLink service centers throughout the county

- Develop and implement "right-sized" career training programs that are employer or skill specific
- Expand the number of testing centers for Work Keys certification
- Develop and implement a Work Keys certification awareness program for local employers
- Locate and secure alternative sites to provide training in high-demand CTE programs
- Develop and implement additional contexualized CTE/Core courses that are stand-alone or part of a HS diploma program
- Hire outreach person to develop business-education partnerships to expand opportunities for AE program/certificate completers
- Provide professional development opportunities for staff members from all agencies to create and implement common curriculum and common assessments

Maintenance of Current Adult Education Programs

Because Petaluma Adult School is the single secondary education provider of adult education services in Sonoma County, it is important to at least maintain the current program levels provided to students throughout the county. While funding under flexibility has been reduced by about fifty percent since 2009, the program still costs about one million dollars per year when considering all fiscal resources to provide. The costs are broken out by program area as follows:

1. Adult Basic and Secondary Education $ 220,143
2. ESL and Citizenship $ 408,628
3. Career and Technical Education $ 83,646
4. <u>Apprenticeships</u>   <u>$ 342,235</u>
   Total annual program costs $1,054,652

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Maintenance of Current AE Program	Secure state funding to maintain current levels of service provision for adult learners	State of California appropriations for secondary service providers	$1,054,652	Petaluma Adult School SCAEC	Current funding levels maintained in approved 2015-16 California State budget	June 2015
Only one high school district provides ASE in the county	Have satellite programs in requesting high school districts throughout the county, staffed at a minimum of 10 hours per week, and up to 20 hours. Each classroom will have a computer lab (mobile or stationary), as well as the appropriate computer software, textbooks and any supplemental materials necessary for students to complete their coursework.	Credentialed Adult Education Instructors Paid staff time for collaboration and curriculum development Classroom space Instructional materials/books Computers/software	Ongoing costs: $1,000/week x 5 instructors x 36 weeks/yr = $180,000 Staff time for meetings and professional development. 15 x $40/hr x 20 = $12,000 Rental costs including custodial services and utilities based on location of services. Public libraries and public schools are the more likely locations. Up to $100,000 New textbooks reflecting CCSS with appropriate reading levels, support software, and supplemental classroom materials estimated start-up costs of $30,000 Per location = $150,000 Start-up costs for a computer lab if one does not exist (apprx. $30,000) Software licensing (such as Odysseyware or similar secondary curriculum) runs $500 to $1,000 per seat annually depending upon the vendor.	Cotati-Rohnert Park Unified School District, Sonoma Valley Unified School District, Santa Rosa City High School District, West Sonoma County High School District, Windsor Unified School District, Healdsburg Unified School District, Cloverdale Unified School District, Geyserville Unified School District and Petaluma Unified School District.	Instructors hired Instructors attend training and collaboration seminars Adult Ed programs open around the county Thirty percent of participants meet goals established during the registration process in year 1, increasing to fifty percent by year five.	Spring 2016 Spring 2016 August 2015 through August 2016 June 2016

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Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Counseling and System Navigation Needed for At-Risk Population	Assign a counselor for Adult Education Programs and Develop a System Navigator Position that serves both AE and the CC programs. Five System Navigator positions will be needed to serve clients in Central, North, South, East and West Sonoma County to address the wide geographic community hubs and transportation to central services, and to navigate students through all services provided to remove barriers to access and completion of programs	Qualified/Credentialed Counselor

5 new student support positions | At least one full time counselor assigned to AE. Costs estimated at $75,000 to $100,000

Costs for new position are estimated at $40,000 to $55,000 per person per year depending upon actual classification of approved position.

5 x $55,000 = $275,000 | Executive Committee, PAS and SRJC | Determination of Agency providing counseling

Assignment of Counselor to the AE and non-credit program

Development of job description for System Navigator

Approval of job description and ability to hire based on appropriation of funding for AE programs | Spring/Summer 2015

Fall 2015

Spring 2015

Winter 2016 |
| **Foundational Course such as Get Focused Stay Focused** | Development of Acclimation Course for AE students that provides guidance on goal setting, academic skill development, introduction to school/college climates and expectations, and basic budgeting skills | Qualified and trained instructors | Full time instructor for Acclimation Course

$50,000 to $75,000 depending on experience and placement on salary schedule | Executive Committee, PAS and SRJC | Approved Course Outlines

Hire staff member based on appropriation of AE funding | Summer 2015

Fall 2015 – Spring 2016 |
| **Professional Development specific to Adult Education instructors in five focus areas** | Provide focused professional development training and ongoing meetings/activities to promote collaboration between AE and CC staff members and to develop a coordinated system for AE students | Qualified educational consultants to provide staff development | $2,500 to $5,000 per training for professional development activities and consultant travel. $10,000/year | Executive Committee, SCOE, PAS and SRJC | Annual Professional Development training and meeting calendar presented in January of each calendar year | Start in Winter 2015 and annually thereafter |

		Funding for ongoing training and meetings	One meeting per semester at $1,500 per meeting for each of four areas (CTE and apprenticeship meetings will be combined) 2 x $1,500 x 4 = $12,000			
Information and Media Technology Specialists	Dedicated IMT staff to provide technical assistance in computer labs and training for instructors	Qualified IT specialists	Three hourly positions to assist at centralized and regional satellite AE programs $50,000 per staff member per year = $150,000	Executive Committee, PAS and SRJC	Positions approved based on appropriation of AE funding	Fall 2015
Outreach to potential students, community and business partners	Provide outreach activities and informational materials throughout the county to increase awareness of and enrollment in AE programs	Staff with background in community outreach and/or communications	This can be a separate staff position or an embedded activity in the AE management position Estimated cost for separate position is $40,000 to $50,000 per year. Can be done on a consulting basis as well	Executive Committee, PAS and SRJC	Positions approved based on appropriation of AE funding	Fall 2015
		Funding for printed informational materials for all five focus areas	Included in Table 3.1		Printed brochures or one page folios describing AE programs	Fall 2015
Clearinghouse for AE program and contact information	Develop a website that describes the five AE programs and provides links to other governmental and community services for potential AE students	Consultant to develop web page and train staff in web page maintenance	Consultant included in Table 3.1 Ongoing licensing and maintenance fees for website up to $2,500 annually	Executive Committee, PAS and SRJC	Website live to public with outreach events to draw attention to the new service	Spring 2015

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Specialized or contextualized curriculum	Develop specialized or contextualized curriculum as described in narrative for all five focus areas	Education consultant to lead staff development for specialized course creation	$2,500 to $5,000 per PD activity for consultant	Executive Committee, PAS and SRJC	Approved course outlines	Summer 2015 through Summer 2016
		Curriculum Specialist to assist faculty in development of new courses from inception through approval	$100,000 salary and benefits for faculty position			
		Time to develop courses	Staff time to attend PD and develop courses is between $6,000 and $10,000 per program			

Total Costs for Table 4.1	1000	2000	3000	4000	5000	Timeline
$1,501,800	$469,000	$475,000	$192,800 (20% of category 1 & 2)	$300,000	$65,000	Spring 2015 – Fall 2017

Categorical costs for Table 4.1 are in addition to the current operating costs for Adult Education programs in Sonoma County provided by the Petaluma Adult School estimated at $1,054,652, making the total costs for Area 4 $2,456,452. Petaluma Adult School was not able to provide costs by funding category.

Regional Comprehensive Plan Objective #5: Strategies to Accelerate Student Accomplishment of Academic and Career Goals

Understanding non-traditional adult learning processes – Provide professional development to instructors on how adult students learn and how to foster a positive learning environment in the classroom and beyond. This will include the basic tenants of adult learning; internal motivation and self-direction, life experience, goal oriented, relevant to current life applications, practical knowledge and culture of respect. When AE curriculum and programs contain these six elements, learners are more likely to achieve their personal, academic, and career goals.

Integrated core and CTE skill building lessons – Contextualized learning addresses life experience, goal setting, relevance and practical knowledge. There are many examples of contextualized learning in secondary education that can easily be adopted and assimilated into the Adult Education curriculum for all of the sub-groups. In fact, SRJC currently provides credit programs that encompass ESL and CTE in the form of Spanish for health care, education, culinary arts and business. These credit courses can be offered as part of the AE diploma program for ABE/ASE, as well as incorporated into both CTE and ESL certificate programs.

In the high school diploma program, strategies employed by organizations such as UCCI can be developed where single courses include elements of CTE and a core subject while preparing students for college level work. Studies have found that students' retention of core concepts are better both short and long-term when they learn academic foundations in an applied way. Examples of ABE/ASE courses that would promote attainment of college preparatory or workplace skills are Health Care mathematics, Construction mathematics, Culinary mathematics, Business English, Workplace Communication (reading, writing, speaking and listening skills), and Technical reading and writing.

There has been early discussion regarding imbedding high school academy practices into diploma programs in order to develop and promote paired courses with an industry sector focus. Areas that have been discusses with the CTE subgroup are Health Care, Child Care, Hospitality, and Skilled Trades. In these focused diploma programs, students would complete coursework towards a high school diploma while also completing courses that would lead to industry certification or completion of a career certificate program.

Hybrid learning appeals to those who are self-directed and motivated by allowing students to accelerate course completion through at home study, or to participate in a semester long class without having to transport to a main campus. There are many possibilities for implementation in this category, but the main concern among stakeholder participants was access to technology. This could be addressed by bringing on technology partners, or through a low-cost, short-term equipment rental program for participants.

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Many thought that having courses where students would meet with teachers once or twice a month would address the concerns of struggling students or technology deficiency by providing direct contact and instruction. Students would have one or two traditional classroom meeting opportunities each month, access to a learning lab and be able to complete assignments at their own pace for the balance of the coursework.

Petaluma Adult School uses the Odysseyware online curriculum in which students complete their entire course using computer based tutorials. Odysseyware offers several college preparatory core curriculum courses, as well as basic non-college prep content. In addition, there are many CTE based courses that introduce students to various industry sectors in an overview format or provide content review to prepare for entry level jobs. This format could be expanded by purchasing additional seat licenses that can be used in satellite or hub locations around the county. It would require students to come to an orientation program to receive log on codes for Odysseyware and to have access to a computer with internet connection. This type of program would be recommended for students who are highly motivated and want to complete one or multiple courses in a short period of time or through a distance platform.

There are other vendors that can also be used to provide online learning options. The CTE subgroup recommended using Lynda.com as a resource for short term CTE skill building in software applications. This program could be made available in a learning lab that is self-directed or with some direct instruction lecture and access to a learning lab for skill practice.

In addition, the Manufacturing Skill Standards Council offers a certification program that includes several curriculum models ranging from two hour skill introduction to 40 hour short term courses that are part of the Certified Production Technician program. These certifications are part of the National Stackable Credentials model endorsed by the National Association of Manufacturers. The courses can be offered in hybrid models and completely online. Because the certifications are nationally recognized they are portable and relevant outside of local employer requirements. The baseline knowledge requirement is 9th grade math and 10th grade reading, so this could also be incorporated into an industry focused high school diploma (academy model) program. MSSC does require certified instructors and SRJC would need to become a certification center to have a local option for certification testing.

Using baseline data gathered from intake or placement assessments and a system of carefully designed formative assessments, instructors will be able to gauge how rapidly students are progressing through course material to better work with students one on one with mastery of skills and standards to keep students on pace to successfully complete courses/programs.

Implementing an expanded contextualized learning program will require the development of courses that integrate core and CTE concepts and standards. Secondary and Community College instructors will need time to meet to develop curriculum units, assessments, rubrics

and establish student learning outcomes. In addition, the new courses will have to go through the standard approval process for each LEA and SRJC.

For some of the online or hybrid curriculum, a budget will need to be established to purchase and maintain seat licenses, train instructors and/or program administrators, acquire equipment for use in classroom and to rent/loan to students, and complete any certification or authorization requirements to use proprietary software and issue certifications.=

Finally, having system navigators at all of the host and satellite adult education programs throughout the county will assist in keeping students on track to complete their adult education pathway programs by having regular check-in points for student accountability. This will also help to alleviate barriers to access and on-time completion by addressing issues such as transportation, child care, program cost, stress and time management, and employer support early in the academic process. System navigators can advocate for students and direct them to services and supports needed to become program completers.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach Tasks	Activities Needed	Resources needed	Estimate of the Cost	Responsible Member (Specific LEA or college)	Methods of Assessment	Timeline
Train instructors	Professional Development for intake assessment, adult learning styles, contextualized curriculum, assessment and rubric design, and teaching with technology	Educational Consultants to provide staff training Paid hourly staff time to attend training and develop curriculum, assessments, rubrics, etc.	$20,000 per year $50,000 per year	PAS and SRJC	Instructors attend at least two trainings to provide enhanced learning opportunities for adult learners	Start Spring 2015 Completion Fall 2016
Provide Counseling and System Navigation Services	Meeting with counselors to develop plan for assisting AE students with following their education plan through completion Hire and Train System Navigators	Staff time Funding to hire staff	$1500 per year $250,000 per year	PAS and SRJC	Meeting held and procedures agreed upon Staff members hired and trained	Fall 2015 Spring 2016
Assimilation Course	Determine program content and train staff members	Paid hourly staff time Conference Attendance for program training Program Materials	$1,500 $12,000 $32,500	PAS and SRJC	Program determined and staff trained	Summer 2015

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Regional Comprehensive Plan Objective #6: Collaboration on Ongoing Professional Development Activities particularly in relation to program integration and student outcomes

Significant professional development opportunities that address adult learning styles

Utilizing the online public query system Survey Monkey, the AB86 Director was able to elicit responses from potential RAES participants through a short but detailed online survey. When asked what types of programs, services, personnel or facilities/equipment each agency was willing to leverage in order to participate in the system, 100% of respondents replied that they would support staff participation in professional development activities. In addition, respondents felt strongly about having adult education providers meet regularly regarding system alignment and student achievement outcomes (75% positive response). And, half of the respondents said that they would be willing to have seats available for adult education staff at professional development activities hosted by their agency.

Building capacity for college and workplace readiness is paramount for Adult Basic and Secondary Education programs. The new Common Core State Standards were developed to address both college and career preparation by emphasizing the ability to read and write non-fiction text, communicate verbally and in writing, and be able to understand complex mathematical equations in the context of the workplace. The federal Office of Vocational and Adult Education has produced a guide for AE instructors and PD providers on understanding standards and how to address standards in curriculum design. This foundational document can be used to provide guidance through PD days on curriculum and assessment development using Common Core State Standards. There are also educational consulting firms such as WestEd that provide training on standards based curriculum as well as integrated curriculum units. AB86 staff will work with stakeholder groups including instructors to determine what type of college and career readiness training will best suit the needs of the programs we are developing. Standards based curriculum design will be addressed in one of the spring professional development days.

One of the best trainings for curriculum and programs centered on college preparedness is provided by Academic Innovations. Their self-awareness and goal setting curriculum Choices can easily be adapted to secondary or college level work. Academic Innovations offers a wide variety of training opportunities from one day seminars to week long intensive trainings for whole school teams that include implementation plans. The Sonoma County Adult Education Consortium will have a single day training at SRJC in spring 2015 to determine if the Choices curriculum will fit with the overall Adult Education Regional Plan. If the majority of the instructors and stakeholders agree with the program, additional training will occur in 2015 to develop an implementation plan for SCAEC. This course is also being used by many community colleges nation-wide.

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Adult Education students often have less exposure to and experience with technology than college students who are recent high school graduates. This means that AE programs need to incorporate the teaching of computer and other technology skills into all coursework in order to adequately prepare graduates for the next steps in their college and career experiences. Petaluma Adult School offers courses in computer familiarity, basic office applications and intermediate software programs that have a direct impact on participants' functionality in the workplace, as well as their ability to conduct research and write college level papers on the computer. SRJC also offers many levels of basic computer skills in their CTE credit programs.

Technology cannot be a transformative educational tool for both instructors and students unless it is properly used to engage students in the learning process, provide access to curriculum that was previously not available, and improve the quality of the learning experience. It is important that we offer ongoing professional development activities to help instructors incorporate the learning and use of technology in an academic setting into their curriculum. Current staff with expertise in technology or a recommended outside vendor will be used. Focus areas for technology training will be centered on the use of technology in the classroom to provide a more interactive and accessible learning environment, technology based delivery of curriculum (online and hybrid course options), and incorporating technology use by students into lesson design. Instructors will be able to provide a technology rich atmosphere for students that extends well beyond the lecture based PowerPoint delivery.

While instructors in CTE programs may be more familiar with incorporating 21st Century skills into their curriculum, these soft skills are most cited by employers as lacking in prospective and new employees. Project-based learning is one way that aptitudes such as critical thinking, communication, creativity, and collaboration can be incorporated into lesson design. Project based learning can also be incorporated into contextualized courses or paired core and CTE courses. There are several educational consulting groups that provide training on lesson design for 21st Century Skills and Project Based Learning. Local sources can be used to provide professional development for instructors in 21st Century Skills competencies. The Sonoma County Office of Education (SCOE) has sponsored trainings for local education agencies and works closely with the Partnership for 21st Century Skills on maintaining currency with national models for work-based skills lesson design in Common Core State Standards curriculum.

Staff of the SCAEC will work with local resources such as SCOE to provide professional development on the design and implementation of integrated courses to encourage contextual teaching and learning. The Workforce Development Division of SCOE has long been a proponent of contextual learning and has worked with education consultants from California and around the country to bring best practices to Sonoma County High School CTE programs. While the PD has focused mostly on high school instructors, the expertise of the consultants can be used to develop programs for adults. With a $15,000,000 Career Pathways Trust (CPT) grant for the North Bay region, there will be multiple opportunities to work with staff from SCOE and the CPT to utilize resources for this purpose.

Consulting groups such as Contextual Learning Concepts, out of Loveland, Colorado provide multiple day workshops from which instructors leave with a detailed course outline and lesson

plans. Core and CTE instructors attend the training as a team to incorporate elements of both subject matter into the individual math (science, English, world language, etc.) and CTE industry specific courses. There are several workshops throughout the United States offered in the summer of 2015, or the consultant can provide on-site training for regional groups of instructors. Additionally, resources such as the UCCI institutes that focus on college preparatory contextual core classes utilizing relevant industry-based lessons with rich literacy and numeracy instruction and skill practice. Again, workshops that incorporate elements of CTE into core lessons can be leveraged with the trainings that will be held by the North Bay Career Pathways Trust Alliance.

Because the backgrounds and learning needs of Adult Education students vary widely, it is important that instructors be able to understand how to reach and meet the individual requirements of each learner. The Intercultural Learning Institute in Portland, Oregon provides workshops and ongoing professional development for building collaboration and intercultural competence among and between faculty and staff. They offer a wide variety of assessment tools and seminars to bring awareness and understanding to the higher education environment. They recommend that their trainings be combined with site specific diversity training to provide long term institutional implementation of practices that respect and include students from a variety of backgrounds. Diversity and intercultural competence training will be provided in spring/summer 2015. Instructors will be given time following the training to discuss and design teaching strategies for the classroom that embody the ideas and recommendations from the trainers.

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-Wide

Table 6.1 Current Professional Development In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-Wide
Adult Learning Styles	Train instructors on a variety of methods to reach reluctant or at-risk learners Understand the philosophy of adult learning styles in order to incorporate the strategies into teaching methodologies	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	Free – provided by regional literacy training council (LiteracyWorks)
Contextualized Curriculum	Teach instructors how to partner theoretical information into relevant or context-based lessons	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$25,000
Mapping course content to standards	Inform instructors about Common Core State Standards for use in ABE and ASE instruction (all courses grade 12 and below) with particular focus on core content in math and English

Inform instructors about the California Model CTE curriculum standards and how to design lessons to meet the standards | ABE/ASE

CTE Apprenticeship | $20,000 |
| **Mapping course content to expected student learning outcomes** | Teach instructors how to use ESLO to backwards map course outlines and curriculum | ABE/ASE ESL/Citizenship AWD CTE Apprenticeship | $10,000 |

Table 6.2 Collaborative Professional Development Plan In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.			
Topic	Collaborative Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-Wide
Intake Assessment Development	Consultant will deliver training on intake evaluation methods and walk participants through the development of assessments for each of the five focus areas	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$10,000
Curriculum Development	Consultant(s) will deliver training on curriculum development (backwards planning and other models) as well as alignment to CCSS and CTE model standards	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$25,000
Contextualized Curriculum	Consultant will deliver training on how to develop curriculum units or courses that align core concepts with CTE or work-based learning skills	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$25,000
Assessment and Rubric Development	Consultant will deliver training on how to develop common assessment strategies and rubrics to gauge level of skill mastery	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$10,000
Assimilation Course	Consultants will provide a one day seminar to gauge interest in GFSF curriculum	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$5,000
	Staff and administrators will be sent to a three day training to implement the GFSF program		$12,500
Intercultural Competence	A team of AB86 instructors and administrators will attend an offsite training, then bring the information back to SRJC to put on an institutional training	ABE/ASE ESL/Citizenship AWD CTE Apprenticeship	$4,000 off-site $2,000 on-site

Regional Comprehensive Plan Objective #7: Leveraging Existing Resources to Provide a Comprehensive and Coordinated County-wide Adult Education System

The Sonoma County Adult Education Consortium has completed their assessment of services and needs, as well as identified strategies for filling the service gaps. The next round of community stakeholder meetings will address each provider's role in the delivery or consumption of Adult Education services.

In the management plan the SCAEC identified two current adult education curriculum providers and several participants that support adult education through client referral and other community services throughout the county. Each agency has participated in various ways in the planning process and has agreed to contribute to a regional adult education system.

Responses from a Survey Monkey Questionnaire about adult education services and needs provided information regarding what participants were willing to contribute to the local AE efforts.

- Sixty-two percent said they were willing to provide facilities and/or equipment in order to provide adult education services to their constituents
- One hundred percent will support staff participation in professional development
- Seventy-five percent will support staff participation in regularly scheduled RAES meetings
- Sixty-two percent will disseminate information about the RAES and its programs
- Fifty percent will host and provide professional development opportunities for AE staff
- While participants supported regional efforts to coordinate, consolidate and create a comprehensive regional program, only one-third said they were able to financially support staff members who would be developing common in-take assessments, curriculum, assessments and rubrics

Below is a list to date of the resources that participating agencies from around Sonoma County are willing and able to contribute to the RAES efforts to implement and sustain a coordinated adult learner education and support system.

Santa Rosa Junior College – Development and implementation of Basic Skills, English Language Development, Developmental and independent living support for Adults with Disabilities and short term Career Technical Education courses for the RAES. This includes the provision of facilities, equipment and technology (where appropriate and available) necessary to support the courses. Additionally, with funding for ongoing AE services, SRJC will provide administrative support to coordinate and sustain the regional system, including hiring, training and providing office space for any support and instructional staff associated with the implementation of AE curriculum and services as outlined in this proposal, arranging for and delivering quality professional development activities, arranging quarterly meetings of the RAES participants, establishing and maintaining an informational repository for adult education programs and

service providers, and regularly communicating information to RAES participants and the community.

Petaluma Adult School – Maintain current levels of AE instructional services and expand offerings as indicated in the RAES plan. Provide training and support for staff members at satellite programs in the areas of adult basic and secondary education coursework particularly those courses leading to the award of a high school diploma, including CAHSEE and GED (or equivalent high school diploma test) preparation. Regularly communicating updates to curriculum or testing programs to staff. Sharing student demographic and completion data as required for participation in the RAES.

Sonoma County Office of Education – Provide content experts to conduct regional professional development activities. Communicate and coordinate with SRJC AE administrative staff opportunities to leverage resources for professional development activities. Inform SRJC AE staff about opportunities to meet with regional business partners regarding the potential for new workforce development programs and trainings. Facilitate meetings with local education agencies regarding facility and instructor availability for short-term CTE training opportunities. Participate in regular RAES meetings.

JobLink – Participate in regular RAES meetings. Provide local economic needs data for use in developing short term CTE training programs to meet not only the needs of their clients specifically, but the overall employment skills gaps throughout the county. Provide meeting and/or classroom space where appropriate (meets needs of JobLink programs and clients) and available. Expand support services capacity in conjunction with satellite AE programs. Support the use of Work Keys testing and certification for employment readiness. Disseminate information about adult education courses and programs.

Sonoma County Sheriff's Department and Department of Correctional Services – Participate in regular RAES meetings. Provide classroom space for credit and non-credit courses. Disseminate information about adult education courses and programs.

Local Education Agencies - Participate in regular RAES meetings. Provide contact person for adult education administrative staff. Provide facilities, equipment and technology, where appropriate and available to implement adult education classes. Support the attendance of administrative and instructional staff at professional development activities. Disseminate information about adult education courses and programs.

Sonoma Developmental Center (DDS)- Participate in regular RAES meetings. Provide contact person for adult education administrative staff. Provide facilities, equipment and technology, where appropriate and available to implement adult education classes and support services, particularly where they involve Adults with Disabilities*. Disseminate information about adult education courses and programs.

The Sonoma Developmental Center, a program of the Department of Developmental Services (DDS) for the State of California will be reducing their operations at a large campus located in

the southeastern portion of Sonoma County. The Coordinator of Curriculum Services, an active participant in the AB86 Regional Plan development meetings has indicated that we may be able to use space on the Sonoma campus to provide adult education courses and services that support adults with disabilities. Program details will be discussed and solidified during the extended planning period.

LiteracyWorks - Participate in regular RAES meetings. Provide contact person for adult education administrative staff. Provide content experts to conduct regional professional development activities for Adult Education instructors and support service providers. Communicate and coordinate with SRJC AE administrative staff opportunities to leverage resources for professional development activities. Disseminate information about adult education courses and programs.

Sonoma County Library System – Participate in regular RAES meetings. Provide contact person for adult education administrative staff. In exchange for opening library branches on Monday when they are currently closed; provide classroom space and an area for the system navigators to work with AE students, assist with selection of circulatory materials for students, train librarians to be ambassadors for adult education programs, and assist students in accessing materials at the local branches.

While there are services or funding sources used to supplement or support the current delivery of adult education courses and programs, they do not fall specifically under an agency or entity for leveraging services, but should be taken into consideration for maintenance of effort and for the overall regional plan. First Five and Four C's provide child care to low income families, some of whom attend ESL and ASE courses in the adult education program. WIA funds are also used to provide childcare services for ESL participants in the Petaluma Adult School.

In addition to the confirmation of leveraged services from the agencies listed, the SCAEC staff will continue to pursue relationships with community based organizations, government agencies and our local education agencies to identify and develop adult education opportunities and resources for Sonoma County residents.

See Chart 7.1 for crosswalk of partners and leveraged resources

In order to build capacity and provide a solid foundation for long term sustainability of adult education programs, the SCAEC has engaged community and educational partners, and will continue to expand partnerships that leverage resources for adult learners throughout Sonoma County. The SCAEC will use a variety of methods and strategies to contact and communicate with current and future participants in the Regional Adult Education System.

Our current strategies include creating alliances and partnerships with existing organizations to build collaboration and trust amongst the partner organizations.   Under the SCAEC umbrella we solicited a broad range of participants that provide services to the various students (and potential students) around the county. These agencies have buy-in to the overall program decisions and resources.

One of our first group activities was to identify and map the adult education assets in Sonoma County. This was done by bringing together a wide-variety of stakeholders including secondary and college educators, governmental agencies, community-based organizations, businesses and private service providers. We conducted a series of break-out group discussions that were organized by AB86 focus area. This allowed us to quickly ascertain both educational coursework and support services in each of the five areas. It also provided a venue for participants to build relationships to extend the conversation.

The next step is to put these assets into a GIS (Geographic Information System) data base to visualize the distribution of services throughout our region. The GIS will also help us to understand demographic information patterns that are vital to determining the build out of new programs across the county. By using a GIS several different data elements can be layered over one another (highest education level achieved, home language, household income, etc.) to provide a more detailed view of prospective students and the types of services they may need and how they align with current AE programs in Sonoma County.

To get more information from potential AE partners that could not attend the stakeholders meetings, the Director of AB86 for the SCAEC created a Survey Monkey questionnaire that contained sixteen questions to elicit information on everything from current services to the desired tenets of a regional adult education system. About thirty percent of recipients responded, so the survey will be redistributed to all LEA and service partners. A larger sample size is needed before final determination of regional program design can be made.

One item identified by the Survey Monkey respondents as key to community participation, feedback and support of the adult education system in the establishment of a clearinghouse website that provides a single informational source for service providers, referring agencies and potential students to connect to the educational and support services needed to access the adult education system and stay engaged through completion. Focus groups of educators, service providers and students will be used during the website design process to ensure that it meets the needs of the people who will be using it. It is important that the website be a useful tool that can be continually updated to maintain relevance.

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	**Program area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s)**	*** Partner Contribution**	**** Timeline**
Santa Rosa Junior College	1-5	Curriculum Development and Alignment	PAS, LEA's	Meeting space, technology support, staff time, administrative support	Summer 2015 – Fall 2017
	1-5	Administrative Support of AE+	PAS, LEA's	Office space, equipment and technology, supplies, administrative support to hire staff	Fall 2015 - ongoing
	1-5	Regional AE meetings+	PAS, LEA's	Administrative support, meeting space	Spring 2015 - ongoing
	1-5	Regional Professional Development+	PAS, LEA's	Administrative support, meeting space, PD experts	Spring 2015 - ongoing
	1-5	AE regional website, advertising and communication	PAS, LEA's	Administrative support, office space, marketing staff support	Fall 2015 - ongoing
Petaluma Adult School	1,2,4,5	AE Instruction and Program support++	SRJC, LEA's	Administrative support, instructional staff, facilities, academic supplies	Fall 2015 - ongoing
	1, 2, 4, 5	AE Instructors Training and support	SRJC, LEA's	Administrative support for hiring and training AE instructors and program management	Fall 2015- ongoing
	1, 2, 4, 5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing
Sonoma County Office of Education	1, 4, 5	Professional Development	SRJC, LEA's	Administrative support for securing trainers, facilities for training	Spring 2015 – Fall 2017
	1, 4, 5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing
Sonoma County Job Link	1, 4, 5	Data for workforce development programs	SRJC, LEA's	Provide data regarding current local workforce needs	Fall 2015 - ongoing
	1, 4, 5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing

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	1, 4, 5	Participate in satellite programs to provide services and referral for adult education students+	SRJC, LEA's, CBO's	Staff time, referral services, testing, training	Fall 2015 - ongoing
Sonoma County Sheriff's Department of Corrections	1, 2, 4, 5	Provide onsite space for training of incarcerated adults	SRJC	Facilities, staff time for internal program management, supplies, equipment and technology	Fall 2015 - ongoing
	1,2, 4, 5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing
Literacy Works	1-5	Provide professional development and instructional training for adult education providers	SRJC, PAS	Provide expert trainers for staff development events relating to instructional practice and individualized student needs	Fall 2015 - ongoing
	1-5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing
Sonoma Developmental Center	1, 3, 4	Potentially serve as facility hub for provision of services to adults with disabilities population	SRJC, CBO's	Provide facility space for meetings and potentially as a satellite location to serve eastern Sonoma County	To Be Determined
	1, 3, 4	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Spring 2015 - ongoing
Sonoma County Library System	1 -5	Participate in Regional Development Meetings and staff development	SRJC, LEA's, CBO's	Provide time for staff to participate in regional meetings and trainings	Fall 2015 - ongoing
	1-5	Potentially serve as facility hub for provision of adult education courses and services+	SRJC, LEA's, CBO's	Provide facility space for training and potentially serve as satellite locations for a small communities throughout Sonoma County	To Be Determined

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered

+Based on provision of funding for Adult Education for the 2015-16 academic year and ongoing

++ Based on provision of Maintenance of Effort funding for 2015-16 and ongoing financial support for adult education programs by State of California